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## THE ENTRANCE CAMPUS
### YEAR 12 HSC English Extension 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>16/10</td>
<td>23/10</td>
<td>30/10</td>
<td>6/11</td>
<td>13/11</td>
<td>20/11</td>
<td>27/11</td>
<td>4/12</td>
<td>11/12</td>
<td>18/12</td>
</tr>
</tbody>
</table>

**MODULE B: TEXTS AND WAYS OF THINKING**

**ELECTIVE 2: ROMANTICISM**

**MODULE B – COLERIDGE**

**SDD**

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**Term 1: Monday 29/1/18 – Friday 13/4/18**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/1</td>
<td>5/2</td>
<td>12/2</td>
<td>19/2</td>
<td>26/2</td>
<td>5/3</td>
<td>12/3</td>
<td>19/3</td>
<td>26/3</td>
<td>2/4</td>
<td>9/4</td>
</tr>
</tbody>
</table>

**TASK 1 30%**

**MODULE B – FRANKENSTEIN**

**MID COURSE EXAMINATION 40%**

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**Term 2: Monday 30/4/18 – Friday 6/7/18**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/4</td>
<td>7/5</td>
<td>14/5</td>
<td>21/5</td>
<td>28/5</td>
<td>4/6</td>
<td>11/6</td>
<td>18/6</td>
<td>25/6</td>
<td>2/7</td>
<td></td>
</tr>
</tbody>
</table>

**EXAM FEEDBACK**

**MODULE B – BRIGHT STAR**

---

**Term 3: Monday 23/7/18 – Friday 28/9/18**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/7</td>
<td>30/7</td>
<td>6/8</td>
<td>13/8</td>
<td>20/8</td>
<td>27/8</td>
<td>3/9</td>
<td>10/9</td>
<td>17/9</td>
<td>24/9</td>
<td></td>
</tr>
</tbody>
</table>

**TRIAL HSC EXAMINATION 30%**

**EXAM FEEDBACK**

**REVISION**

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3
12 English (Extension)

12.1 Structure

• The Preliminary English (Extension) course consists of 60 indicative hours of study. It is a prerequisite for HSC English Extension Course 1.

• HSC English Extension Course 1 consists of 60 indicative hours of study.

HSC Extension Course 2 comprises a Major Work undertaken over 60 indicative hours of study. This course may only be undertaken in addition to HSC Extension Course 1.

12.2 Rationale

• The Preliminary and HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.
2.3 English (Extension) Objectives
Objectives are general statements, organising the more specific learning goals contained in the English (Extension) outcomes.

Students will develop **knowledge and understanding** of:
• how and why texts are valued.

Students will develop **skills in**:
• extensive independent investigation
• theorising about texts and values based on analysis and understanding of complex ideas.
• sustained composition.

Students will come to **value and appreciate**:
• the role of language in developing positive interaction and cooperation
• their developing skills as users of English
• the pleasure and diversity of language and literature
• the role of language and literature in their lives
• the study and use of English as a key to learning
• reflection on their own processes of learning
• appropriateness, subtlety and aesthetics in language use.

### SUBJECT: EXTENSION 1 ENGLISH

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHEN</th>
<th>TOPIC</th>
<th>TYPE OF TASK</th>
<th>OUTCOMES</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TERM 1, 2018</td>
<td>Romanticism</td>
<td>Tutorial Presentation</td>
<td>H1, H2, H4</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>WEEK 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TERM 1, 2018</td>
<td>Romanticism</td>
<td>Mid- Course Examination: Questions with Notice</td>
<td>H1, H2, H3</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>WEEKS 10&amp;11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TERM 3, 2018</td>
<td>Romanticism</td>
<td>Trial HSC Examination</td>
<td>All</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>WEEKS 5&amp;6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Note: English Extension 1 course above is recorded as a mark out of 50 with BOSTES
English (Extension) Outcomes
These outcomes are derived from the English (Extension) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

<table>
<thead>
<tr>
<th>HSC Extension 1 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student distinguishes and evaluates the values expressed through texts.</td>
</tr>
<tr>
<td>A student explains different ways of valuing texts.</td>
</tr>
<tr>
<td>A student composes extended texts.</td>
</tr>
<tr>
<td>A student develops and delivers sophisticated presentations.</td>
</tr>
</tbody>
</table>

HSC English (Extension) Course 1 Objectives, Outcomes and Content
The table below sets out the Content of the HSC English (Extension) Course 1 and illustrates the relationship among the Objectives, Outcomes and Content.

<table>
<thead>
<tr>
<th>English Extension Course 1 Objectives</th>
<th>HSC English Extension Course 1 Outcomes</th>
<th>HSC English Extension Course 1 Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding of how and why texts are valued.</td>
<td>1. A student distinguishes and evaluates the values expressed through texts.</td>
<td>1. Students learn to distinguish and evaluate the values expressed through texts by: 1.1 identifying aspects of texts that reflect and shape values 1.2 considering the ways that values identified in and through texts can vary 1.3 evaluating the effects of changes in perceived values.</td>
</tr>
<tr>
<td>Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas.</td>
<td>2. A student explains different ways of valuing texts.</td>
<td>2. Students learn how different texts are valued by: 2.1 identifying aspects of texts that are valued in different contexts 2.2 explaining why and how different aspects of texts are valued in different contexts 2.3 speculating about different ways in which texts might be valued 2.4 generalising about the nature of the process of valuing texts.</td>
</tr>
<tr>
<td>Students will develop skills in sustained composition.</td>
<td>3. A student composes extended texts.</td>
<td>3. Students will learn to compose extended texts by: 3.1 engaging with the complexity of a range of texts 3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression 3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes 3.4 using stylistic devices appropriate to purpose, audience and context.</td>
</tr>
<tr>
<td>Students will develop skills in extensive independent investigation.</td>
<td>4. A student develops and delivers sophisticated presentations.</td>
<td>4. Students learn to develop sophisticated presentations by: 4.1 engaging in extended independent investigation 4.2 reflecting on their findings 4.3 presenting the results to a specific audience and for a specific purpose 4.4 reflecting on the effectiveness of the presentation.</td>
</tr>
</tbody>
</table>
**Extension 1, Module B: Texts and Ways of Thinking**

**Module B: Texts and Ways of Thinking**
This module requires students to explore and evaluate a selection of texts relating to a particular historical period. It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts. (Refer to the NSW English Stage 6 Syllabus, pp 82–83.)

**Elective 2: Romanticism**
In this elective, students explore and evaluate texts from and relating to the Romantic period that express the transformative ideas, perspectives and ways of thinking that emerged during the late 18th and early 19th centuries. The Romantic period was a time of unprecedented change, when ideas about the power of the imagination, the individual's pursuit of meaning and truth through spontaneous thought, feeling, and action, and the continuity of the human and natural worlds took hold and flourished. Ways of thinking about the human mind and human experience, and about the individual's place in the wider social and natural worlds, reveal a particular sense of purpose and creative yearning for coherence, unity, and meaning in human life.

In this elective, students are required to study at least three of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other appropriate texts. Texts can be drawn from a range of times, contexts and media and should reflect the transformative ideas, concerns and ways of thinking of the Romantic period.

**Prose fiction**
- Shelley, Mary, *Frankenstein*

**Poetry**
- Coleridge, Samuel Taylor
- Wordsworth, William
  - ‘Simon Lee, the Old Huntsman’, ‘Lines written a few miles above Tintern Abbey’, ‘My heart leaps up when I behold’, ‘The world is too much with us’, ‘It is a beauteous Evening, calm and free’, ‘Composed Upon Westminster Bridge’, Ode (‘There was a time’), ‘Surprized by joy – impatient as the Wind’, ‘The Prelude’ (1805) – Book One, lines 1–54, 271–441; Book Five, lines 389–413; Book Six, lines 491–542

**Nonfiction**

**Film**
- Campion, Jane, *Bright Star*
Higher School Certificate

Performance band descriptions - English Extension 1

- The performance bands shown on the following page represent student performance in bands of achievement. They illustrate the typical performance of students in the English Extension 1 HSC course.
- Each band contains descriptions of student achievement of the course outcomes. The scales will continue to be refined to include information from performance in the new HSC courses and the outcomes assessed internally.

The typical performance in this band:

| Band E4 | Demonstrates insightful understanding and sophisticated evaluation of the concepts and values in texts and the ways in which these are expressed  
|         | Displays highly developed ability to analyse and evaluate the nature of texts and the relationships between them, and the different ways in which texts are valued  
|         | Integrates independent investigation with the student's own reflection on both process and product to develop insightful conclusions  
|         | Composes complex extended texts, imaginatively, interpretively and critically with a high level of expertise  
|         | Demonstrates outstanding control of language to express complex ideas with precision in a form and style appropriate to purpose, audience and context |

| Band E3 | Demonstrates clear understanding and thoughtful evaluation of the concepts and values in texts and the ways in which these are expressed  
|         | Displays well developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued  
|         | Integrates independent investigation with the student's own reflection on both process and product to develop perceptive conclusions  
|         | Composes extended texts, imaginatively, interpretively and critically with substantial expertise  
|         | Demonstrates skilful control of language to express complex ideas with clarity in a form and style appropriate to purpose, audience and context |

| Band E2 | Demonstrates sound understanding and some evaluation of the concepts and values in texts and the ways in which these are expressed  
|         | Displays developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued  
|         | Integrates independent investigation with the student's own reflection on both process and product to develop informed conclusions  
|         | Composes extended texts, imaginatively, interpretively and critically with competence  
|         | Demonstrates confident control of language to express complex ideas in a form and style appropriate to purpose, audience and context |

| Band E1 |  

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GLOSSARY
This glossary includes words and expressions that are used with particular reference in the syllabus.

aesthetic Having an appreciation of beauty.

affective Relating to a thoughtful consideration and evaluation of emotions and values associated with an idea or set of ideas.

appropriated text A text which has been taken from one context and translated into another. The process of translation allows new insights into the original text and emphasises contextual differences between the two.

assess To establish the value of a particular idea or text.

collaborative learning An interactive approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to mutually defined problems.

composing The activity that occurs when students produce written, spoken, or visual texts. Composing typically:

- involves the shaping and arrangement of textual elements to explore and express ideas and values
- involves the processes of imagining, drafting, appraising, reflecting and refining
- depends on knowledge and understanding and use of texts, their language forms, features and structures.

concept A concept is an abstract idea derived or inferred from specific instances or occurrences. In the context of an Area of Study, ‘concept’ typically operates in and through language and text which enables ideas and experiences to be organised and at the same time shapes meaning and inferences.

context The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.

conventions Accepted practices or features which help define textual forms and meaning.

creative thinking The ability to think laterally and imaginatively looking at all sides of an issue and devising interesting and imaginative solutions.

critical thinking The ability to think using hypothesis and deduction as a way to question, interpret and draw conclusions.

culture The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.

elective A unit of work, a text or group of texts, designed to deliver aspects of course content chosen by teachers and students from a list prescribed by the Board of Studies in accordance with syllabus requirements.
| **electronic media** | Media technology, such as television, the internet, radio, teletext and email, that communicates with large numbers of people. |
| **evaluate** | To estimate the worth of a text in a range of contexts and to justify that estimation and its process. |
| **explore** | To examine closely and experiment with texts. |
| **flexible thinking** | The ability to change or adapt information and ideas to present a different perspective or create something new. |
| **genre** | A category of text that can be recognised by specific aspects of its subject matter, form and language. |
| **imaginative thinking** | The ability to think divergently, to generate original ideas by drawing on emotional and cognitive experiences. |
| **interpretation** | Explanation of meaning within the context of one’s own understanding. |
| **language forms and features** | The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production of each text. |
| **language modes** | Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts. It is important to realise that: any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts; and the refinement of the skills of any one of the modes develops skills in the others. Students need to build on their skills in all language modes. |
| **literacy** | A synthesis of language, thinking and contextual practices through which meaning is shaped. ‘Effective literacy is intrinsically purposeful, flexible and dynamic’ (Dawkins, J, *Australia’s Language: The Australian Literacy and Language Policy*, AGPS, 1991) and involves interactions in a range of modes and through a variety of media. |
| **meaning** | The dynamic relationship between text and responder involving information (explicit and implicit), the affective and the contextual. |
| **meaning in and through texts** | This expression implies that meaning variously | • resides in texts | • is a dynamic process through which responders engage with texts, and | • involves the incorporation of understanding gained through texts into a wider context. |
| **medium** | The physical form in which the text exists or through which the text is conveyed. |
| **module** | A component of a course in the syllabus. The modules in the HSC courses contain prescribed electives and texts. |
| **paradigm** | Organising principles and underlying beliefs that form the basis of a set of shared concepts. |
perspective  A way of regarding situations, facts and texts and evaluating their relative significance.

popular culture  Cultural experiences widely enjoyed by members of various groups within the community.

recreating texts  Transforming texts to explore how changes in particular elements of a text affect meaning.

reflection  The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.

register  The use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate in another.

representation  The ways ideas are portrayed through texts.

representing  The language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.

responding  The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond exist in social and cultural contexts. ‘Responding’ typically involves:

• reading, listening and viewing that depend on, but go beyond, the decoding of texts
• identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

structures of texts  The relationships of the different parts of a text to each other and to the text as a complex whole.

synthesis  The collecting and connecting of many specific elements or ideas from various sources to form something new.

systems of valuation  Principles and processes which combine to allow people to ascribe value to texts.

technology  The knowledge, tools and processes used to create the medium in which the text exists or through which the text is conveyed.

texts  Communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or series of related pieces.

textual integrity  The unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>value (verb)</td>
<td>To estimate or assign worth to a text; to consider something to have worth.</td>
</tr>
<tr>
<td>value (noun)</td>
<td>A quality desirable as a means or an end in itself.</td>
</tr>
</tbody>
</table>

**HSC VERBS AND DEFINITIONS**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNT FOR</td>
<td>State reasons for, report on, explain, give an account of, narrate a series of events or transactions</td>
</tr>
<tr>
<td>ANALYSE</td>
<td>Identify components and the relationship between them, draw out and relate implications</td>
</tr>
<tr>
<td>APPLY</td>
<td>Use, utilise, employ in a particular situation</td>
</tr>
<tr>
<td>ASSESS</td>
<td>Make a judgment of value, quality, outcomes, results or size. Give your opinion with facts.</td>
</tr>
<tr>
<td>CLARIFY</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>COMMENT ON</td>
<td>Identify and write about the main issues, give reactions based on what you’ve read and/or researched</td>
</tr>
<tr>
<td>COMPARE</td>
<td>Show how things are similar or different (hint – use a Venn diagram), show the relevance of the similarities / differences</td>
</tr>
<tr>
<td>CONTRAST</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>CRITICALLY</td>
<td>(analyse / evaluate) Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation</td>
</tr>
<tr>
<td>DEFINE</td>
<td>State meaning and identify essential qualities, give the exact meaning of</td>
</tr>
<tr>
<td>DEMONSTRATE</td>
<td>Show by example</td>
</tr>
<tr>
<td>DESCRIBE</td>
<td>Provide characteristics and features of the item / concept, outline the main events</td>
</tr>
<tr>
<td>DISCUSS</td>
<td>Identify issues and provide points for and/or against, investigate or examine by argument, examine the implications</td>
</tr>
<tr>
<td>DISTINGUISH</td>
<td>(between) Recognise and indicate as being distinct or different from, to note differences between things</td>
</tr>
<tr>
<td>EVALUATE</td>
<td>Make a judgment and give your opinion based on criteria, determine the value of, assess and give your judgment about the merit, importance or usefulness of something</td>
</tr>
<tr>
<td>EXAMINE</td>
<td>Inquire into, find out the facts, look closely into something</td>
</tr>
<tr>
<td>EXPLAIN</td>
<td>Relate cause and effect, make the relationships between things evident, provide the why and/or how about the item / concept, make clear why something happens</td>
</tr>
</tbody>
</table>
EXPLOR
Examine thoroughly, consider from a variety of viewpoints

HOW DOES
By what means – consider the processes, techniques, steps and ideas behind the issue/s or concept/s

IDENTIFY
Recognise and name

ILLUSTRATE
Make something clear and explicit, giving examples and/or evidence

INTERPRET
Draw meaning from, show the meaning and relevance of data or other material presented

INVESTIGATE
Plan, inquire into and draw conclusions about

JUSTIFY
Support an argument or conclusion with evidence and examples, show why a decision or conclusion/s was/were made

OUTLINE
Sketch in general terms, indicate the main points / features / general principles of

PREDICT
Suggest what may happen based on available information

PROPOSE
Put forward a point of view, idea, argument or suggestion for consideration or action

RECOMMEND
Specify a path / course / action and provide reasons in favour

RELATE
Show similarities and differences between items / concepts

STATE
Give the main features briefly and clearly

SUMMARISE
Concisely express the relevant details

SYNTHESISE
Putting together the various elements to make a whole

TO WHAT EXTENT
Consider how far something is true (or not true) or contributes to a final outcome

WHY
For what causes, reason or purpose, on what account does/did something happen/occur

Some useful websites for Study Guides and Strategies:

- libguides.csu.edu.au/HSC
- www.boardofstudies.nsw.edu.au
- www.boredofstudies.org
- www.studygs.net
- www.tale.edu.au/tale4students
- www.cli.nsw.edu.au

(Each of the universities websites also has tips and guides, so try a search under their names.)