ENGLISH DEPARTMENT

Preliminary Course Booklet
2009
Standard English

Introduction

At the commencement of the Preliminary Course, you will be required to make a commitment to being a senior student.

In English we aim to help you set challenging and realistic goals that will allow you to achieve excellence in your academic studies. To do this, you will need to consider your personal expectations and goals in regard to your Standard English Course. We encourage you to discuss these with your support team or parents, caregivers, year advisors, the careers advisor, learning partners and especially your classroom teacher.

We believe that expectations are high when teachers and students communicate the expectation that all members of the class can learn important knowledge and skills that are challenging for them. Students are encouraged and recognized for taking conceptual or other risks in learning. Expectations are also high when students at all levels are expected, and try to master challenging work whether the challenge is intellectual or performance based.

Throughout the Preliminary Course, your English teacher will assist you with strategies such as time management, learning techniques and smart study practices to ensure your goals are met.

This booklet is an overview of the **Preliminary Standard English** course and should be read thoroughly and referred to often. It is a document to consult when you need detailed information about the subject outcomes, module rubrics and information about assessment tasks.

The Preliminary Program has a very strong focus on skill development, a variety of texts forms and learning experiences will be used to help you develop the wide range of analytical, interpretive, composing, responding and language skills you will need to display and implement in the HSC course. You will also be encouraged to experiment and explore study and learning strategies that will enable them to effectively prepare for assessment tasks as well as lesson to lesson learning. There is space provided at that back of this booklet to keep these notes.

There are three assessment tasks for this course including the half yearly and end of course exam. Familiarise yourself with the assessment tasks. Ensure you complete the reflection sheets thoughtfully and set achievable, yet challenging goals.

Entering the first year of Stage 6 studies will be very different to your previous experiences of school. Teachers and parents expect you to be working independently at attaining a positive result for the HSC – and, undoubtedly, you expect much of yourself too. It is important that you rise to the challenges that Year 11 will provide and achieve your personal best.

Assessment Schedule
Preliminary English *Standard*

Outcomes	Task	Weighting	AOS	A	C	L	S	R	W	V/R
			40	**30**	**30**	**15**	**15**	**25**	**30**	**15**
1,2,3,4,5,6,7,8,10,11	**Area of Study**	40	25					10	15	
1,3,9,13	**Module A**	30		30			15			15
5,7,10,13	**Module B**				30	15		15		
2,3,5,8,10	**Half Yearly**								15	
5,7,10,13	**Yearly Exams**					15				
	Totals	**100**	**40**	**30**	**30**	**15**	**15**	**25**	**30**	**15**

Preliminary High School Certificate Course 2009
Assessment Schedule

Course:	Standard English			
Task No.	**Date Due (Term / Week) Submission of task (s) In class task (c)**	**Task Description**	**Outcomes Assessed**	**Weight**
1	Term 1 Week 6 (c)	Reading	1,2,4,6	10%
2	Term 1 Week 11 (s)	Writing	4,7,8,11	15%
3	**Term 2 Week 4**	**Mid Course Exam**	**2,3,5,8,10**	**15%**
4	Term 3 Week 1 (c)	Speaking, Viewing and Representing	1,3,9,11,13	30%
5	**Term 3 Week 8**	**End of Course Exam**	**5,7,10,13**	**30%**
			Total:	100%

2009 Standard English
Course Overview

Area of Study: Change – 13 Weeks

Set Text: 'Ad-Verse-ity' (Poetry)
Related Material: 'Sky High' – Hannah Robert (Prose)

Learning Experiences:
Students will:
☐ Establish a clear and in depth understanding of the Area of Study
☐ Be exposed to, revise, respond to and compose a wide variety of written and visual text forms
☐ Develop strategies to enable them to make connections between texts and the Area of Study
☐ Identify a wide variety of techniques and be able to analyse how they are used to convey the Area of Study
☐ Recognize the role of purpose, audience, purpose and context
☐ Develop strategies and confidence in identifying, selecting and deconstruction appropriate related material
☐ Explore the relationship between audience, purpose and context
☐ Synthesize information

Module A – Images – 6 Weeks

Set Text: Stolen (Drama) – Jane Harrison
Related Materials: RTA Drink Driving Campaign (Non Fiction)

Learning Experiences:
Students will:
☐ Revise and reinforce a wide variety of techniques
☐ Revise and reinforce a variety of text forms, linguistics, structure, purpose, audience and context
☐ Recognizes and be able to discuss how texts position responders
☐ Identify and reflect on what comment is being made about the world
☐ Develop strategies and confidence in identifying, selection and deconstructing appropriate related material

Module B – Stepping Out – 7 Weeks

Set Text: 'Swimming up Stream' – Russell Mulcahy (Film)
Related Materials: Variety of newspaper and feature articles (Non Fiction)

Learning Experiences:
Students will:
☐ Explore and understand different contexts such as: social, political, cultural and historical both in society and text
☐ Respond to texts in a variety of text forms – with a strong focus on non literacy texts
☐ Understand and personally respond to issues raised in this module and make links to the texts presented
☐ Develop strategies and confidence in identifying, selecting and deconstructing appropriate related material

Area of Study

In the Area of Study, students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

This Area of Study requires students to explore the ways in which the notion of change is considered and expressed in and through texts. In their responses and compositions students examine, question and reflect on:

- their observation and understanding of the portrayed events, people, ideas and societies that they encounter in and through the prescribed texts and texts of their own choosing related to the Area of Study

- the assumptions underlying the representations of change

- the ways in which they perceive the world through texts and speculate about it

- the ways they consider and express their own processes of change

Module A: Images

In responding and composing, students explore the nature of images and the ways they are used in everyday situations. Students will explore and examine the ways various kinds of images shape meaning. They will explore and analyse:
- how aspects of the world are represented through images
- the relationship and attitudes established in the communication of images
- the textual features of the medium and mode of communication

Module B: Stepping Out

In this elective students will explore a variety of texts that deal with aspects of 'Stepping Out' and transitions into new phases of an individual's life. People encounter different ways by which they enter new stages of experience that bring about growth and change.
Students will:
- respond to and compose a range of texts that demonstrate different pathways into new experiences
- examine the features of texts that show the knowledge, attitudes and beliefs relating to individuals who have ventured into new worlds and experiences

Preliminary English (Standard) Course Requirements

In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas, and processes are represented in and through texts.

Course Requirements

The Preliminary English (Standard) course is designed by teachers. In designing the course they need to address the objectives of Stage 6 English (Standard) and the need to assist their students to achieve the course outcomes.

In the Preliminary English (Standard) course, students are required to:
- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study.	**Electives** Students explore and examine texts and analyse aspects of meaning.
Students explore texts and develop skills in synthesis.	
The common content comprises 40% of the course content.	The electives comprise 60% of the course content.
Students undertake at least one Area of Study.	**Preliminary electives are not to duplicate the prescribed HSC modules, electives or texts.**

Preliminary Standard English Outcomes

1. A student demonstrates understanding of the relationships between composer, responder, text and context.

2. A student identifies and describes relationships among texts.

3. A student develops language relevant to the study of English.

4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.

5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.

6. A student engages with a wide range of texts to develop a considered and informed personal response.

7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.

8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.

9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.

11. A student draws upon the imagination to transform experience into text.

12. A student reflects on own processes of responding and composing.

13. A student reflects on own processes of learning.

Preliminary English Standard
Course Objectives, Outcomes and Content

The table below sets out the content of the Preliminary English (Standard) Course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.	1. A student demonstrates an understanding of the relationships between composer, responder, text and context.	1. Students learn about the relationships between composer, responder, text and context by: 1.1 identifying and describing the contexts of responding to and composing particular texts 1.2 identifying and describing the effects of those elements of a text which reflect context 1.3 composing texts for a variety of contexts, purposes and audiences 1.4 recognising the effects of their own language experiences and culture on their response to and composition of texts 1.5 changing the contexts of responding to or composing texts in order to achieve particular meanings.
	2. A student identifies and describes relationships among texts.	2. Students learn to identify and describe the relationships among texts by: 2.1 identifying similarities in and differences between texts 2.2 identifying and describing the connections between texts 2.3 identifying and describing the ways in which particular texts are influenced by other texts and contexts.
Students will develop knowledge and understanding of the forms and features of language, and the structures of texts.	3. A student develops language relevant to the study of English.	3. Students learn the language relevant to their study of English including: 3.1 its terminology 3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 3.3 language of personal, social, historical, cultural and workplace contexts 3.4 language of critical expression 3.5 conventions of language.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
	4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses.	4. Students learn about the ways that language forms and features, and structures of particular texts, shape meaning and influence responses by: 4.1 identifying and describing a variety of language forms and features, and structures of particular texts 4.2 identifying the effects of the language forms and features, and structures of particular texts 4.3 using various language forms and features and structures of texts.
	5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	5. Students learn about the ways different technologies and media of production affect the language and structure of particular texts by: 5.1 responding to texts produced in a range of media 5.2 identifying and describing the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts 5.3 composing a variety of texts using a range of technologies 5.4 reflecting on the effects of a change in technology on their own compositions.
Students will develop skills in responding to and composing a range of texts.	6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. Students learn about the ways they can respond to texts by: 6.1 engaging with a wide range of texts in personal, social, historical, cultural and workplace contexts 6.2 relating responses to aspects of human experience 6.3 composing personal responses to texts and considering the responses of others 6.4 discussing and reflecting on the wider issues arising from their engagement with texts.
	7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.	7. Students learn to communicate information, ideas and values for a variety of purposes, audiences and contexts by: 7.1 identifying and describing the effects of language forms and features and structures of particular texts 7.2 composing and adapting texts to address different purposes and audiences within workplace and other contexts.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
Students will develop skills in effective communication.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. Students learn to compose imaginative, personal and critical texts through: 8.1 engaging with complex texts 8.2 expressing complex ideas for a range of audiences and purposes in personal, social, historical, cultural and workplace contexts 8.3 using and manipulating some genre forms for different audiences and purposes 8.4 controlling a range of language features to meet requirements of various composing tasks 8.5 shaping compositions appropriately to purpose, audience and context.
Students will develop skills in individual and collaborative learning.	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. Students learn to assess the effectiveness of processes and technologies by: 9.1 using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas 9.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 9.3 assessing which of a range of technologies and processes is most appropriate for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.
Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas.	10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. Students learn to analyse and synthesise information and ideas by: 10.1 collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts from personal, social, historical, cultural and workplace contexts 10.2 making connections between information and ideas and synthesising these in a range of texts 10.3 developing and presenting information and ideas in a range of texts and in analytic, expressive and imaginative ways.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
Students will develop skills in reflection as a way to review, reconsider and refine meaning.	11. A student draws upon the imagination to transform experience into text.	11. Students learn to draw upon the imagination in responding to and composing texts by: 11.1 making connections between life experience and imagined experience 11.2 experimenting with ways of transforming experience into imaginative texts in different contexts for specified audiences 11.3 recreating texts into new texts by changing perspective and contexts for specified audiences.
	12. A student reflects on own processes of responding and composing.	12. Students learn to reflect on their own processes of response and composition by: 12.1 editing their work to correct for errors and ensure consistent and appropriate style 12.2 assessing and engaging with the strengths and weaknesses of their own compositional style 12.3 amending their compositions as a result of the process of reflection 12.4 considering and assessing compositional style in a variety of texts 12.5 considering and assessing different ways of responding to texts.
	13. A student reflects on own processes of learning.	13. Students learn to reflect on their own processes of learning by: 13.1 identifying various ways they approach texts 13.2 articulating and monitoring their own understanding 13.3 comparing their own learning processes with those of others 13.4 writing.

**Advanced and Standard English
Preliminary Assessment Task 1**

Weighting: 10%
Mode: Reading
Outcomes: 1,2,4,5

Due Date: Week 6, Term 1

Task:
You are to read the collection of visual and written texts and answer the questions provided.

Marking Criteria:

Achievement	A student:
A Band 6 Outstanding 85-100%	• Demonstrates a sophisticated ability to read inferentially • Displays a perspective understanding of language and visual features • Reads and responds critically and interpretatively to texts
B Band 5 High 70-84%	• Demonstrates an effective ability to read inferentially • Displays a well developed understanding of language and visual features • Reads and responds critically and interpretatively to texts
C Band 4 Sound 55-69%	• Exhibits an ability to read inferentially • Displays a sound understanding of language and visual features • Reads and responds in a generalised manner to texts
D Band 3 Basic 40-54%	• Demonstrates a basic ability to read inferentially • Displays developing understanding of language and visual features • Reads and responds in a simple manner to texts
E Band 2 Limited 0-39%	• Demonstrates a rudimentary ability to read inferentially • Displays little understanding of language and visual features • Reads and responds in a personal manner to texts
Band 1 0% Not achieved	• Non attempt OR • A non serious attempt

Teacher Feedback:
_____
_____
_____
_____

In your answer you will be assessed on how well you:
_____

- Demonstrate understanding of the way perceptions of change and shape in and through texts

- Describe, explain and analyse the relationship between language text and context

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Text ONE – Cartoon – Littleton's Pools

(a)   **(i)** Explain the idea of change in this text.   **1**

Text TWO – Cartoon – Human Expansion

(b)   **(i)** What comment is the composer conveying about change?   **1**

(ii) Identify ONE visual feature that explains how the composer has presented his idea of change.   **2**

Text THREE – Song Lyrics – 'Big Yellow Taxi'

(c)   **(i)** Identify ONE change in the song lyric.   **1**

(ii) Explain how TWO techniques are used to convey the ideas about change.   **3**

Text FOUR – Speech

(d)   **(i)** Explain how the speaker represents her visions of change.   **3**

Text FIVE – Newspaper Article

(e)   **(i)** What type of change is being discussed?   **1**

(ii) Analyse how the composer has used language features to convey his viewpoint.   **3**

Texts ONE, TWO, THREE, FOUR AND FIVE

(f)   Which TWO of these texts do you find the most effective in exploring concepts of change?

Justify your answer by making detailed references to TWO texts you have selected.   **5**

Task Reflection Sheet
Task 1: Area of Study – Reading

Number of lesson absences from this module: _____

I know the rubric of this module Y/N

What types of texts do you read on a regular basis?
- o Magazines
- o Newspapers
- o Poetry
- o Novels
- o Short stories
- o Feature articles
- o Web pages
- o Biographies
- o Autobiographies

In my responses, I showed I understood:
- o What was needed to answer these short response questions
- o The idea of change
- o The correlation between the mark allocation and the length of my response

Which of the texts were your less confident in identifying and discussing techniques about?
-

The following will improve my result in this section:
_____
_____

I learnt the following from my peers during this task:
_____
_____

The teacher could help me by:
_____
_____

Parent Signature:
_____

Advanced and Standard English
Preliminary Assessment Task 2

Weighting: 15%
Mode: Writing
Outcomes: 4,7,8,11

Due Date: Week 10, Term 1

Task:
- You are to produce a mini portfolio consisting of two pieces of writing with accompanying stimulus materials which have inspired your response.
- Each composition must be between 750-1000 words in length. Each draft piece of writing must be peer conferenced before publishing.
- Your compositions must be word processed.
- Your compositions could be inspired by an image (photo; painting; icon) you have uncovered in your studies.

Marking Criteria:

Achievement	A student shows:
A Band 6 Outstanding 85-100%	• Highly developed composing skills; polished final copy • Highly imaginative narrative/representation of Change • Thoughtful reflection and insightful use of drafting and conferencing process
B Band 5 High 70-84%	• Developed composing skills; mostly polished final copy • Imaginative narrative/representation of Change • Reflective use of drafting and conferencing process
C Band 4 Sound 55-69%	• Developing composing skills; drafts and final copy • Sound narrative/representation of Change • Sound use of drafting and conferencing process
D Band 3 Basic 40-54%	• Variable composing skills; some planning and some problems final copy • A narrative/representation of Change • Some use of drafting and conferencing process
E Band 2 Limited 0-39%	• Undeveloped composing skills evident • Conventions of chose text types not evident or poorly employed • Ineffectual representation of Change
Band 1 0% Not achieved	• Non attempt OR • A non serious attempt

Teacher Feedback:

_____
_____
_____

Task Reflection Sheet
Task 2: Area of Study – Composing

Number of lesson absences from this module: _____

I know the rubric of this module Y/N

In my responses, I showed I understood:
- o Narrative structure – orientation, complication and resolution
- o Narrative styles such as linear, woven, circular
- o How to effectively use a variety of narrative techniques
- o How to construct an idea based on the idea of change

What narratives did you read in preparation for this task?
_____
_____

I need to improve in the following areas:
_____
_____

I can do this by:
_____
_____
_____
_____

I learnt the following from my peers during this task:
_____
_____

The teacher could help me by:
_____
_____
_____

Parent Signature:
_____

Advanced and Standard English
Half Yearly Exam

Weighting: 15%
Mode: Writing
Outcomes: 2,3,5,8,10

Due Date: Week 4, Term 2

Task:
You are to write an extended response of approximately 1000 words analysing at least one **poem** from the set-texts and **two pieces of related texts** of your own choosing.

Question: How do the composers of the texts you have studied in the Area of Study depict change and its effect?

Marking Criteria:

Achievement	A student shows a:
A Band 6 Outstanding 85-100%	• Highly developing understanding of the effects of language forms, features and structures of texts, *effect* insightly explored • Sophisticated analysis of three texts with excellent use of English
B Band 5 High 70-84%	• Well developing understanding of the effects of language forms, features and structures of texts, *effect* thoughtfully examined • Thoughtful analysis of three texts with very good use of English
C Band 4 Sound 55-69%	• Developing understanding of the effects of language forms, features and structures of texts, *effect* explored • Effective analysis of three texts with consistent use of English
D Band 3 Basic 40-54%	• Variable understanding of the effects of language forms, features and structures of texts • Limited analysis of three texts with variable use of English
E Band 2 Limited 0-39%	• Little understanding of the effects of language forms, features and structures of texts • Little/no analysis of three texts with poor use of English
Band 1 0% Not achieved	• Non attempt OR • A non serious attempt

Teacher Feedback:

_____
_____
_____

Task Reflection Sheet
Task 3: Half Yearly Exam – Writing

Number of lesson absences from this module: _____

I know the rubric of this module Y/N

I prepared for this exam by:
- Revising the content of my set text
- Finding my own piece of related material that I was confident and familiar with
- Revising the content of my related materials
- Revising how techniques are used in my sext text to convey ideas about change
- Revising how techniques are used in my related material to convey ideas about change
- Practising through drafting how to organize and write an essay introduction
- Practising through drafting how to organize and write topic sentences for the body paragraphs
- Practising through drafting how to organize the information in the paragraphs
- Practising through drafting how to organize and write an essay conclusion
- Handing in drafts for teacher feedback

My achievements for this exam include:
_____
_____

I can improve in this module by:
_____
_____
_____

I learnt the following from my peers during this task:
_____
_____

The teacher could help me by:
_____
_____

Parent Signature:
_____

Preliminary Standard
Assessment Task 4

Weighting: 15%
Mode: Speaking
Outcomes: 5,6,7

Due Date: Week 3, Term 1

Task:
➢ You are to deliver an oral presentation of 3 – 4 minutes duration that analyses **ONE** piece of material as well at least **TWO** scenes from your **SET TEXT**
➢ Your presentation must answer the following question:

How are images communicated in your set texts and ONE piece of related material?

➢ You are allowed 30 seconds either side of the minimum and maximum line limit no penalty. You will be deducted 1 mark for every minute outside this time.

NOTE: A copy of your transcript must be signed off by your classroom teacher prior to the holidays.

Marking Criteria:

Achievement	A student:
A Band 6 Outstanding 85-100%	• Displays a very confident manner, addressing the audience and using notes appropriately • Conforms to the time requirements • Displays a skilful approach to organisation and structure • Presents critical and highly developed skills in analysis, interpretation and synthesis of the texts • Provides direct evidence from the texts to support description and analysis
B Band 5 High 70-84%	• Displays a confident manner, addressing the audience and using notes appropriately • Conforms to the time requirements • Displays a thoughtful approach to organisation and structure • Presents well developed skills in analysis, interpretation and synthesis of the texts • Provides direct evidence from the texts to support description and analysis
C Band 4 Sound 55-69%	• Some confidence shown and an attempt to address the audience over the reliance on notes • Conforms to the time requirements • Displays a sound organisation and structure • Presents sound skills in analysis, interpretation and synthesis of the texts • Provides some evidence from the texts to support description and analysis
D Band 3 Basic 40-54%	• Some confidence shown and an attempt to address the audience over the reliance on notes • Time requirements may not be met • Displays some organisation and structure • Presents adequate skills in analysis, interpretation and synthesis of texts • Provides some evidence from the texts to support description and analysis • Presentation can be unbalanced
E Band 2 Limited 0-39%	• Extensive reading with little or no attempt to address the audience • Time limit not met • Vagueness in conveying an understanding of the topic • Little evidence of organisation • Provides little or no evidence from the texts to support description and analysis • Presentation can be unbalanced
Band 1 0% Not achieved	• Non attempt 　OR • A non serious attempt

Task Reflection Sheet
Task 4: Speaking/Viewing and Representing

Number of lesson absences from this module: _____

I know the rubric of this module Y/N

I researched and analysed the following number of visual texts before deciding on my final piece of related material:
- o   1-2
- o   3-4
- o   5-6

In my response I showed I could:
- o   Use my skills to select my own piece of related material
- o   Explain the idea of change
- o   Identify images in the set text and my related material
- o   Analyse how these images are created through the use of techniques
- o   Show the correlation between techniques and the elements such as themes and characters
- o   Engage the audience through structural and language elements in my speech

My achievements for this task include:
_____
_____

I can improve in this module by:
_____
_____
_____

I learnt the following from my peers during this task:
_____
_____

The teacher could help me by:
_____
_____

Parent Signature:
_____

Weighting: 30%
Mode: Listening and Writing
Outcomes: 5,7,10,13

Due Date: Week 8, Term 3

Task:
You will write an extended response referring to the extract from your set text you will view as well at least two pieces of related material of your own choosing.

Question:
How is the idea of 'Stepping Out' represented in your set text as well as your chosen pieces of related material? Compare and contrast the effects of 'Stepping Out' between the texts.

Marking Criteria:

Achievement	A student:
A Band 6 Outstanding 85-100%	• Composes an insightful response that addresses the question • Writes with a perceptive understanding of textual structures and language features • Exhibits a critical ability to select sophisticated language to create meaning • Always uses correct punctuation, grammar and spelling appropriate to text form
B Band 5 High 70-84%	• Composes a well developed response that addresses the question • Writes with a perceptive understanding of textual structures and language features • Exhibits an effective ability to select language to create meaning • Always uses correct punctuation, grammar and spelling appropriate to text form
C Band 4 Sound 55-69%	• Composes a sound response that addresses the question • Writes with a well developed understanding of textual structures and language features • Exhibits an ability to select language to create meaning • Mostly uses correct punctuation, grammar and spelling appropriate to text form
D Band 3 Basic 40-54%	• Composes a limited response that addresses the question • Writes with some understanding of textual structures and language features • Exhibits some ability to select language to create meaning • Mostly uses correct punctuation, grammar and spelling appropriate to text form
E Band 2 Limited 0-39%	• Composes a basic response that addresses the question • Writes with little understanding of textual structures and language features • Exhibits an elementary ability to select language to create meaning • Incorrectly uses basic punctuation, grammar and spelling appropriate to text form
Band 1 0% Not achieved	• Non attempt OR • A non serious attempt

Teacher Feedback:

_____
_____
_____

Task Reflection Sheet
Task 4: Speaking/Viewing and Representing

Number of lesson absences from this module: _____

I know the rubric of this module Y/N

I prepared for this exam by:
- o Revising the content of my set text
- o Finding my own piece of related material that I was confident and familiar with
- o Revising the content of my related materials
- o Revising how the techniques are used in my set text to convey ideas of change
- o Practising through drafting how to organize and write an essay introduction
- o Practising through drafting how to organize and write topic sentences for the body paragraphs
- o Practising through drafting how to organize the information in the paragraphs
- o Practising through drafting how to organize and write an essay conclusion
- o Handing in drafts for teacher feedback

My achievements for this exam include:
_____
_____

I can improve in this module by:
_____
_____
_____

I learnt the following from my peers during this task:
_____
_____

The teacher could help me by:
_____
_____

What are your overall feelings about your achievement in the Preliminary Course?
_____
_____
_____

What will 1 need to change/focus on when I undertake the HSC course to insure I achieve my potential?
_____
_____
_____

Parent Signature:
_____

Text Summary Flash Cards

Area of Study: Change

Set Text title and text type: _____

Composer: _____

Ideas about change: _____

Techniques used to convey Change: _____

Related Material 1 title and text type: _____

Composer: _____

Ideas about Change: _____

Techniques used to convey Change: _____

Related Material 2 title and text type: _____

Composer: _____

Ideas about Change: _____

Techniques used to convey Change: _____

Related Material 3 title and text type: _____

Composer: _____

Ideas about Change: _____

Techniques used to convey Change: _____

Module A: Images

Set Text title and text type: _____

Composer: _____

Ideas about change: _____

Techniques used to convey Change: _____

Related Material 1 title and text type: _____

Composer: _____

Ideas about Change: _____

Techniques used to convey Change: _____

Related Material 2 title and text type: _____

Composer: _____

Ideas about Change: _____

Techniques used to convey Change: _____

Related Material 3 title and text type: _____

Composer: _____

Ideas about Change: _____

Techniques used to convey Change: _____

Module B: "Stepping Out"

Set Text title and text type: _____

Composer: _____

Ideas about 'Stepping Out': _____

Techniques used to convey 'Stepping Out': _____

Related Material 1 title and text type: _____

Composer: _____

Ideas about 'Stepping Out': _____

Techniques used to convey 'Stepping Out': _____

Related Material 2 title and text type: _____

Composer: _____

Ideas about 'Stepping Out': _____

Techniques used to convey 'Stepping Out': _____

Related Material 3 title and text type: _____

Composer: _____

Ideas about 'Stepping Out': _____

Techniques used to convey 'Stepping Out': _____

TEXT	STRUCTURE	GRAMMATICAL FEATURES
Narrative	* Orientation * Complication * Sequence of Events * Resolution * Coda	* Past Tense * Descriptive words * Can include dialogue * First or third person * Specific Participants * Temporal Connectives to sequence events through time
Discussion	* Opening statement which presents an issue * Arguments for different points of view * Concluding recommendation	* Writer remains neutral * Occasional emotive words * Past tense * General participants
Explanation	* General statement about Phenomena * Explanation * Concluding statement	* Can use diagrams * Timeless present tense * Generalised non-human participants * Technical terms
Exposition	* Thesis (setting up Parameters) * Stages on arguments * Summing up of positions	* Can use slogans * Emotive words * Timeless Present tense * Generalised participants * High modality * Casual connectives
Information Report	* Generalisation/Classification * Sequences facts	* Timeless present tense * Technical terms * Paragraphs organising various aspects * Generalised participants * Reference Chains
Procedure	* Goal or Aim * Requirements listed in order of use * Series of steps	* Technical words * Present Tense * Generalised participants
Recount	* Orientation who where and when * Events in chronological order * Personal comment	* Past tense * First person * Specific participants * Temporal Connectives

Text Types
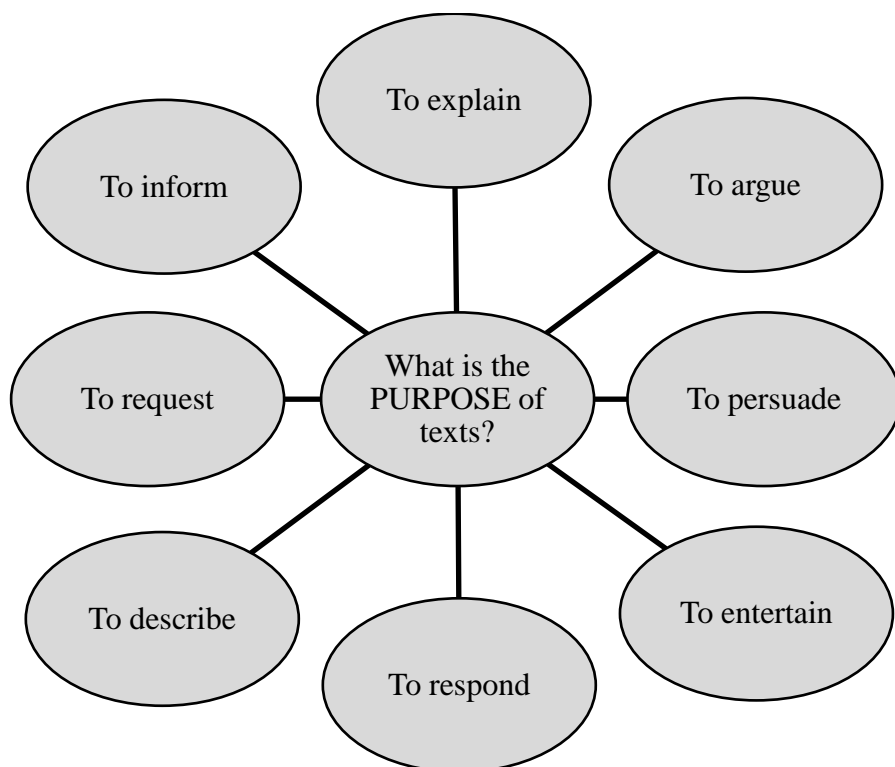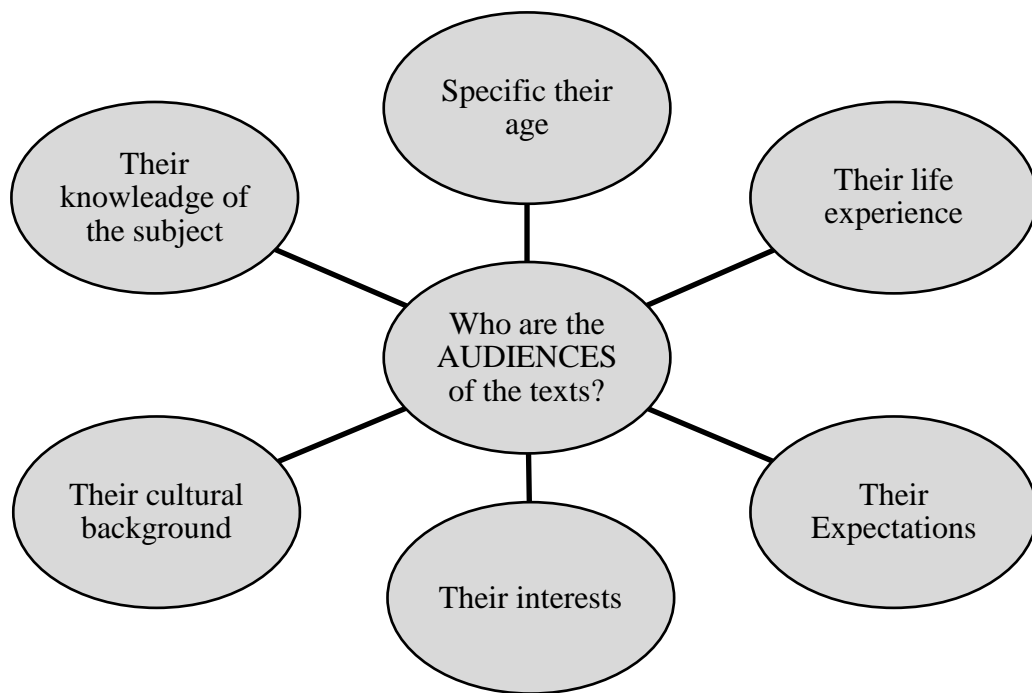
Literacy (relating to imaginative texts)
- Literacy **Description**
  - Literacy **Recount**
    - **Narrative**
    - **Observation**
  - Personal **Response**
    - **Review**

Factual (relating to a non-fiction)
- **Discussion**
- **Explanation**
- **Exposition**
- Factual **Description**
  - Factual **Recount**
- Information **Report**
  - **Procedure**
- Procedural **Recount**

Purposes and Audience of Texts

Specific their age

Their knowleadge of the subject

Their life experience

Who are the AUDIENCES of the texts?

Their cultural background

Their interests

Their Expectations

To explain

To inform

To argue

To request

What is the PURPOSE of texts?

To persuade

To describe

To respond

To entertain

A Glossary of Useful Terms

This Glossary includes words and explanations that are used with particular reference in the syllabus.

aesthetic   Having an appreciation of beauty.

affective   Relating to a thoughtful consideration and evaluation of emotions and values associated with an idea or set of ideas.

appropriated text   A text which has been taken from one context and translated into another. The process of translation allows new insights into the original text and emphasises contextual differences between the two.

assess To establish the value of a particular idea or text.

collaborative learning   An interactive approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to mutually defined problems.

composing   The activity that occurs when students produce written, spoken, or visual texts. Composing typically:

- involves the shaping and arrangement of textual elements to explore and express ideas and values
- involves the processes of imagining, drafting, appraising, reflecting and refining
- depends on knowledge and understanding and use of texts, their language forms, features and structures.

concept   A concept is an abstract idea derived or inferred from specific instances or occurrences. In the context of an Area of Study, 'concept' typically operates in and through language and text which enables ideas and experiences to be organised and at the same time shapes meaning and inferences.

context   The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.

conventions Accepted practices or features which help define textual forms and meaning.

creative thinking   The ability to think laterally and imaginatively looking at all sides of an issue and devising interesting and imaginative solutions.

critical thinking   The ability to think using hypothesis and deduction as a way to question, interpret and draw conclusions.

culture   The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle

elective   A unit of work, a text or group of texts, designed to deliver aspects of course content chosen by teachers and students from a list prescribed by the Board of Studies in accordance with syllabus requirements.

electronic media   Media technology, such as television, the internet, radio, teletext and email, that communicates with large numbers of people.

evaluate   To estimate the worth of a text in a range of contexts and to justify that estimation and its process.

explore   To examine closely and experiment with texts.

flexible thinking   The ability to change or adapt information and ideas to present a different perspective or create something new.

genre   A category of text that can be recognised by specific aspects of its subject matter, form and language.

imaginative thinking The ability to think divergently, to generate original ideas by drawing on emotional and cognitive experiences.

interpretation   Explanation of meaning within the context of one's own understanding.

language forms and features   The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production of each text.

language modes   Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts. It is important to realise that:
• any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts; and
• the refinement of the skills of any one of the modes develops skills in the others. Students need to build on their skills in all language modes.

literacy   A synthesis of language, thinking and contextual practices through which meaning is shaped. 'Effective literacy is intrinsically purposeful, flexible and dynamic' (Dawkins, J, *Australia's Language: The Australian Literacy and Language Policy*, AGPS, 1991) and involves interactions in a range of modes and through a variety of media.

meaning   The dynamic relationship between text and responder involving information (explicit and implicit), the affective and the contextual.

meaning in and through texts   This expression implies that meaning variously
- resides in texts
- is a dynamic process through which responders engage with texts, and
- involves the incorporation of understanding gained through texts into a wider context.

medium   The physical form in which the text exists or through which the text is conveyed.

module   A component of a course in the syllabus. The modules in the HSC courses contain prescribed electives and texts.

paradigm   Organising principles and underlying beliefs that form the basis of a set of shared concepts.

perspective   A way of regarding situations, facts and texts and evaluating their relative significance.

popular culture   Cultural experiences widely enjoyed by members of various groups within the community.

recreating texts   Transforming texts to explore how changes in particular elements of a text affect meaning.

reflection   The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.

register   The use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate in another.

representation   The ways ideas are portrayed through texts.

representing   The language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.

responding   The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond exist in social and cultural contexts. 'Responding' typically involves:

•reading, listening and viewing that depend on, but go beyond, the decoding of texts
•identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

structures of texts   The relationships of the different parts of a text to each other and to the text as a complex whole.

synthesis   The collecting and connecting of many specific elements or ideas from various sources to form something new.

systems of valuation   Principles and processes which combine to allow people to ascribe value to texts.

technology   The knowledge, tools and processes used to create the medium in which the text exists or through which the text is conveyed.

texts   Communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or series of related pieces.

textual integrity   The unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value.

value (verb)   To estimate or assign worth to a text; to consider something to have worth.

value (noun)   A quality desirable as a means or an end in itself.

Common Language Techniques for Stage 6

Account
Account for: state reasons for, report on. *Give an account of*: narrate a series of events or transactions

Analyse
Identify components and the relationship between them; draw out and relate implications

Apply
Use, utilise, employ in a particular situation

Appreciate
Make a judgement about the value of

Assess
Make a judgment of value, quality, outcomes, results or size

Calculate
Ascertain/determine from given facts, figures or information

Clarify
Make clear or plain

Classify
Arrange or include in classes/categories

Compare
Show how things are similar or different

Construct
Make; build; put together items or arguments

Contrast
Show how things are different or opposite

Critically (analyse/ evaluate)
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)

Deduce
Draw conclusions

Define
State meaning and identify essential qualities

Demonstrate
Show by example

Describe
Provide characteristics and features

Discuss
Identify issues and provide points for and/or against

Distinguish
Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate
Make a judgement based on criteria; determine the value of

Examine
Inquire into

Explain
Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract
Choose relevant and/or appropriate details

Extrapolate
Infer from what is known

Identify
Recognise and name

Interpret
Draw meaning from

Investigate
Plan, inquire into and draw conclusions about

Justify
Support an argument or conclusion

Outline
Sketch in general terms; indicate the main features of

Predict
Suggest what may happen based on available information

Propose
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall
Present remembered ideas, facts or experiences

Recommend
Provide reasons in favour

Recount
Retell a series of events

Summarise
Express, concisely, the relevant details

Synthesise
Putting together various elements to make a whole

Others

_____
_____
_____
_____
_____
_____
_____

Notes for Future Reference