

## Modules and Electives

In the HSC course, students must choose one of the prescribed electives from **EACH** of the HSC Modules A, B and C.

The electives and text list will be prescribed in an English Stage 6 support document.

Electives and texts will be subject to periodic evaluation and review.

Each module shows how content and/or texts function within it. Modules are:

**Module A – Comparative Study of Texts and Context**

**Module B – Critical Study of Texts**

**Module C – Representation and Text**

## Electives

Each elective requires:

- the integration of the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- responding to and composing texts
- the integrated study of language and text
- examination of a variety of textual forms.

## Module A: Comparative Study of Texts and Context

This module requires students to compare texts in order to explore them in relation to their contexts. It develops students' understanding of the effects of context and questions of value.

Each elective in this module requires the study of groups of texts which are to be selected from a prescribed text list. These texts may be in different forms or media.

Students examine ways in which social, cultural and historical context influences aspects of texts, or the ways in which changes in context lead to changed values being reflected in texts. This includes study and use of the language of texts, consideration of purposes and audiences, and analysis of the content, values and attitudes conveyed through a range of readings.

Students develop a range of imaginative, interpretive and analytical compositions that relate to the comparative study of texts and context. These compositions may be realised in a variety of forms and media.

## **Module B: Critical Study of Texts**

This module requires students to explore and evaluate a specific text and its reception in a range of contexts. It develops students' understanding of questions of textual integrity.

Each elective in this module requires close study of a single text to be chosen from a list of prescribed texts.

Students explore the ideas expressed in the text through analysing its construction, content and language. They examine how particular features of the text contribute to textual integrity. They research others' perspectives of the text and test these against their own understanding and interpretations of the text. Students discuss and evaluate the ways in which the set work has been read, received and valued in historical and other contexts. They extrapolate from this study of a particular text to explore questions of textual integrity and significance.

Students develop a range of imaginative, interpretive and analytical compositions that relate to the study of their specific text. These compositions may be realised in a variety of forms and media.

## **Module C: Representation and Text**

This module requires students to explore various representations of events, personalities or situations. They evaluate how medium of production, textual form, perspective and choice of language influence meaning. The study develops students' understanding of the relationships between representation and meaning.

Each elective in this module requires the study of one prescribed text offering a representation of an event, personality or situation. Students are also required to supplement this study with texts of their own choosing which provide a variety of representations of that event, personality or situation. These texts are to be drawn from a variety of sources, in a range of genres and media.

Students explore the ways in which different media present information and ideas to understand how various textual forms and their media of production offer different versions and perspectives for a range of audiences and purposes.

Students develop a range of imaginative, interpretive and analytical compositions that relate to different forms and media of representation. These compositions may be realised in a variety of forms and media.

## 10.10 HSC English (Advanced) Course Objectives, Outcomes and Content

The table below sets out the content of the HSC English (Advanced) 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 (Advanced) Objectives  | HSC English (Advanced) Outcomes  | HSC English (Advanced) Content  |
|--|--|---|
| <p>Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.</p> | <p>1. A student explains and evaluates the effects of different contexts of responders and composers on texts.</p> | <p>1. Students learn to evaluate the effects of different contexts of responders and composers on texts by:</p> <p>1.1 comparing and contrasting texts and their contexts</p> <p>1.2 responding to and composing texts to achieve meaning in a range of contexts</p> <p>1.3 explaining how values and attitudes are reflected in texts</p> <p>1.4 explaining and evaluating changes in meaning arising from changes of context</p> <p>1.5 generalising about the relationships between context and meaning.</p> |
|  | <p>2. A student explains relationships among texts.</p>  | <p>2. Students learn to explain the relationships among texts by:</p> <p>2.1 comparing and contrasting the forms and features of texts</p> <p>2.2 describing and explaining the connections between texts</p> <p>2.3 describing and explaining the ways in which texts are influenced by other texts and contexts.</p>  |
|  | <p>2A. A student recognises different ways in which particular texts are valued.</p>                               | <p>2A. Students learn to recognise ways in which particular texts are valued by:</p> <p>2A.1 responding to a range of texts that are valued differently in particular personal, social, cultural, historical and workplace contexts</p> <p>2A.2 explaining how and why they are valued.</p>   |
|  | <p>3. A student develops language relevant to the study of English.</p>  | <p>3. Students learn the language relevant to their study of English including:</p> <p>3.1 its terminology</p> <p>3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts</p> <p>3.3 language of personal, cultural, public and critical expression</p> <p>3.4 conventions of language.</p>  |

| English (Advanced) Objectives   | HSC English (Advanced) Outcome   | HSC English (Advanced) Content   |
|---|--|--|
| <p>Students will develop knowledge and understanding of the ways in which language forms and features, and structures of texts shape meaning in a variety of textual forms.</p> | <p>4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.</p>                            | <p>4. Students learn about the ways in which language forms and features, and structures of texts shape meaning and influence responses by:</p> <p>4.1 explaining and analysing the effects of a variety of language forms and features, and the structures of texts</p> <p>4.2 identifying a range of possible responses to texts influenced by their language forms and features, and their structure</p> <p>4.3 using various language forms and features, and structures of texts to influence meaning and responses.</p>  |
|   | <p>5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.</p>  | <p>5. Students learn to evaluate how textual forms and media of production represent information, ideas and values by:</p> <p>5.1 describing and explaining the conventions and the effects of textual forms, technologies and media of production on meaning</p> <p>5.2 choosing from the range of textual forms, technologies and media of production to compose texts for specific audiences and purposes</p> <p>5.3 reflecting on the effects of a change in textual form, technology or medium of production through their own processes of composing</p> <p>5.4 explaining the relationships between representation and meaning.</p> |
| <p>Students will develop skills in responding to and composing a range of complex texts.</p>  | <p>6. A student engages with the details of text in order to respond critically and personally.</p>  | <p>6. Students learn about the ways they can respond to texts by:</p> <p>6.1 analysing texts in detail</p> <p>6.2 composing sustained arguments supported by textual evidence</p> <p>6.3 composing and supporting a personal response to texts</p> <p>6.4 evaluating the responses of others.</p>  |
| <p>Students will develop skills in effective communication at different of levels of complexity.</p>  | <p>7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.</p> | <p>7. Students learn to communicate information, ideas and values for a variety of purposes, audiences and contexts by:</p> <p>7.1 identifying and explaining the effects of language forms and features, and structures of texts</p> <p>7.2 composing and adapting texts to address different purposes and audiences.</p>   |

| English (Advanced) Objectives  | HSC English (Advanced) Outcomes  | HSC English (Advanced) Content  |
|--|--|---|
|  | 8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.  | 8. Students learn to compose imaginative, personal and critical texts from a range of perspectives by:<br>8.1 engaging with complex texts<br>8.2 refining the clarity of their composition to meet the demands of increasing complexity of thought and expression<br>8.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes<br>8.4 using stylistic devices appropriate to purpose, audience and context.                                  |
| Students will develop skills in independent investigation, individual and collaborative learning.                      | 9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas. | 9. Students learn to evaluate the effectiveness of processes and technologies by:<br>9.1 using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas<br>9.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas<br>9.3 assessing the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas.                     |
| Students will develop skills in imaginative, critical and reflective thinking about meaning.                           | 10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.                                      | 10. Students learn to synthesise information and ideas into sustained and logical argument by:<br>10.1 discerning ideas, attitudes and values reflected in texts<br>10.2 making connections between information and ideas, and synthesising these for various purposes and audiences<br>10.3 using the information and ideas gathered from a range of texts to present a point of view in analytic, expressive, imaginative and evaluative ways.  |
| Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning. | 11. A student draws upon the imagination to transform experience and ideas into texts demonstrating control of language.   | 11. Students learn about the role of imagination in responding to and composing texts by:<br>11.1 making connections between life experience and imagined experience<br>11.2 experimenting with ways of transforming experience into imaginative texts in different contexts for specified audiences<br>11.3 recreating texts into new texts by changing perspective and context<br>11.4 analysing, explaining and generalising about the relationships between imagination and cultural forms and ideas. |

English Stage 6 Syllabus – Advanced

| English (Advanced) Objectives | HSC English (Advanced) Outcomes  | HSC English (Advanced) Content   |
|-------------------------------|--|--|
|                               | 12. A student reflects on own processes of responding and composing.                       | 12. Students learn about reflecting on their own processes of responding and composing by:<br>12.1 assessing and evaluating the compositional style of others to experiment with their own texts<br>12.2 editing their work to correct errors, reshape structure and refine style<br>12.3 evaluating their own compositions and compositional style.   |
|                               | 12A. A student explains and evaluates different ways of responding to and composing texts. | 12A. Students learn to explain and evaluate the different ways of responding to and composing texts by:<br>12A.1 articulating the ways they approach texts<br>12A.2 questioning meaning in and through texts<br>12A.3 evaluating the effect of a range of different images, perspectives and voices on meaning<br>12A.4 generalising about the relationships between perspective and meaning<br>12A.5 reflecting on their own processes of responding. |
|                               | 13. A student reflects on own processes of learning.                                       | 13. Students learn to reflect on their own processes of learning by:<br>13.1 articulating and monitoring their own learning and that of others<br>13.2 assessing the effectiveness of their various learning strategies<br>13.3 comparing their own learning processes with those of others<br>13.4 writing to reflect on their own learning and that of others.   |