English Studies

Content Endorsed Course
Stage 6

Draft
Syllabus
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1 Rationale for English Studies

*English Studies* is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

Candidature

*English Studies* addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. It contributes to each of the specific pattern requirements including:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).
2  Aim

The aim of *English Studies* is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

3  Objectives

Through the study of *English Studies* students will:

- experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning
- develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship
- develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts
- develop skills in planning and working both individually and collaboratively, and reflect on learning.
4 Course structure

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

Preliminary course: 120 indicative hours
3–5 modules
20–40 indicative hours per module

HSC course: 120 indicative hours
3–5 modules
20–40 indicative hours per module

• The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
• The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.
• Additional modules are to be selected from the elective modules listed below considering factors such as students’ needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.
• A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.
• Schools have the option of developing one 20-hour module of their own design to cater for the specific learning needs of their students. School-designed modules may be delivered in the Preliminary year only and should be based on the framework of the modules outlined in this syllabus.

In each of the Preliminary and HSC years students are required to:

• read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
• undertake study of at least one substantial print text and at least one substantial multi-modal text
• be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
• engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.
Mandatory modules

**Preliminary**: Achieving through English: English and the worlds of education, careers and community.

**HSC**: We are Australians: English in citizenship, community and cultural identity.

Elective modules

*Telling us all about it – English and the media*

*On the road – English and the experience of travel*

*Digital worlds – English for the web*

*Playing the game – English in sport*

*Landscapes of the mind – English and the creative arts*

*The way we worked – English for exploring the past through industrial events in Australia*

*In the marketplace – English and the world of business*

*Discovery and investigation – English and the sciences*

*Part of the family – English and family life*

*The big screen – English in film-making*

Modules and levels of challenge

Elective modules may be studied in either the Preliminary course or the HSC course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.
5 Objectives and outcomes

<table>
<thead>
<tr>
<th>OBJECTIVE 1: Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</th>
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</thead>
<tbody>
<tr>
<td>Preliminary outcomes</td>
</tr>
<tr>
<td>P1.1 has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning</td>
</tr>
<tr>
<td>P1.2 explores the ideas and values of the texts</td>
</tr>
<tr>
<td>P1.3 identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms</td>
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<tr>
<td>P1.4 produces a range of texts in different forms</td>
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<table>
<thead>
<tr>
<th>OBJECTIVE 2: Students will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.</th>
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</thead>
<tbody>
<tr>
<td>Preliminary outcomes</td>
</tr>
<tr>
<td>P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</td>
</tr>
<tr>
<td>P2.2 demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</td>
</tr>
<tr>
<td>P2.3 demonstrates familiarity with the language conventions of a variety of</td>
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textual forms, including literary texts, informative texts and texts used in vocational contexts | including literary texts, informative texts and texts for vocational contexts

**OBJECTIVE 3:** Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.

<table>
<thead>
<tr>
<th>Preliminary outcomes</th>
<th>HSC outcomes</th>
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</thead>
<tbody>
<tr>
<td>P3.1 recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes</td>
<td>H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes</td>
</tr>
<tr>
<td>P3.2 recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences</td>
<td>H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences</td>
</tr>
</tbody>
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**OBJECTIVE 4:** Students will develop skills in planning and working independently and collaboratively and reflect on learning.

<table>
<thead>
<tr>
<th>Preliminary outcomes</th>
<th>HSC outcomes</th>
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</thead>
<tbody>
<tr>
<td>P4.1 plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively</td>
<td>H4.1 plans and organises to complete tasks or projects, both individually and collaboratively</td>
</tr>
<tr>
<td>P4.2 works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics</td>
<td>H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics</td>
</tr>
</tbody>
</table>
6 Modules

6.1 Mandatory module (Preliminary): Achieving through English – English and the worlds of education, careers and community

Indicative time: 20–40 hours (mandatory in the Preliminary year)

Module description
Through study of the module Achieving through English – English and the worlds of education, careers and community students will gain understanding and practical competence in the use of language that allows access to opportunities in schooling, training and employment. Students will learn how to use English accurately, effectively and appropriately in their senior studies and further education and for other practical purposes, such as applying for employment.

Students will also have the opportunity to experience, engage with and critique literary texts that show, through an imaginative use of language, the variety and richness of people’s working, schooling and community lives. Texts may include longer works such as novels, biographies, autobiographies, documentary television series and plays. Through engaging with a range of literary texts in both print and electronic forms, students will broaden their understanding of the nature and importance of education, work and community. In addition, by studying these texts, students will further extend their own skills in comprehending and responding to texts and their abilities to use language expressively and imaginatively.

Suggested content
- Students develop knowledge, skills and understanding in:
  - planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies
  - analysing employment advertisements, compiling curriculum vitae, preparing job applications and communicating fluently and appropriately during interviews
  - accessing and comprehending contents pages, indexes, instructional manuals, legal documents, contracts and community information documents. Where appropriate, these texts should be studied in both print and electronic forms
  - carrying out research by accessing, analysing and evaluating the usefulness of a range of employment-related websites
  - finding, analysing and using information on the websites and in handbooks and brochures from educational and training institutions and from professional and trade associations
  - identifying, comprehending and using information from national, state and government sources relating to health, housing and community services
  - planning, organising and implementing projects, both individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting the media of presentation, editing and collating material for presentation.
• Students develop knowledge and understanding of a number of literary texts about the worlds of education and work and about people’s lives as part of the community. These texts may include longer texts such as novels, biographies, autobiographies, documentary television series and plays about the worlds of schooling and work. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in comprehending and responding to texts, and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences
• Write and/or compile a set of items as the basis of a personal ‘career dossier’. The dossier may include lists of helpful sources of information, a curriculum vitae, references, and well-expressed sample job application letters.
• Role-play interview situations.
• Work in pairs to carry out research on a number of professions/careers. Select one profession/career and prepare and deliver a detailed oral presentation, supported by PowerPoint, explaining the educational requirements, career path, and daily activities of a person doing this work. The presentation may also include examples of anecdotes of actual experiences/challenges of people doing this work. In the final collaborative editing process students will be involved in ensuring the accuracy, effectiveness and appropriateness of their use of language. A copy of the ‘polished’ work may be included in their portfolio for the year.
• Organise and undertake an excursion to a major workplace and prepare a written report on the nature of the enterprise and its workplace and employment practices.
• In small groups view and discuss one episode of Seven Wonders of the Industrial World. With teacher support and modelling, draft, write and edit a brief critical review suitable for publication in the school magazine or appropriate web-based forum.
• As a class group read and discuss Helen Chryssides’s foreword to her book, Local Heroes, and then choose one of the sections of the book to read individually. Students write a short essay about how the story in the section they have read reflects Chryssides’s comment that each of the ten individuals she writes about in her book ‘had come through extraordinary childhoods, fearful times and disturbing experiences – some painful to recall – yet all had managed to reach a satisfactory outcome’.
• View the film Billy Elliott and compare Billy’s experiences as a young dancer with those of Stephen Page (Artistic Director, Bangarra Dance Theatre Australia) as outlined in Local Heroes, by Helen Chryssides, on pages 29–54.
• Write a short personal account titled First Time at Work. This might be based on personal experience, discussions with friends or relatives, material read during the course, or it might be entirely fictitious.
• Reflect on, discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer-term learning.

Suggested resources
Nonfiction
• Chryssides, Helen, Local Heroes, Collins Dove, 1993 (now out of print)
Film

- Daldry, Stephen, *Billy Elliot*, Universal Studios, 2000

Media

- *Constructing Australia*, Roadshow, 2007 (available through ABC shops)
- Cox, Deb, *Seachange*, ABC, 2003
- *Seven Wonders of the Industrial World*, Roadshow, 2008 (available through ABC shops)

Multimedia

- [http://apprenticeship.det.nsw.edu.au](http://apprenticeship.det.nsw.edu.au)
- [www.tafensw.edu.au](http://www.tafensw.edu.au)
6.2 Mandatory module (HSC): We are Australians – English in citizenship, community and cultural identity

**Indicative time:** 20–40 hours (mandatory in the HSC course)

**Module description**

Through the study of the module *We Are Australians – English in citizenship, community and cultural identity* students will develop understanding of and practical competence in the use of language used to conduct their lives as citizens and members of a community. Students will learn how to use English accurately, effectively and appropriately in tasks such as applying for passports, filling in electoral documents, following the procedures of local, state and federal government and writing letters of opinion on issues of community interest. These tasks will engage students in a range of meaningful, purposeful and relevant language experiences.

Students will also have the opportunity to experience, engage with and critique literary texts that show, through an imaginative use of language, the diversity of cultures, peoples and perspectives that contribute to Australian communities and to Australia as a nation. Texts may include longer works such as biographies, novels and films. Through engaging with a range of literary texts in both written and electronic forms, students will broaden their understanding of the relationship between personal identity, individual rights, community responsibilities and a sense of nationhood. In addition, by studying these texts and writing about the issues explored, students will extend their own skills in comprehending and responding to texts and their own abilities to use language expressively and imaginatively.

**Suggested content**

- Students develop knowledge, understanding and skills in:
  - planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies
  - reading and ‘filling out’ authentic documentation related to civic and legal rights and responsibilities, including applying for passports and enrolling to vote
  - formal meeting procedures, parliamentary procedures, debating procedures, taking notes and taking minutes of meetings
  - identifying, comprehending and using information related to rights and responsibilities of citizens and community members from local, state and federal government, public service, community services and volunteer group websites, booklets and brochures
  - participating in interviews, both as interviewer and interviewee
  - analysing newspaper reports, editorials, feature articles, and pieces composed by political columnists, as well as letters to the editor and current affairs television programs dealing specifically with political issues and public figures
  - analysing and using the language of public speeches
  - planning, organising and implementing projects, both individually and in groups; identifying goals and project stages, identifying and
allocating roles and tasks, setting deadlines, selecting the media of presentation, editing and collating material for presentation.

- Students develop knowledge and understanding of a number of literary texts about the diversity of Australian society, about the range of people who contribute to Australian society and about the variety of ways in which human beings establish their place and role as an individual within a society. These texts may include longer texts such as novels, films or television series. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in comprehending and responding to texts, and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

- Access and navigate the website of the Australian Government Department of Immigration and Citizenship website (see address below) and, with teacher support, carry out a number of activities involving close reading of parts of the site to inform the presentation of the information they locate.
  - Locate specific sections, such as the online booklet on *Life in Australia*, and read these sections in order to learn about specific pieces of information, such as the definitions of ‘parliamentary democracy’, ‘egalitarianism’ and ‘freedom of association’.
  - In pairs, create a Word document table listing the Australian values set out in the online booklet and give examples of situations where the values might be applied.
  - Individually, locate the speeches and success stories published on the site.
  - As a whole class, read and analyse the language of one of the speeches and one of the ‘success stories’. Individually, make a list of dot points summarising the speech and write a paragraph summarising the success story.
- As a class, read Peter Goldsworthy’s eight-page editorial introduction to his anthology *True Blue*.
  - Establish definitions of the challenging vocabulary Goldsworthy uses.
  - Discuss his exploration of Australian culture, heritage and identity.
  - In pairs, research two of the Australian icons he refers to and write a half-page biography of each of them.
  - As a class, go on to read a selection of the items in *True Blue*, at each stage identifying the reason for Goldsworthy’s inclusion of the item in the anthology.
- View *Fruit of the Vine*, an episode of *Australian Story* relating to community response to family tragedy at the Hunter Valley winery belonging to the Drayton family. ([http://www.abc.net.au/austory/specials/drayton/default.htm](http://www.abc.net.au/austory/specials/drayton/default.htm))
  - Analyse how elements of the television documentary have been used to narrate events and to convey messages about Australian communities and values. Read the transcript of the episode to support this analysis.
- Through a combination of individual reading and whole-class study of key sections, read and analyse the novel *Raw*.
  - In pairs, in the course of reading the novel, construct a chart of the main character’s social development.
Individually, write a one-page personal opinion of the novel, explaining their view of its strengths and weaknesses. Edit this piece of writing to ensure accuracy, effectiveness and appropriateness of expression and include it in the portfolio for the year.

- Reflect on, discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer-term learning.

Suggested resources

**Prose fiction**


**Nonfiction**

- Blue Light (NSW), *Streetsmart Handbook*, Countrywide Media

**Film**

- Field, David, *The Combination*, Universal, 2009

**Media**

- Nowlan, Cherie (dir) / Doyle, John, *Marking Time*, ABC, 2003 (now out of print)

**Multimedia**

- [www.abc.net.au/austory/default.htm](http://www.abc.net.au/austory/default.htm) (from ABC TV series *Australian Story*- some episodes also available on DVD by special order)
- [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- [www.citizenship.gov.au](http://www.citizenship.gov.au)
6.3 Elective module (Preliminary or HSC): Telling us all about it: English and the media

Indicative time: 20–40 hours

Module description
Through the study of the module Telling us all about it: English and the Media students develop a deeper understanding of the ways language is used to report on news and current affairs issues in various media forms, such as television news programs, documentary programs, news bulletins, updates, television infotainment shows, newspapers, current affairs magazines and news websites. Students further develop practical competence in the use of language by extending their skills in writing media texts such as news reports and feature articles. They have the opportunity to further develop and express their own views, ideas and values in relation to questions that are relevant to them and that are under media scrutiny.

Students will also have the opportunity to experience, engage with and critique literary texts that, through an imaginative use of language, raise questions of ethics and the powerful influence of the media both on individual lives and on a national and international scale. Texts may include longer works such as novels, films, television series and plays. Through engaging with a range of literary texts in both written and electronic forms, students will extend their skills in comprehending and responding to texts and their abilities to use language expressively and imaginatively.

Suggested content
- Students develop knowledge, understanding and skills in:
  - planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies
  - identifying the characteristics and conventions of TV news and current affairs programs, investigative journalism programs, documentary feature films, online news sites, newspapers, magazines and radio news programs. Taking notes of and organising information presented in this range of texts
  - analysing the language, conventions and styles of news reporting to understand how visual and language techniques are used to inform and persuade
  - reading about and discussing journalistic ethics and responsibilities, and evaluating media reports and events in the light of these
  - preparing for and participating in media interviews, both as interviewer and as interviewee
  - writing, developing and presenting newspaper reports, feature articles, opinion pieces for school, community, national and global contexts in printed, audio, visual, and web-based forms
  - planning, organising and carrying out projects, both individually and collaboratively. Identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation.
- Students engage with and develop knowledge and understanding of a number of literary texts about the media and its role in reporting news stories or about the professional lives of those involved in working for the media. These texts may include at least one substantial text such as a feature film, a television series, a novel or a full-length documentary. Students undertake this study for enrichment and enjoyment, to
extend their skills in comprehending and responding to texts and in discussion and debate, and to develop their own abilities to use language expressively and imaginatively.

Suggested learning experiences

- As a class, read, view and listen to several media reports or commentaries (in print and electronic form) that present the same news event or issue. Compare the target audience, purpose, style of presentation and language of the different reports. Consider the effects of the differences in perspective, focus and tone.
  - Individually, use a Word table to present the findings of the analysis.
- Organise and participate in a class forum on a current media issue that is relevant to them.
- Using a writing scaffold, compose short news reports suitable for publication in a school or community context, after careful editing of the reports for accuracy, effectiveness and appropriateness of language use. Include the reports in the portfolio for the year.
- Read extracts from autobiographies, biographies or memoirs of journalists and discuss the motivations of professionals in this area.
- Arrange to visit a journalist at a local radio or newspaper or TV outlet, or organise for journalist to visit the class as a guest speaker. Before the visit, research the journalist’s particular areas of speciality or interest and develop a series of questions to be asked.
  - Interview the journalist.
  - Write a report documenting the visit.
- As a whole class, view several episodes of *Frontline*, or the film *Broadcast News*. Discuss the episodes or film, and with teacher support analyse how the text presents the methods, the ethics and the power of the media. Write an analysis of two important scenes from the series or film and include the polished pieces of writing in the writing portfolio.
- Reflect on, discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer-term learning.

Suggested resources

**Nonfiction**


**Film**

- Clooney, George, *Goodnight and Good Luck*, Icon, 2005

**Media**

- *Media Watch*, ABC Television (some episodes available online at [http://www.abc.net.au/mediawatch](http://www.abc.net.au/mediawatch))
- Sitch, Rob et al, *Frontline*, ABC, 1994
- *The Australian* newspaper
- *The Good Weekend* (in the weekend *Sydney Morning Herald*)
• The Sydney Morning Herald newspaper
• Time magazine

**Multimedia**

• www.abc.net.au
• www.crikey.com.au
• www.sbs.com.au/television
6.4 Elective module (Preliminary or HSC): On the road – English and the experience of travel

Indicative time: 20–40 hours

Module description
Through study of the module On the Road – English and the Experience of Travel students will develop understanding of, and further practical proficiency in, the ways English is used by travel journalists, filmmakers and in the travel industry. Students will continue to develop knowledge and skills in, and understanding of, how to use English accurately, effectively and appropriately for practical purposes associated with travel. Their language experiences in this module will extend their capacities to make perceptive judgements about travel advertisements, and to locate and comprehend government advice about travel in various overseas countries. They will continue to improve their skills in the use of subject-specific language in related subject areas across the curriculum, such as studies of different cultures and societies, global issues and tourism.

Students will also have the opportunity to experience, engage with and critique literary texts that communicate, through an imaginative use of language, the profound effects that travel and journeying can have on human lives, and appreciate how literature can teach us about distant and different places and cultures. Texts may include longer works such as novels, autobiographies, films, anthologies, television series and plays. In addition, by engaging with these texts, students will extend their skills in comprehending and responding to texts, and will develop their abilities to use language expressively and imaginatively.

Suggested content
• Students develop knowledge, skills and understanding in:
  o planning, drafting, writing and editing appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies
  o navigating, comprehending and analysing travel industry documents: information on websites, timetables, promotions and advertisements, brochures. This learning will prepare students to make sound, informed and perceptive judgements when making travel arrangements in both personal and professional contexts
  o recognising the conventions of, comprehending and analysing, travelogues, television documentaries, travel industry advertising and promotion, and travel literature (in print and multi-modal forms)
  o researching and summarising information from travel-related government websites and travel industry websites
  o interpreting a range of timetables, Department of Immigration documents and Department of Customs and Excise documents
  o analysing the language and conventions of travel reviews in newspapers and magazines
  o comprehending and analysing the language and conventions of advertising and promotional material related to travel
planning, organising and implementing projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation.

- Students develop knowledge and understanding of a number of literary texts that communicate to them people’s experiences of different places and cultures and that dramatise in imaginative, expressive and interesting ways the effects that travel can have on human lives. These texts may include longer texts such as novels, autobiographies, biographies, films, plays, anthologies and documentary television series. Through the study of these texts students also extend their skills in comprehending and responding to texts, and develop their own abilities in expressive and imaginative writing.

Suggested learning experiences

- Read, view and analyse a range of advertising and promotional texts related to travel, both in print and electronic form. They compose their own short pieces of advertising or promotional material.
- Consult state and federal government websites and brochures and identify and select information and advice for Australian citizens travelling to other countries.
- Work in a small group to research popular Australian holiday destinations, plan a trip to one destination in detail and present the plan, including an itinerary, booking arrangements and details of planned visits and excursions, as a PowerPoint presentation.
- Organise and undertake an excursion to a nearby landmark, site of interest or tourist attraction. Write a report documenting the excursion.
- View, discuss and analyse episodes of Ewan McGregor’s and Charlie Borman’s television documentary series *Long Way Down*. Write a newspaper review of one of the episodes of the above series.
- Choose one of the extended print texts suggested below. Read the text and compose three pieces of writing: a recount of a significant episode, an imaginative recreation of an interview with the author or a character and a critique of the text. Edit the three pieces for accuracy, effectiveness and appropriateness of expression and include them in the portfolio for the year.
- Develop an imaginative and/or personal piece of writing entitled, *The Most Important Journey*.
- Reflect on, discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer-term learning.

Suggested resources

**Fiction**

**Poetry**
- Skryznecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 2002

**Nonfiction**
- Cottee, Kay, *First Lady*, Pan Macmillan, 1990 (now out of print)
**Film**
- Salles, Walter, *The Motorcycle Diaries*, Icon, 2004

**Media**
- Alexanian, D and Malkin, R (dirs) / McGregor, Ewan and Boorman, Charley, *Long Way Down*, EMI, 2007 (some episodes available online at [www.bbc.co.uk/longwaydown/](http://www.bbc.co.uk/longwaydown/))

**Multimedia**
- [www.visitnsw.com](http://www.visitnsw.com)
6.5 **Elective module (Preliminary or HSC): Digital worlds – English for the web**

**Indicative time:** 20–40 hours

**Module description**
In this module students will explore and critique the worlds we access through digital technology. They will examine the language, structure, purpose and audiences of digital texts, and further develop their skills in using language appropriately and accurately to compose and engage interactively with these texts. Students will consider the potential of new technologies to enhance learning, work and social interaction, as well as the opportunities afforded by new technologies for democratic participation and social change. They will reflect on their responsibilities as users of digital technology and on the ethical dimensions of the digital world.

Students will also have the opportunity to experience, engage with and critique literary texts that communicate, in an imaginative way, through digital media or in other forms, the impact of digital technology on aspects of people’s lives, including their working lives, their leisure and other day-to-day activities. Many of these texts will involve students in the exploration of particular issues, ideas and values confronting society and individuals in the digital age. Through engaging with a range of literary texts, students will further extend their skills in comprehending and responding to texts and their abilities to use language expressively and imaginatively.

**Suggested content**
- Students develop knowledge, understanding and skills in:
  - planning, drafting, writing and editing correctly and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies, particularly in areas related to information technology
  - language forms and techniques as they occur in a range of multimedia texts such as websites, blogs and wikis
  - researching and presenting information in electronic portfolios and logs, seminars, interviews and discussions
  - reading, viewing, comprehending and analysing digital texts such as websites, blogs and wikis
  - composing magazine articles and blog entries using, and/or related to, digital technology, and digital texts such as web pages and wikis
  - speaking and listening in discussions and debates about digital technology, and associated ethical and equity issues, and through podcasts and video clips
  - planning, organising and carrying out projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation.

- Students develop knowledge and understanding of a range of literary texts (including literary e-texts) about digital technology and its impact, positive and negative, on individuals and society in general. They explore, through these texts, emerging issues related to digital technology, such as the threats to privacy, identity theft, cyber-bullying, hacking and digital equity.
substantial texts such as novels, films, plays or media texts may be used in the study of this module. Students will engage with these texts for enjoyment and aesthetic experience, to extend their skills in comprehending and responding to text, and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences
- Investigate and evaluate a range of websites on a topic of particular relevance to students, for example careers, potential employers, favourite leisure interests.
- Develop an e-portfolio or Facebook page to promote the student as a job applicant and demonstrate technological skill.
- Participate in the online Australian Youth Forum, contributing to and engaging with blogs on a variety of relevant themes.
- Develop a class website or wiki to facilitate exchange of information and views relevant to the study of English Studies, including video clips and podcasts, book and music reviews.
- Organise a school seminar about new technologies and issues related to their use, inviting other students, teachers and local industry representatives.
- Participate in, then review online, a virtual excursion relevant to studies.
- View a film or read a novel about digital technology, writing a review and planning a sequel involving updated technology.
- Produce a class e-mag or e-zine, including articles and discussions of digital technology, website reviews and other relevant information.
- Maintain an e-log of work experience, recording and reflecting on learning.
- Visit relevant exhibitions at institutions such as the Powerhouse Museum.
- Develop and promote, through the school, a set of protocols to encourage safe, ethical and responsible use of digital technology. The collaborative editing process will involve students in ensuring the accuracy, effectiveness and appropriateness of the language used in this document.
- Create a digital narrative that represents an aspect of personal, vocational, fictional or other experience.
- Reflect on and discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader or longer-term learning.

Suggested resources

Prose fiction
- Card, Orson Scott, Ender’s Game, Hachette, 2002
- Carmichael, Claire, Ads R Us, Random House, 2006
- Mc Caffrey, Kate, Destroying Avalon, Fremantle Press, 2006

Film
- Wachowski, Larry and Andy, The Matrix, Roadshow, 1999
- Softley, Iain, Hackers, Fox, 1995
Media

- *Catalyst*, ABC Television (some episodes available online at [www.abc.net.au/tv/geo/catalyst/vodcast/](http://www.abc.net.au/tv/geo/catalyst/vodcast/))
- *Wired* magazine

Multimedia

- [www.machinima.com](http://www.machinima.com)
- [www.wikipedia.org](http://www.wikipedia.org)
6.6 Elective module (Preliminary or HSC): *Playing the game – English in sport*

**Indicative time:** 20–40 hours

**Module description**
Through the study of the module *Playing the Game – English in Sport* students will develop understanding of and practical competence in the language used in recreational and professional sport at a local, national and international level. Students explore how language is used by a range of people such as coaches, players, journalists, sports writers, and makers of films and documentaries. Students consider how language is used in sport to enthuse and motivate, report and analyse team and individual performances, create and sustain interest in sporting stories and issues, and persuade the public and individuals to particular points of view. This may involve writing personal recounts about sporting experiences or writing about the experiences of others involved in sport in relation to fitness, motivation, success, failure and enjoyment.

Students will also have the opportunity to experience, engage with and critique literary texts that illustrate, through an imaginative use of language, how sport can spark enduring stories about important issues, legendary feats, ambition, success and failure, relationships, controversy, motivation and fitness. Texts may include longer works such as novels, biographies, autobiographies, plays and films. Through the study of a range of literary texts in both written and electronic forms, students will broaden their understanding of the importance of language in the presentation and promotion of sport to the wider community, and how individual and collective commitment to sport as a profession or as recreation is created and sustained. In addition, by engaging with these texts, students will extend their own skills in comprehending and responding to texts, and their own abilities to use language expressively and imaginatively.

**Suggested content**
- Students develop knowledge, understanding and skills in:
  - planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies
  - reading, comprehending and evaluating a wide range of texts such as newspapers, sporting periodicals, biographies, autobiographies and multimedia texts related to sport
  - writing sports reports about sports events, personalities, controversies and general issues for newspapers, magazines and websites
  - viewing and assessing issues presented in sporting current affairs television shows that analyse sport and provide interviews with sportspeople
  - identifying elements of the language of sporting commentaries and analysing how the language is used to excite, persuade, shape perceptions and inform
  - writing promotional material for a favourite sporting team/club
  - identifying elements of the language and visual techniques of
televisio

t television shows, documentaries and films about sport and analysing
how these shape the viewer’s understanding and responses
  o creating biographies of favourite sports stars
  o analysing the language of commentaries on current and/or
  controversial issues in sport
  o researching and presenting information about specific personalities in
  sport
  o exploring specific issues in sport such as the following: reasons for and
  consequences of constructing successful sports people as ‘icons’ and
  ‘legends’, gender and sport (especially in terms of the media and
  reporting) and money and sport
  o exploring the relationship between sport, culture and values manifested
  in attitudes to competition, victory and defeat
  o exploring, navigating and critiquing websites dedicated to sport and
  sports-related experiences.
• Students develop knowledge and understanding of a number of literary texts
about how professional and recreational sport can enhance the lives of
individuals both nationally and internationally. They learn about the range of
contributions individuals ‘behind the scenes’ undertake to support their chosen
sport. Students also consider the importance of sport in establishing personal
identity, aspiration and a healthy lifestyle. Students undertake the study of
these texts for enjoyment and aesthetic experience, to extend their skills in
comprehending and responding to texts, and their skills in discussion and
debate, and to develop their abilities to use language expressively and
imaginatively.

Suggested learning experiences
• Access and navigate the website of the New South Wales Government
Department of Arts, Sport and Recreation (see address below) and with
teacher support undertake a close reading of the site to inform their
understanding of its different sections.
  o Locate specific sections, such as the section Training Courses – sports
  team managers, in order to learn what topics and issues are involved in
  such training.
  o In pairs, create a list of appropriate skills and attributes as a starting
  point for a junior coach, based on this section of the website.
  o Individually, locate the link to the Sportshorts e-zine, the section on
  Champion Volunteers and the interview with Craig Nealon. Identify
  the challenges and rewards of being a volunteer in sport.
  o Work as individuals, in small groups or as a class to research a specific
  sport to explore how supporters organise and sustain interest in the
  sport, provide for its funding and present aspects of the sport to the
  general public.
  o As a whole class, choose one of the documents in Sportshorts
  magazine. Read and analyse the language in one of the articles, noting
  the choice of persuasive language and structural features. Students
  write their own article based on a favourite sport.
  o Explore a range of government and commercial websites on sport,
  identifying the aims and major message of these sites.
• Read Jim Davidson’s article ‘A Nation of Barrackers’ in Peter Goldsworthy’s *True Blue – On Being Australian*.
  o Identify the central argument presented.
  o Discuss his exploration of obsession about sport and connections with the military.
  o In pairs, research some of the issues mentioned such as Kokoda, the Big Day Out and the Western Front, listing the main points of each.
  o Read and discuss the other articles in this volume relating to sport in order to develop a similar anthology – discuss and identify the main themes of the articles and their content.
  o Read, view and analyse a range of advertising and promotional texts related to sport, both in print and electronic form. Students compose their own short pieces of advertising or promotional material.
• View an episode of ABC television’s *Race Around the World*.
  o Analyse how the documentary creates and sustains the interest of the viewer.
  o Identify and discuss personal qualities evident in the participants that are relevant to sport and success in sport.
  o Evaluate the overall effectiveness of the episode in relation to how language and filmic techniques have been employed.
• Through a combination of individual reading and whole class study of key sections, read and analyse the novel *The Story of Tom Brennan*.
  o In pairs, construct a chart of the major issues covered in the novel and rate the reader interest created by the issue.
  o Explain in writing what role sport plays for the characters in the novel. Edit this explanation carefully for accuracy, effectiveness and appropriateness of use of language. Include the piece in the portfolio for the year.
  o Reflect on, discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer-term learning.

**Suggested resources**

**Prose fiction**
*•* Storey, David, *This Sporting Life*, Random House, 2000

**Drama**
*•* Hopgood, Alan, *And the Big Men Fly* (2nd ed), Heinemann/Pearson, 1988

**Nonfiction**

**Film**
*•* Anderson, Lindsay, *This Sporting Life*, Magna Pacific, 1963 (out of print, may
be available through *All About Movies* www.allaboutmovies.com.au)

- Chadha, Gurinder, *Bend It Like Beckham*, Icon, 2002
- Fessenden, Larry, *The Last Winter*, Eagle Entertainment, 2008 (available from *All About Movies*)
- Gast, Leon, *When We Were Kings*, Universal, 1997 (available from ABC shops)
- Hudson, Hugh, *Chariots of Fire*, Fox, 1981

**Media**

- *Australian Story* - Wayne Bennett: *A Man for All Seasons*, ABC Television, 1999 (available by special order from ABC shops)
- *Bodyline* - *It’s Just Not Cricket*, Roadshow, 2002 (available from ABC shops)
- Permezel, Bruce (dir)/Clarke, John and Stevenson, Ross, *The Games* - Series 1, ABC/Shock, 2004 (available from ABC shops)

**Multimedia**

6.7 Elective module (Preliminary or HSC): Landscapes of the mind – English and the creative arts

Indicative time: 20–40 hours

Module description
Through the study of the module Landscapes of the mind – English and the creative arts students develop understanding and proficiency in the use of language related to the visual and performing arts. They develop knowledge, understanding and skills in comprehending and using terminology, styles and appropriate language forms for appreciating, promoting, describing, discussing, responding to, expressing opinions about, and evaluating artistic works and performances of music and drama. They develop enjoyment of and confidence in comprehending, identifying features of, and composing texts such as catalogues, programs, promotional material and reviews.

This study may occur in the context of contemporary creative arts or creative arts of the past and may emphasise one particular aspect of interest from the broad range of the visual and performing arts. The study may focus on creative endeavours within Australia or from other nations or cultures.

Students consider the widespread impact of the arts in everyday life and further develop their language skills to equip them to participate in associated understanding, appreciation, discussion and debate.

Students also have the opportunity to experience, engage with and critique literary and other texts in both print and electronic forms which explore the world of artistic endeavour through an imaginative use of language. Through consideration of these texts, students acquire insight into the lives of artists, composers, dancers, actors and directors, and the powerful, central and influential role of the arts in individual human lives, communities and in society as a whole. Students discuss the texts, analysing and evaluating ideas and practices related to the arts. They reflect on the creative processes which help shape their own artistic works or products as well as those of established figures in the creative arts world. Texts studied include longer texts such as novels, autobiographies, biographies, films or plays. Through the study of these literary texts and other texts, students further extend their skills in comprehending and responding to texts and develop abilities to use language expressively and imaginatively.

Suggested content
- Students develop knowledge, understanding and skills in:
  - planning, drafting, writing and editing accurately and appropriately constructed reports, essays and other forms of short and extended responses necessary for senior secondary school studies
  - accessing and comprehending information about performance and exhibition times, venues and costs
  - accessing websites, advertisements and promotional materials related to festivals, concerts and exhibitions, and analysing the language and other techniques used to inform, describe, evaluate, compare, engage and persuade
• Students develop their knowledge of a number of literary texts related to the creative and performing arts. They develop their capacities for the close reading of texts such as song lyrics and consider how these lyrics employ poetic language to convey meaning. Texts considered also include longer texts such as novels, biographies, autobiographies, plays and films that evoke the lives and experiences of various artists or those associated with the world of the arts. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in discussion and debate, and to develop their abilities to use language creatively, expressively and imaginatively.

Suggested learning experiences
Students may:

• Develop a further awareness of how the arts are embedded in everyday life and professional life by working, initially in pairs and then as a whole class, to compile a list of ‘the arts/everyday life/careers’, starting with the following examples:

<table>
<thead>
<tr>
<th>Arts</th>
<th>Forms/subsets</th>
<th>Everyday life</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>Painting</td>
<td>Decoration of homes</td>
<td>Graphic artist</td>
</tr>
<tr>
<td></td>
<td>Sculpture</td>
<td>Visiting art galleries or shops</td>
<td>designing illustrations</td>
</tr>
<tr>
<td></td>
<td>Photography</td>
<td>Furnishing homes</td>
<td>for advertisements</td>
</tr>
<tr>
<td></td>
<td>Architecture</td>
<td>Fashion design</td>
<td>Gallery owner</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Read and view a range of promotional and informative material, including advertisements, catalogues, programs and reviews, related to exhibitions/concerts and/or theatrical performances. The materials are selected and presented by the teacher.
  • Analyse the types of structure, content and language typical of these text forms
  • Differentiate between the informative, opinionative and persuasive elements of the language and other features of this material
• Access and browse a number of websites devoted to arts/music/drama festivals, both regional and metropolitan, and analyse how these sites promote the festivals and engage the interest of specific audiences.
  o Choose one site, define the likely target audience/audiences and compose a list (in dot point form) of ten relevant features of the site, with specific examples.
• In pairs, with teacher modelling, conduct research into the life and work of one of the following artists: Emily Kngwarreye (painting), William Dobell (painting), Ian Fairweather (painting), Clifford Possum Tjapaltjarri (painting), Catherine Goss (dance), Margaret Olley (painting and printmaking), Max Dupain (photography), Harry Seidler (architecture).
  o Select a text which deals with the chosen artist and identify the central concerns/emphases of the artist. Comment on how effectively the text conveys this information by analysing written information, illustrations, graphs/tables etc.
  o As a class, with teacher guidance, consider how the medium of PowerPoint could best be used to engage the interest of and inform an audience about their findings.
  o Prepare a PowerPoint presentation giving an overview of the life and work of their chosen artist.
• In pairs, locate the website Experimental Music (URL below). Navigate the site noting the different links/sections. Explain the purpose of the site and evaluate its effectiveness, identifying aspects of structure, language, sound and graphics which are used to enhance the purpose of the site.
• Listen to a podcast of an interview with an artist (sculptor/photographer/dancer/musician). Take notes of the interview with particular attention to the types of questions asked by the interviewer.
  o Compose an appropriate invitation and organise for a local artist or arts promoter to visit the class.
  o Prepare questions before the visit.
  o Write a short personal account of the impression the visitor made. Edit this account carefully for effectiveness and accuracy and include it in the portfolio.
• View one or more of the interviews on Enough Rope with Andrew Denton – Screen Stars. Take part in a class discussion about Denton’s variation/use of the more conventional interview genre. Write a summary of the main aspects of the interviewee’s personality and experiences that are revealed during the interview.
• Arrange a class excursion to one of the HSC regional or metropolitan exhibitions of Art Express or to the annual Encore concert. Prior to the excursion, carry out the following activities.
  o Invite one of the Visual Arts or Music teachers in the school to visit the class to explain the purpose of the exhibition/concert.
  o Locate the Board of Studies Encore website link or the Art Gallery of NSW Inside Art Express website (URLS below). Read a number of profiles in the ‘Student Profiles’ for Encore or a number of the students’ comments on their work in the ‘Artists’ section for Art Express. List some of the influences and/or experiences and/or aspects of training mentioned by the young artists or musicians.
o Prepare a report of the excursion for publication in the school’s online or print newsletter or magazine focusing on the features which captured the interest and attention of students when they attended the exhibition/concert. Include the polished report in the portfolio for the year.

• As a whole class and with teacher guidance, read a number of brief biographical accounts of the lives of artists or musicians and analyse the structure and features of this form.
  o Conduct research into the life and music of Johnny Cash.
  o Write a brief biographical account of Cash’s life accompanied by a list of his ‘career highlights’.
  o View the film, *Walk the Line*. Take part in a class discussion considering the effectiveness of the film in dramatising Cash’s life and music.
  o Write a one page analysis of a key section of the film, focusing on how that section contributes to the vivid representation of Cash’s early life story.

**Suggested resources**

**Prose fiction**

**Nonfiction**

**Film**
- Luhrmann, Baz, *Strictly Ballroom*, Fox, 1992
- Mangold, James, *Walk the Line*, Fox, 2005

**Media**
- *Enough Rope With Andrew Denton – Screen Stars*, ABC, 2006
- *Sister Wendy – the Complete Collection*, Madman, 1992 (collection of brief commentaries on works of visual art, available from ABC shops)

**Multimedia**
- [www.sydneyfestival.org.au](http://www.sydneyfestival.org.au)
• www.abc.net.au
• www.sydneyoperahouse.com
• www.experimentalmusicaustralia.net
• www.boardofstudies.nsw.edu.au/encore/profiles/ Encore student profiles
• http://www.artexpress.nsw.edu.au
• http://www.insideartexpress.com.au Art Gallery of NSW Inside Art Express
6.8 Elective module (Preliminary or HSC): The way we worked — English for exploring our past through industrial events in Australia

Indicative time: 20–40 hours

Module description

Through study of the module The way we worked: English for exploring our past through industrial events in Australia students develop understanding and proficiency in the use of language related to history and specifically, a major industrial event or period in Australia’s past. They develop knowledge, understanding and skills in comprehending and using terminology and styles of language appropriate to describing, discussing, responding to, explaining and expressing opinions about general historical issues and topics, and compose texts including reports, fact sheets and informative feature articles.

Work undertaken as part of this module supports enjoyment in and confident use and understanding of a range of texts that explain, instruct and present arguments related to significant Australian industrial innovations, projects and processes of the past. The basis of this module may have a local focus such as BHP in Newcastle or Wollongong, or may be a national project such as the Snowy Mountains Scheme.

Through a focus on a key historical event or development in Australian work or industry, students further develop their understanding of how language and other techniques are used to explore, describe and explain the relationship between the past and present. They have the opportunity to study examples of texts that make connections between specific cultural events and their larger scale cultural and social effects. Students may also consider texts showing how the broad international historical context made an impact on Australian workplaces and practices or industry at specific periods. The study also supports the development of communication skills in related senior studies.

Students also have the opportunity to experience, engage with and critique literary and other texts in both print and electronic forms that explore, through an imaginative use of language, Australian industry and work, innovation and achievement as well as the lives of individuals involved. The texts may depict a particular era of Australian history through the portrayal of an aspect of industry and work and may include longer texts, such as novels, autobiographies, biographies, films or plays. Through the study of these literary and other texts, students further extend their skills in comprehending and responding to texts and develop abilities to use language expressively and imaginatively.

Suggested content:
Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for related secondary school studies
• Students develop knowledge and understanding of a number of literary and other texts related to work and industry in Australia’s past. These texts include longer texts such as novels, autobiographies, biographies, films or plays that dramatise, in both imaginative and factual ways, the aspirations and struggles of both the individuals involved in work, or a specific industry or project, in addition to those who were affected in some way. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in comprehension and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

Students may:
• In pairs, conduct research to construct a timeline entitled Pre-21st Century Major Industrial Events in Australia. Present the timeline using PowerPoint, with appropriate illustrations, diagrams and text. Identify the different types of jobs involved in each of these events, with a description of what was required in these jobs.
• Individual research: select an area of the workforce and research the changing role of women. This may be in manufacturing, architecture, wartime industries. Outline changes in the role, conditions and general perceptions of women in this area. Select a form of writing, such as a report or essay, and present the findings using the language and structural features of the chosen form of writing.
• With teacher guidance, navigate the website the Australian Government’s Culture Portal The Snowy Mountains Scheme (URL below)
  o Locate the link ‘migrants’ under the ‘The workers and their families’ heading. List the obstacles former Luftwaffe pilot, Hein Bergerhausen faced working on the project. Based on your own opinion, rank these obstacles in order of severity. Discuss your rankings with a classmate.
  o Scroll further down the homepage and click on the link ‘Australian Bureau of Statistics: 1986 Special Article – The Snowy Mountains Hydro-Electric Scheme’. Closely read the information on the geography of the area. Undertake further research on geographical features of the area and prepare a report on the challenges facing
workers. Include the edited report in the portfolio.

• Sydney Harbour Bridge: As a background, read a brief account of the Depression era and its effects on Australian society. Research the different types of jobs construction of the Sydney Harbour Bridge provided. Select one of these jobs and identify the tasks required of the worker.

• Compare the attitudes to work apparent in both poems ‘Shipwright’ by Val Vallis and ‘The Violence of Work’ by Geoff Goodfellow. Identify specific structural and language features which establish and reinforce these different attitudes. Discuss the effectiveness with other classmates.

  o Locate ‘The History of the Ghan’ link and using the ‘Construction of the Railway’ link, identify the challenges faced by the engineers and workers.
  o Explore the website and identify improvements to the railway implemented over the years.
  o Include written summaries of the challenges and improvements in the portfolio of texts composed during the year.

• View and analyse one of the episodes of *The Seven Wonders of the Industrial World*. With teacher support and modelling, draft, write and edit a critical review of the episode. One section of the review should contain an analysis of the different types of information presented in the episode. This information could focus on technology and issues related to worker health and safety. Use this episode to investigate a similar project or similar professions in Australia.

• Select a job from early 20th century Australia. Develop a character who was employed in such a position. Research information concerning the tasks and functions of the job, and working conditions, such as hours of work. In the voice of the character you have developed, write a personal account of your work and its challenges. Read this to the class and include a carefully edited version in the portfolio.

• Explore and research an Australian industrial event, innovation or invention and its consequences through a variety of non-fiction texts including websites (eg company or local historical), archives, memoirs, and interviews, media texts of the time and museum displays. Work in small groups to compose a factual text, such as an oral or written news report to summarise the event/innovation/invention and its impact on the community at a particular point in time.

• Identify and research work that is specific to particular areas of Australia, such as the cattle industry. Research jobs such as jackaroos, exploring the nature of such work and the changes brought about by the introduction of technology.

• Organise an excursion or invite a guest speaker to gain more information about the event, innovation or invention. Write a letter of enquiry or invitation using appropriate language; and following the speaker’s address to the class, compose a letter of thanks.

• Collect a range of workplace documents such as instruction manuals, safety guides and regulations, organisational charts, job applications and curriculum vitae. Identify the purpose, context and audiences of each document and analyse the effectiveness of the language used in these documents.

• Organise an excursion to the Powerhouse Museum or a similar museum focusing on technology in the workplace and featuring a number of methods
of display and instruction, such as short documentary films, interactive exhibits and standing displays accompanied by written explanations. As part of the excursion, invite the museum’s education officer to address the class on the role and impact of technology in the workplace.

• Reflect on and discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer term learning.

Suggested resources

Drama

• Thomson, Katherine, *Diving for Pearls*, Currency Press, 1993

Poetry

  

Nonfiction

• Schlosser, E and Wilson, Charles, *Chew on This - The Shocking Truth About Fast Food*, Puffin/Penguin, 2006
• Stone, Gerald, *1932*, Pan Macmillan, 2006

Film

• Hannam, Ken, *Sunday Too Far Away*, Roadshow, 1975
• Sitch, Rob, *The Dish*, Roadshow, 2000
• Turkiewicz, Sophia, *Silver City*, 1984 (now out of print - may be available through All About Movies)

Media

• Cadbury, Deborah, *Seven Wonders of the Industrial World*, Roadshow, 2008 (available from ABC shops)
• Cain, Jonathon / Barnes, Jimmy, ‘Working Class Man’ (song lyrics) from album *For the Working Class Man*, 1985
• Quint, Ray, *Bastard Boys*, Roadshow, 2007 (available from ABC shops)

Multimedia

6.9 Elective module (Preliminary or HSC): In the marketplace – *English and the world of business*

**Indicative time:** 20–40 hours

**Module description**
Through study of the module, *In the Marketplace: English and the World of Business*, students develop understanding and proficiency in the use of language related to business. They develop knowledge, understanding and skills in comprehending and using terminology, styles and appropriate language forms for analysing, discussing, responding to and evaluating general issues and topics related to business. They further their skills in comprehending graphical representations such as charts and tables, and compose texts including reports, and informative feature articles.

Work undertaken as part of this module supports enjoyment in and confident use and understanding of a range of texts that explain, instruct, hypothesise and present arguments related to significant Australian business projects, innovations and specific individuals. The basis of this module may have a local focus such as wool growing initiatives in regional NSW or a national focus such as the National Business Leaders’ Forum on Sustainable Development project held in Canberra in 2009.

Through a study of texts related to a range of businesses at the local, national and international level, students further develop their understanding of how language and other techniques are used to explore, describe and explain the impact of business on the working and recreational lives of individuals and communities in Australia and beyond. The study also supports the development of communication skills in related senior studies.

Students also have the opportunity to experience, engage with and critique literary and other texts in both print and electronic forms that explore, through an imaginative use of language, the diversity and complexity of Australian business, innovation and achievement, as well as the lives of individuals involved. The texts include longer texts such as novels, autobiographies, biographies, films or plays. Through study of these literary and other texts, students further extend their skills in comprehending and responding to texts and develop abilities to use language expressively and imaginatively.

**Suggested content**
Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for related secondary school studies
- reading and composing informative articles, feature articles and reports about topics and research related to business and comprehending vocabulary and terminology generally related to business
- researching issues of general interest related to business and identifying the broad types of expert research that may have been
undertaken to gather and summarise information on business, as well as formulating and expressing opinions and conclusions

- comparing and evaluating differing views on business-based matters and presenting comparisons and findings
- comparing, analysing and evaluating advertising related to business products and projects
- planning, organising and carrying out projects, both individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting media of presentation, editing and collating material to ensure accuracy and appropriateness of expression and quality of presentation.

- Students develop knowledge and understanding of a number of literary and other texts related to the world of business. These texts may include longer texts such as novels, biographies, autobiographies, documentary television series and plays. Students consider how language and other expressive features have been used to explore and dramatise the lives of individuals involved in business. Such texts may alternatively relate to significant moments of innovation and initiative in business, or aspects of business that have had and/or continue to have an impact on everyday living. Students undertake the study of these texts for enjoyment, to extend their skills in comprehension and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

Students may:

- Develop a further awareness of how business is embedded in everyday life and professional life by working in small groups to assemble a series of print and electronic advertisements related to a particular type of business, such as furniture retailing. These advertisements are analysed by comparing medium of production, structure, content, and language and visual techniques. Findings are then presented to the class via a PowerPoint presentation using excerpts from the advertisements. Undertake further research to analyse how business uses advertising by exploring the values and ethics of advertising:
  - Research and discuss government regulations around the advertising industry. Identify relevant information in the Advertising Federation of Australia website. Discuss the role of the AFA and the Code of Ethics, focusing on the effect of this Code.
  - Locate the US Advertising Educational Foundation (URL below) website and read the speech on ethics in advertising by Chris Ogilvy. Identify the major issues raised by Ogilvy and discuss with a classmate. Choose a product and locate an advertisement which reflects some of the issues in Ogilvy’s speech. Prepare a presentation for the class to generate discussion.
  - With a partner, create a dossier of advertisements that illustrate aspects of government regulations. Annotate the advertisements to demonstrate values, ethics and regulations.
  - Write a short personal response to one advertisement in the dossier in terms of its overall effectiveness, values portrayed and your
personal connection to the advertisement.

• With teacher guidance, navigate the website *The 10th National Business Leaders’ Forum on Sustainable Development* (URL below) to develop an understanding of the major focus of the forum.
  o In pairs, locate the link to the forum’s speakers. Read the brief biography of each and select one speaker whose topic/issue is of interest
  o Locate this speaker via the program link and identify the issues targeted for discussion in that session
  o Scan the whole program list of presentations and sessions and identify the range of topics and issues covered by the forum
  o Research two of these issues and associated projects. Summarise the major focuses of the projects, including project timelines, resources and intended outcomes.
  o Identify the forms of writing used to convey information about the issue/project (eg. reports, proposals, statistical analyses etc) and analyse the structure and language forms and features, commenting on their appropriateness and effectiveness.
  o Individually, research the definitions of unfamiliar terms and compile a glossary of these terms. Construct a promotional PowerPoint in which you advertise a forum for business leaders. What is the focus of the forum? Who will be invited? Consider how the use of language, visuals and format might persuade the reader/viewer to investigate details of the proposed forum.

• Locate the Indigenous Business Australia website (URL below) and in pairs, research two of the Portfolio Profiles in the Mine and Mining Services section. Compare the two projects by examining aspects such as geographical location, personnel and technological and machinery requirements. Write a brief analysis of the findings and brief the class on the similarities and differences between the two mining ventures.

• Working in groups, identify and list the types of nearby local small businesses:
  o Categorise the types of businesses eg car sales, roofing, agricultural equipment
  o Select a specific business owner to interview. Write a series of questions using a range of ‘openers’ such as ‘Who’, ‘How’, ‘Why’ etc in order to compile a list of tips for establishing and conducting a successful small business.
  o Present the findings to the class and compare with the findings of other groups
  o As a class, compile a ‘manual of advice’ for success in small business, focusing on the intended audience, structural and language forms and features of the manual.

• Monitor the national and international news about businesses in print and electronic media:
  o Explore the issues presented in these stories and research further details
  o Create an electronic database about these stories using Microsoft Excel. Categorise the stories according to the issue or type of business targeted and the medium of reporting used (print,
electronic). Annotate each of the stories with comments concerning specific features relating to the structure and language features and forms of the reports.
  o Select a number of these reports and write an evaluation making judgements about the effectiveness of the reports.

• Locate the business news section of The Australian (URL below):
  o In pairs, students read the headlines of the ‘Breaking News’ section, identifying key words to predict the content of the report.
  o Identify unfamiliar terms used in this section. Research the meanings of these terms, compiling a database of terms related to business.
  o Navigate the site noting the different links/sections. Explain the purpose of the site and evaluate its effectiveness, identifying aspects of structure, language and graphics which are used to enhance the purpose of the site.

• Read the transcript ‘Unfinished Business’ (from Australian Story). Summarise the main events in this story, identifying the adversity and problems witnessed by Ian Conway. In pairs, identify how this text conveys attitudes and opinions of the speakers and the issues under discussion by analysing structure and language.

• Locate information on regulations about consumer rights and responsibilities on the NSW Fair Trading website (URL below):
  o Write a letter of complaint about a product or service which demonstrates a consumer right principle. Research appropriate letter structure and language to establish suitable tone.

• Take the opportunity to reflect on and discuss ways in which the learning experiences of this module may be of relevance to their learning in other senior study areas, and for future education and other areas in their life.

Suggested resources

Drama
  • Williamson, David, Corporate Vibes, Currency Press, 2001

Nonfiction
  • Dundas, Ken, Managing Human Resources: How Business Works, Thomas Nelson Australia, 1994 (apparently out of print)
  • Moodie, Anne-Maree, Small Poppies: Profiles of Australian Small Business, Prentice Hall Australia, 1996 (apparently out of print)

Film
  • Dearden, James, Rogue Trader, 1999 (out of print- may be available through All About Movies)
• Muccino, Gabriele, *The Pursuit of Happyness*, Sony, 2006

**Media**

• *Australian Story - Unfinished Business*, ABC Television, 2009 (episode and transcript available online at [http://www.abc.net.au/austory/specials/unfinishedbusiness/default.htm](http://www.abc.net.au/austory/specials/unfinishedbusiness/default.htm))
• *Media Watch*, ABC Television (some episodes available online at [www.abc.net.au/mediawatch](http://www.abc.net.au/mediawatch))

**Multimedia**

• [http://adsoftheworld.com](http://adsoftheworld.com)
• [www.abc.net.au/tv/gruentransfer/home.htm](http://www.abc.net.au/tv/gruentransfer/home.htm)
• [www.abc.net.au/worldtoday/content/2009/s2609744.htm](http://www.abc.net.au/worldtoday/content/2009/s2609744.htm) media articles, eg. ‘Fast Food Giants Curb Advertising’
• [www.aef.com/index.html](http://www.aef.com/index.html) Advertising Educational Foundation
• [www.aef.com/on_campus/classroom/speaker_pres/data/3001](http://www.aef.com/on_campus/classroom/speaker_pres/data/3001) speech on ethics in advertising
6.10 Elective module (Preliminary or HSC): *Discovery and investigation – English and the sciences*

**Indicative time:** 20–40 hours

**Module description**
Through study of the module, *Discovery and Investigation – English and the Sciences*, students develop understanding of and proficiency in the use of language related to science. They develop knowledge and skills in comprehending and using terminology and styles of language appropriate to explanation and discussion of general scientific issues and topics, and in composing texts including reports, fact sheets and informative feature articles.

Work undertaken as part of this module supports confident use and understanding of a range of texts that explain, instruct, hypothesise, present arguments and solve problems in important areas in everyday life. These include scientific fields such as medicine and health, agriculture, the environment and technology. Students develop a deeper understanding of relationships between evidence and conclusions, approaches to problem solving and of ways of presenting logical connections. Students strengthen their skills in comparing and evaluating different views on science-based matters. The study also supports the development of communication skills in related senior studies.

Students also have the opportunity to experience, engage with and critique literary texts, in both print and electronic forms, that explore science, scientific research and discovery, and the lives of scientists in an imaginative way. They have the opportunity to consider how these texts explore and show the impact and importance of science and of scientific ethics. The texts may include longer texts such as novels, nonfiction such as autobiographies, biographies and speeches, films or plays that dramatise the inspiring endeavour and sacrifice of scientific researchers and innovators throughout history. Through study of these literary and other texts, students further extend their skills in comprehending and responding to texts and develop abilities to use language expressively and imaginatively.

**Suggested content:**
- Students develop knowledge, skills and understanding in:
  - planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for related secondary school studies
  - reading and composing informative articles, feature articles and reports about scientific topics and research, comprehending vocabulary and terminology generally related to the sciences
  - researching scientific issues of general interest, identifying the broad types of expert research that may have been undertaken to gather evidence, summarising information, formulating and expressing opinions and conclusions
  - comparing and evaluating differing views on science–based matters and presenting comparisons and findings
- planning, organising and carrying out projects, both individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting media of presentation, editing and collating material to ensure accuracy and appropriateness of expression and quality of presentation.

- Students develop knowledge and understanding of a number of literary and other texts related to scientific endeavour. These texts may include longer texts such as novels, nonfiction such as biographies, autobiographies, documentary television series and plays that explore and dramatise the lives of scientists, significant moments in scientific research and history or aspects of science that have had and/or continue to have an impact on everyday living. Students undertake the study of these texts for enjoyment and aesthetic experience, to deepen their knowledge and understanding of the role of science in personal, social and cultural contexts, extend their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

**Suggested learning experiences**

Students may:

- with teacher guidance, navigate the website of the NSW Government Department of Health (see URL below)
  - locate the sitemap and then find examples of each of the following: fact sheets, reports, information bulletins, and downloadable booklets
  - construct a table in Word, listing the above examples and in each case, explaining the purpose of each type of document, describing its format and the features of the language used, and briefly summarising its contents

- based on a list of 20 names of the world’s most famous scientists provided by the teacher, conduct individual internet research on four scientists of their choice
  - take notes from the sites consulted and then write brief biographical summaries of the four scientists, using sub-headings as modelled by the teacher in an earlier lesson
  - select a key episode in the life of one of the scientists they have researched and write a series of imaginary diary entries for the period of time during which the episode occurred
  - as a final step, edit these two pieces of writing to ensure the accuracy, effectiveness and appropriateness of their use of language, and include a copy of the polished work in the portfolio for the year

- conduct research in pairs to construct a time-line entitled *Major Scientific events of the 20th and 21st Century*. Present the timeline using PowerPoint, with appropriate illustrations, diagrams and text

- view and analyse the documentary film, *An Inconvenient Truth*. With teacher support and modelling, draft, write and edit a critical review of the text. One section of the review should contain an analysis of the different types of evidence and argument used in the film

- conduct research on the medical condition of autism, and construct a fact sheet summarising the information
• read, discuss and write a personal response to Mark Haddon’s novel, *The Curious Incident of the Dog in the Night-time*
• as a class, view, discuss and analyse the film *Blade Runner, the Director’s Cut*
• based on class discussion, construct ‘Plus’ and ‘Minus’ lists on one aspect of technological innovation
• in pairs, research wind farm technology and participate in a class debate on the construction of wind farms
• organise an excursion to the Powerhouse museum or a similar museum focusing on science and/or technology and featuring a number of methods of display and instruction, such as short documentary films, interactive exhibits and standing displays accompanied by written explanations. As part of the excursion, invite the museum’s education officer to address the class on the organisation and methodology used to enhance effective communication through displays
• reflect on and discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer term learning.

**Suggested resources**

**Prose fiction**

**Nonfiction**

**Film**
- Howard, Ron, *Apollo 13*, Universal, 1995
- Scott, Ridley, *Blade Runner (Director’s Cut)*, Warner Bros, 1982, or *Final Cut*, 2007

**Media**
- *Australian Story – Doctor in the House*, ABC Television, 2009 (program not currently available for download due to copyright issues; transcript available at [http://www.abc.net.au/austory/specials/doctorhouse/default.htm](http://www.abc.net.au/austory/specials/doctorhouse/default.htm))

**Multimedia**
- www.csiro.au
- www.health.nsw.gov.au
- www.powerhousemuseum.com
- www.questacon.edu.au
6.11 Elective module (Preliminary or HSC): Part of the family – English and family life

Indicative time: 20–40 hours

Module description:
Through the study of the module, Part of the Family: English and Family Life, students develop understanding of and proficiency in the use of language related to the nature of families and the roles of the family within communities. They develop knowledge and skills in accessing and comprehending official information available to support families, and in comprehending and using terminology and styles of language appropriate to the explanation and discussion of general issues relating to family life. They develop knowledge, understanding and skills in the comprehension and composition of a range of informative texts, including reports, fact sheets, brochures and feature articles.

Students also have the opportunity to experience, engage with and critique a range of literary texts, in both print and electronic forms, that explore the diverse nature of family lives in an imaginative way. They further develop their abilities to analyse how language is used to portray and explore ideas and issues such as the significance of relationships within and between families and the experiences of the individual within a family network. Students consider how texts represent a broad range of family structures and relationships in different ways and investigate how the attitudes and individuals are depicted in these texts.

This study provides a context for exploration of and response to students’ own and collective experiences and opinions in a range of creative and personal compositions. Through the study of these literary, oral and other texts, students further extend their skills in comprehending and responding to texts and further develop their abilities to use language expressively and imaginatively.

Suggested content
Students develop knowledge, skills and understanding in:
• planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for related secondary schools studies
• identifying, comprehending and using information from a variety of sources relating to applications and procedures for births, deaths, marriages, tax exemptions, school enrolment forms, personal loans, rental and tenancy agreements
• reading and composing informative articles, feature articles and reports about family studies and research, comprehending vocabulary and terminology generally related to studies of the family
• comparing and evaluating differing views on families, relationships, and the individual within these contexts
• reading, writing and responding to a range of texts to explore and reflect on the nature of relationships, their function and worth to individuals and the varied
types of relationships found within the family unit and broader family contexts

- planning, organising and carrying out projects, both individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting appropriate media, editing and collating material for presentation

- developing knowledge and understanding of a number of literary and oral texts related to the ‘family’. These texts may include longer texts such as novels, biographies, documentary television series, plays and oral history sources that explore and dramatise issues and ideas related to families. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in discussion and debate, and develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

Students may:

- access and complete a variety of documents related to the family context which are important to their current as well as future professional and personal lives. This documentation may include applications such as birth certificates, passports, rental and loan agreement forms. A variety of other documentation may be based on the Roads and Traffic Authority requirements for driving licences and the associated test; the terms and conditions of insurance contracts for cars, health cover and housing; job applications; mobile phone contracts; and income tax returns

- with teacher guidance, navigate the website the Australian Institute of Family Studies (see URL below)
  o locate the AIF Research page and select one of the following links: ‘Family Relationships’, ‘Families and Work’ or ‘Families and Community Life’. List the range of projects undertaken by the Institute in one of the above links and based on one of these projects, investigate its focus and findings, by writing a brief report
  o using the link, ‘AIFS journal: Family Matters No. 82 - Family portraits’, read the abstract for ‘The roles that parents play in the lives of their young adult children’. In pairs, identify the main concern/s of the abstract and the issues it addresses. Research one of these issues and present their findings to the class

- conduct research in pairs into perspectives on the concept of ‘family’ in two different societies/cultures or two different historical periods. Based on the research, write a report comparing family life and the role of the family in different contexts. Carefully edit this report for accuracy and appropriateness of expression and include it in the portfolio of compositions

- with teacher guidance, use a range of texts, such as the internet, interviews with Aboriginal community members, prose texts and film/video excerpts to investigate the importance of Aboriginal families, their networks and kinship, their sense of community, belonging and connection to country

- work in small groups to identify the skills and knowledge necessary to plan and organise family functions such as a wedding, 21st birthday party or a family Christmas gathering. Write an outline of a suggested ‘Plan of attack’ for
organising such functions and discuss how these skills can be used in other settings for other purposes

• work in pairs to compare and contrast the families presented in the prose fiction text *Looking for Alibrandi* or the television series *East of Everything*. In pairs, students investigate issues important to the main characters and how context influences the attitudes and behaviour of characters. Use this investigation as the basis of a presentation to the class using excerpts from both the novel and the television series

• as a whole class group view an excerpt of a film, such as *Father of the Bride*, or *My Big Fat Greek Wedding*. Discussions could be based on an analysis of how each film portrays ‘family’, relationships within and beyond the family unit, and how the characters overcome controversies and obstacles. Writing tasks could include a series of diary entries as a central character in the film which specify events in the lead-up to the wedding and the reactions of other characters; an interview with one of the actors which focuses on the intentions of the film and some of its challenges or a panel discussion between two film critics who analyse and evaluate the strengths and weaknesses of the film

• view television family sitcoms from different countries and eras, comparing how families are presented. These shows may include *Father Knows Best*, *Leave it to Beaver*, *The Brady Bunch* and *The Partridge Family* (from the 1950s and ’60s); *Good Times*, *Steptoe and Son*, *The Mary Tyler Moore Show* and *All in the Family* from the 1970s; and shows such as *The Cosby Show* and *Family Ties* from the ’80s, as well as more recent sitcoms such as *Everybody Loves Raymond*. Students explore how these shows represent issues such as gender and relationships in ‘family’ and the depiction of associated roles; the resolution of family conflict; fashion and technology; language use, including slang; and the world of work. They also identify and discuss the social issues apparent in sitcoms current at the time and consider how portrayal of these issues might vary according to the historical era and social attitudes

• select one of the poems below, such as *Feliks Skrzynecki* by Peter Skrzynecki, and write a brief analysis of the central concerns of the poem. Supplement this analysis with an imaginative recreation of the poem and its events from the point of view of the poet’s father, Feliks

• as a class, perform a scripted reading of the play, *Away* by Michael Gow. Writing tasks could include an analytical essay arguing for the importance of honest communication between individual family members based on the experiences of the families in the play or a recount as either Meg or Tom of an important event or conversation from the play outlining its importance and relevance to the overall concerns of the characters.

**Suggested resources:**

**Prose fiction**

• Marchetta, Melina, *Looking for Alibrandi*, Puffin/Penguin, 1992
Drama

Poetry
- Poems such as: ‘Child of our Time’ by Rosemary Dobson; ‘One Flesh’ by Elizabeth Jennings; ‘Waiting’ by Yevgeny Yevtushenko; ‘Diptych’ and ‘The Visit’ by Robert Gray; ‘In the Park’ by Gwen Harwood, ‘A Slice of Wedding Cake’ by Robert Graves, ‘Feliks Skrzynecki’ by Peter Skrzynecki

Film
- Nair, Mira, *The Namesake*, Fox, 2006
- Perkins, Rachel, *Radiance*, Universal, 2003 (now out of print - may be available from All About Movies)
- Zwick, Joel, *My Big Fat Greek Wedding*, Roadshow, 2002

Nonfiction
- Dooley, Sean, *Cooking with Baz: How I Got to Know My Father*, Allen & Unwin, 2009,

Media
- McDonald, Stuart & Saville, Matthew, *East of Everything- Series 1*, Roadshow, 2008 (also available by download from ABC Shop Online)

Multimedia
6.12 Elective Module (Preliminary or HSC): The big screen – English in film-making

Indicative time: 20–30 hours

Module description
Through study of the module The big screen – English in film-making, students will develop understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which English is used in the production, promotion, reception and criticism of films. Students will develop their knowledge, skills and understanding by responding to and composing a range of texts including interviews, film reviews, and discussions and promotional material about films.

Students will have opportunities to engage with, critique and enjoy a range of films, including narrative and documentary films, and short films, and to compose a range of texts responding personally and analytically to these works. They may have opportunities to create their own short films or to write short film scripts.

Students will also have the opportunity to experience, engage with and critique, a feature-length film, that employs language and other techniques imaginatively to convey meaning. Students will consider the power of films to influence people’s thoughts, feelings and behaviour, and the techniques used by film-makers to achieve this impact. They may also explore the world of films through the study of longer texts such as biographies or autobiographies, or novels or plays that have been adapted as films, or storyboards or film scripts used in the production of films.

Through the study of these longer films and other texts relevant to the world of film, students will further extend their skills in comprehending and responding to texts and develop abilities to use language expressively and imaginatively.

Suggested content
Students develop knowledge, skills and understanding in:
• reading, listening to and viewing
  o a range of films, including narrative and documentary, short and feature-length, in different genres
  o texts related to films, such as film scripts, promotional material and reviews
• writing, speaking and creating:
  o short films, individually or in groups
  o film reviews for newspapers and magazines, promotional material for films, festival programs, short and extended written and oral responses to films and texts related to films
• studying and using language forms and techniques as they occur in
  o films
  o film scripts, promotional material and reviews
• researching and presenting information and opinions in
  o industry, film festival and fan-based websites
  o film guides and festival programs
• planning, organising and carrying out projects, both individually and in groups, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material to ensure accuracy and appropriateness of expression and quality of presentation.

Suggested learning experiences
Students may:
• read, view and analyse a range of advertising and promotional texts related to films
  o study how language is used to engage and persuade target audiences
  o consider how promoters utilise the advantages of print and electronic forms
  o compose short pieces of advertising or promotional material for a film studied in class. Edit these for accuracy, effectiveness and appropriateness of expression and include them in the portfolio
• explore and critique industry, film festival and fan-based websites
  o discuss how websites are used for different purposes and audiences
  o evaluate the effectiveness of websites
• work as individuals or in small groups to make short films, or to develop a series of storyboards and the accompanying script for a short film
• select ten films from different sources and plan and promote a film festival for a specific audience. Write a rationale for each of the films selected, explaining and justifying its inclusion in the festival. Design and write the program for the festival. Edit the rationales and program carefully and include them in the portfolio
• develop and conduct a survey relating to people’s tastes in films
• organise and undertake an excursion to see a film or visit a film studio, or invite someone from the film industry to talk to the class
• study one substantial film closely
  o identify and discuss the ideas presented through the film
  o analyse the techniques used to engage the audience and create particular effects
  o trace the development of one or more characters in the film
  o research the director, main actors or the genre
  o consider different perspectives of the film presented in reviews and online discussions
  o write and publish online a review of the film
• study two iconic works of a significant film-maker and consider how these works reflect a particular view of the world and a particular style of expressing that view.
• view a film, then read the print-based text from which the film was derived
  o identify aspects of the print text faithfully realised in the film
  o identify and explain differences between the print text and the film
consider the advantages and the disadvantages of each medium

- reflect on and discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer term learning.

**Suggested resources**

**Drama**


**Film**

- Benigni, Roberto, *Life is Beautiful*, Roadshow, 1997
- Clooney, George, *Good Night, and Good Luck*, Icon, 2004
- Cuaron, Alfonso, *Children of Men*, Universal, 2006
- De Heer, Rolf, *Ten Canoes*, AV Channel/Madman, 2006
- del Toro, Guillermo, *Pan’s Labyrinth*, Roadshow, 2006
- Forster, Marc, *Stranger than Fiction*, Roadshow, 2006
- Gast, Leon, *When We Were Kings*, Universal, 1997 (available from ABC shops)
- Luhrmann, Baz, *Strictly Ballroom*, Fox, 1992
- McTeigue, James, *V for Vendetta*, Warner Bros, 2005
- Scott, Ridley, *Gladiator*, Universal, 2000
- Tykwer, Tom, *Run Lola Run*, Sony, 1999
- Watt, Sarah, *Look Both Ways*, Madman, 2005

**Media**

- *Metro* magazine (media)
- *Screen Education* magazine (media)

**Multimedia**

- [http://au.rottentomatoes.com](http://au.rottentomatoes.com)
- [www.abc.net.au/atthemovies](http://www.abc.net.au/atthemovies)
- [www.afi.org.au](http://www.afi.org.au) (Australian Film Institute)
- [www.sydneyfilmfestival.org/default.aspx](http://www.sydneyfilmfestival.org/default.aspx)
7 Assessment

The information in this section of the syllabus relates to the Board of Studies’ requirements for assessing student achievement in the English Studies Content Endorsed Course for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. Those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment of English Studies

There is no external examination of students in the English Studies Content Endorsed Course Stage 6.

Assessment provides a measure of a student’s achievement based on the range of syllabus content and outcomes. The syllabus identifies assessment components, weightings and task requirements to be applied to internal assessment. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

Schools should develop an assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school should also develop and implement procedures to:

- inform students in writing of the assessment requirements for the course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student’s performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
• inform students about their entitlements to school reviews and appeals to the Board
• conduct school reviews of assessments when requested by students.

**Assessment components and weightings**

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component must be maintained.

There should be a balance between the assessment of:
• knowledge and understanding outcomes and course content and
• skills outcomes and content
as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop skills in reading, listening and viewing and in writing, speaking and representing.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</td>
<td>25</td>
</tr>
<tr>
<td>Students will develop skills in planning and working individually and collaboratively.</td>
<td>15</td>
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</table>

100

One task may be used to assess several components. The Board expects that three to five tasks are sufficient to assess the course outcomes.

The assessment tasks given to students must:
• be consistent with the objectives and outcomes being assessed
• provide for a range of performances and achievements within the group
• be appropriate for the outcomes they are designed to measure
• use a range of assessment instruments.

At least one assessment task must be derived from formal examinations. Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply equally to all students at the school.
Strategies and instruments used for assessment purposes may include the following:

- portfolios of students’ own compositions prepared over time
- individual and group presentations and reports
- research assignments
- in-class essay tests
- viewing/listening tasks
- multiple-choice and short answer tests
- written or oral reports related to excursions, work experience or other work involving experience with the community beyond school.