

APHS ENGLISH Advanced | Year 11 | 2018

This program is for the Year 11 Advanced course for the new HSC, implemented in 2018.

Term 1 - 10 weeks 4 days

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11 (Only 4 days)
Common Module: Reading to Write 2018										Module A: Narratives that Shape Our World 2018
8 x 60 min periods per cycle										4 x 60 min periods per week
EA11-1, EA11-4, EA11-5, EA11-6, EA11-9										EA11-3, EA11-8
<p>The Literary Masterchef</p> <p>The 'Reading to Write' Transition into Senior English Common Module is built around the extended metaphor of 'The Literary Masterchef'. Students explore the art and craft of writing through reading fiction and non-fiction texts, in a range of forms, to develop skills and confidence in their own personal voice. The aim is for each individual to learn from these masters of the craft of writing to become a more confident and skilled reader who writes and writer who reads.</p> <p>LAC: Personal & Social Capability, Critical & Creative Thinking, Intercultural Understanding, Asia & Australia's Engagement with Asia, Difference & Diversity, Information & Communication Technology Capability and Ethical Understanding</p> <p>English Textual Concepts: Code & Convention, Authority, Connotation, Imagery & Symbol, Character, Representation, Theme</p> <p>Mandatory texts: poetry, non-fiction, short-story and multimodal texts</p> <p>Assessment Task #1: writing portfolio & personal essay</p>										Students will begin 'Module A: Narratives that Shape our World' focussing on an understanding of the core concepts and reading the core texts.

Term 2 - 9 weeks 4 days

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10 (Only 4 days)
Module A: Narratives that Shape Our World 2018								Module B: Critical Study 2018	
8 x 60 min periods per cycle								4 x 60 min periods per week	
EA11-2, EA11-3, EA11-4, EA11-7, EA11-8								EA11-5, EA11-7, EA11-8	
<p>THE TRAGIC FLAW IN US ALL</p> <p>This module explores how narratives may be appropriated, re-imagined or re-conceptualised for new audiences. Students explore how narratives may illuminate and convey ideas, attitudes and values. They examine the genre of tragedy, focussing on how and why it has been represented in different eras from Ancient Greece to Elizabethan England and contemporary Britain. Students study the play <i>Othello</i> by William Shakespeare, its film appropriation, by Geoffrey Sax and Andrew Davies, and a graphic novel version of the play. Using these texts as models, students investigate how textual structures, language and stylistic features are crafted for particular purposes, audiences and effects.</p> <p>LAC: Personal & Social Capability, Critical & Creative Thinking, Intercultural Understanding, Asia & Australia's Engagement with Asia, Difference & Diversity, Information & Communication Technology Capability and Ethical Understanding</p> <p>English Textual Concepts: Code & Convention, Context, Authority, Character, Argument, Intertextuality</p> <p>Mandatory texts: drama, poetry, film, graphic novel</p> <p>Assessment Task #2: multimodal presentation</p>								Students will begin Module B 'Critical Study of Text' focussing on an understanding of Craig Silvey's context and the context of the period in which the novel is set. Students will also begin reading the novel.	

Term 3 - 9 weeks 4 days

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10 (Only 4 days)
Module B: Critical Study 2018							Revision & EXAMS		
8 x 60 min periods per cycle							8 x 60 min periods per cycle		
EA11-3, EA11-5, EA11-7, EA11-8							EA11-1, EA11-3, EA11-5		
<p>This module is about 'diving deep' into the world of a literary text, <i>Jasper Jones</i> by Craig Silvey, in order that students develop analytical and critical knowledge, understanding and appreciation of Silvey's unique literary landscape. Students investigate the text's construction, content and language, in order to develop an informed personal interpretation of the distinctive qualities of the text and its value in Australian literature. They analyse, evaluate and comment on the text's specific language features and form in their own compositions, utilising their skills in drafting, editing and reflecting.</p> <p>LAC: Literacy, Aboriginal and Torres Strait Islander Histories and Culture, Asia and Australia's Engagement with Asia, Intercultural Understanding, Ethical Understanding, Difference and Diversity, Information and Communication Technology Capability, Critical and Creative Thinking, Sustainability, Personal and Social Capability</p> <p>English Textual Concepts: Code & Convention, Context, Character, Intertextuality</p> <p>Mandatory texts: novel</p>							<p>Students undertake guided revision activities focussing on answering questions under time pressure in preparation for the two English exams held during the exam period.</p> <p>Assessment Task #3: examination/s.</p>		