

**Scope and Sequence: HSC Standard English 2021-2022**

| Year 12                               | 1  | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9                                 | 10 |    |
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| <b>Term 4 2021</b><br><b>11 weeks</b> | <b>Common Module: Texts and Human Experiences</b> <ul style="list-style-type: none"> <li>- Deepen understanding of how texts represent individual and collective human experiences</li> <li>- Examine how texts represent human qualities and emotions associated with, or arising from, these experiences</li> <li>- By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts</li> <li>- <i>Texts:</i> prescribed text: Billy Elliot- Stephen Daldry (film), student selected related material</li> </ul> <b>Module C: The Craft of Writing (taught concurrently, assessed separately)</b> <ul style="list-style-type: none"> <li>- Write for a range of authentic audiences and purposes to convey ideas with power and increasing precision</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts</li> <li>- <i>Texts:</i> Funeral Service of the Unknown Australian Soldier by Paul Keating (Speech) and a selection of wide reading opportunities</li> <li>- <i>Outcomes 1-9</i></li> </ul> |   |   |   |   |   | <b>Common Module: Texts and Human Experiences cont.</b><br><br><b>Module C: The Craft of Writing cont.</b> |  |                                   |    |    |
|                                       | 1  | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9                                 | 10 | 11 |
| <b>Term 1 2022</b><br><b>11 weeks</b> | <b>Module B: Close Study of Literature</b> <ul style="list-style-type: none"> <li>- Students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities</li> <li>- By analysing the interplay between ideas, forms and language within a text, students appreciate how these elements may affect those responding to it</li> <li>- They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately</li> <li>- <i>Texts:</i> Feed (novel)</li> </ul> <b>Module C: The Craft of Writing (taught concurrently, assessed separately)</b> <ul style="list-style-type: none"> <li>- Write for a range of authentic audiences and purposes to convey ideas with power and increasing precision</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts</li> <li>- <i>Texts:</i> The Pedestrian (short story), selection of wide reading opportunities</li> <li>- <i>Outcomes 1-9</i></li> </ul>  |   |   |   |   |   | <b>Module B: Close Study of Literature cont.</b><br><br><b>Module C: The Craft of Writing cont.</b>        | <b>Module B Assessment Task Timed Response 30%</b><br><b>Outcomes: 1, 3, 5</b>                                   |                                   |    |    |
|                                       | 1  | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9                                 | 10 |    |
| <b>Term 2 2022</b><br><b>10 weeks</b> | <b>Module A: Language, Identity and Culture</b> <ul style="list-style-type: none"> <li>- Students consider how their responses to written, spoken, audio and visual texts can shape their self-perception</li> <li>- Students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives is shapes in and through texts</li> <li>- <i>Texts:</i> Shafana and Aunt Sarrinah by Alannah Valentine (Drama)</li> </ul> <b>Module C: The Craft of Writing (taught concurrently, assessed separately)</b> <ul style="list-style-type: none"> <li>- Write for a range of authentic audiences and purposes to convey ideas with power and increasing precision</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts</li> <li>- <i>Texts:</i> Dear Mrs Dunkley (article, non-fiction), selection of wide reading opportunities</li> <li>- <i>Outcomes 1-9</i></li> </ul>   |   |   |   |   |   | <b>Module A and Module C cont.</b>   | <b>Module C Assessment Task Craft of Writing Process Journal/Digital/Vlog 20%</b><br><b>Outcomes: 3, 4, 7, 9</b> | <b>Trial Examination Revision</b> |    |    |
|                                       | 1  | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9                                 | 10 |    |

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| <p>Term 3<br/>2022<br/>10<br/>weeks</p> | <p>Trial HSC<br/>Examination Period<br/>20%<br/>Outcomes: 1, 3, 5, 7</p> | <p><b>HSC Examination Preparation and Revision</b></p> <ul style="list-style-type: none"><li>- Practise papers</li><li>- Timed responses</li><li>- Past HSC questions</li><li>- Revision activities, graphic organisers, group work and note-making</li></ul> <p>Revision of key concepts from <b>Common Module, Module B, Module A and Module C</b></p> |
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