

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**English – ESL**

STAGE 6 PRELIMINARY ~ COURSE OUTLINE

In the *Preliminary English (ESL) course*, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the *HSC English (ESL) course*, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia and a wide range of additional related texts and textual forms. Through this close study of texts, students develop and apply skills in synthesis.

**MAIN TOPICS COVERED**

***Preliminary Course*** – The course has two sections:

* Language Study within Areas of Study, which is undertaken through a unit of work called an Area of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of an idea or process represented in texts. The Area of Study comprises 60% of the content.
* Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

**COURSE REQUIREMENTS**

In the *Preliminary English (ESL) 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 **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 demonstrates an understanding of the relationships between composer, responder, text and context.

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

**P3** A student demonstrates understanding of cultural reference in texts.

**P4** A student develops language relevant to the study of English.

**P5** A student demonstrates understanding of how audience and purpose affect the language and structure of texts.

**P6** A student interprets texts using key language patterns and structural features.

**P7** A student describes the ways different technologies and media of production affect the language and structure of particular texts.

**P8** A student uses a variety of textual forms appropriately, for different purposes, audiences and contexts, in all modes.

**P9** A student engages with a wide range of texts to develop a considered and informed personal response.

**P10** A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

**P11** A student analyses and synthesises information and ideas from a range of texts in a range of modes and media.

**P12** A student draws upon the imagination to transform experience into text.

**P13** A student reflects on own processes of responding and composing.

**P14** A student reflects on own processes of learning of English.

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

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| --- | --- | --- | --- |
| **Component** | **Weighting** | **Modes to be assessed across the components** | **Weighting** |
| Language Study within Area(s) of study | 60 | A. Listening | 20 |
| B. Speaking | 20 |
| Teacher Developed Electives | 40 | C. Reading | 20 |
| D. Writing | 25 |
|  | **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 | ESL – 3, 6, 9, 11, 12 | Viewing and Representing  (Module A) | Response to written and visual materials, composing text. | Tm 4  Wk 9 |  |  |  |  | 15% | 15% |
| 2 | ESL – 1, 5, 6, 9,11 | Reading and Writing (AOS) | Reading and responding to text on AOS. Extended written response. | Tm 1  Wk 5 |  |  | 10% | 10% |  | 25% |
| 3 | ESL – 9, 10, 11, 12 | Spoken Task | Dramatic Monologue | Tm 2  Wk 6 |  | 20% |  |  |  | 20% |
| 4 | ESL 4, 5, 8 | Listening Task | Listening to a spoken text and responding to stimulus. | Tm 3  Wk 4 | 10% |  | 10% | 10% |  | 30% |
| 5 | ESL 1, 3, 5, 6, 8, 9, 11 | Paper 1 – Area of Study  Paper 2 – Modules  Paper 3 - Listening | End of Course Examination | Tm 3  Wk 9 | 10% |  |  |  |  | 10% |
| **TOTAL** | | | | | **20%** | **20%** | **20%** | **25%** | **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. |