

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**English - Advanced**

STAGE 6 PRELIMINARY ~ COURSE OUTLINE

In the *Preliminary English (Advanced) course*, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the *HSC English (Advanced) course*, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.

MAIN TOPICS COVERED

*Preliminary Course – The course has two sections:*

* Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
* Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

COURSE REQUIREMENTS

In the *Preliminary English (Advanced) 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 **or** media **or** multimedia texts
* undertake wide reading programs involving texts and textual forms composed in and for a 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.

**SYLLABUS OUTCOMES**

**P1** A student describes and explains the relationships between composer, responder, text and context in particular texts.

**P2** A student describes and explains relationships among texts.

**P3** A student develops language relevant to the study of English.

**P4** A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.

**P5** A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.

**P6** A student engages with a wide range of texts to develop a considered and informed personal response.

**P7** A student selects appropriate language forms and features, and structures to explore and express ideas and values.

**P8** A student articulates and represents own ideas in critical, interpretive and imaginative texts.

**P9** A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

**P10** A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.

**P11** A student draws upon the imagination to transform experience into text.

**P12** A student reflects on own processes of responding and composing.

**P12A** **Advanced only**

A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.

**P13** A student reflects on own processes of learning.

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

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| --- | --- | --- | --- |
| **Component** | **Weighting** | **Modes to be assessed across the components** | **Weighting** |
| Common Content | 40 | A. Listening | 15 |
| B. Speaking | 15 |
| Electives | 60 | C. Reading | 25 |
| D. Writing | 30 |
|  | **100** | E. Viewing/Representing | 15 |
|  | **100** |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | | | | | **Marks** |
| A | B | C | D | E |
| 1 | P – 1, 2,4, 5 | AOS | Listening Skills text and analysis response | Tm 1  Wk 8 | 15% |  | 10% |  |  | 25% |
| 2 | P – 4, 6, 8 | AOS | Mid-Course | T 1  Wk 9 |  |  |  | 10% |  | 10% |
| 3 | P – 1, 7, 10, 11 | Comparative Study  - Module A | Visual Representation /Written Response | Tm 2  Wk 7 |  |  | 5% | 5% | 15% | 25% |
| 4 | P – 2, 3, 5, 13 | Critical Study of Text  - Module B | Spoken Task | Tm 3  Wk 6 |  | 15% |  | 5% |  | 20% |
| 5 | P – 4, 6, 12a | AOS – Module B | End of Course Examination | Tm 3  Wks 9-10 |  |  | 10% | 10% |  | 20% |
| **TOTAL** | | | | | **15%** | **15%** | **25%** | **30%** | **15%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |