

An introduction to the new Stage 6 English Syllabuses.

And how Teacher Librarians can support teachers and students.

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mEsh Virtual Network Coordinator

COURSE STRUCTURES | YEAR 11

EAL/D	Module A (30 - 40 hours) Language and Texts in Context	Module B (30 - 40 hours) Close Study of Text	Module C (30 - 40 hours) Texts and Society	Optional teacher-developed module (up to 30 hours)
STUDIES	Mandatory Module (30 – 40 hours) Achieving through English: English in education, work and community		2 to 4 Elective Modules (20 – 30 hours each) To be selected from <u>14 possible modules</u>	
STANDARD	Reading to Write – Transition to Senior English	Contemporary Possibilities	Close Study of Literature	
ADVANCED	Common Module (40 hours) Reading to Write	Module A (40 hours) Narrative that Shape Our World	Module B (40 hours) Critical Study of Literature	
EXTENSION	Module (40 hours) Texts, Culture and Value		Related research project (20 hours)	

(or one may be school-designed)

COURSE STRUCTURES | YEAR 12


EAL/D	Module A (30 hours) Texts and Human Experiences	Module B (30 hours) Language, Identity and Culture	Module C (30 hours) Close Study of Text	
	Focus on Writing (30 hours)			
STUDIES	Common Module (30 hs) Texts and Human Experiences	2 to 4 Elective Modules (20 – 45 hours each) To be selected from <u>14 possible modules</u> .		(or <u>one</u> may be school-designed)
	Common Module (30 hs) Texts and Human Experiences	Module A (30 hours) Language, Identity and Culture	Module B (30 hours) Close Study of Literature	Module C (30 hours) The Craft of Writing
STANDARD	Common Module (30 hs) Texts and Human Experiences	Module A (30 hours) Language, Identity and Culture	Module B (30 hours) Close Study of Literature	Module C (30 hours) The Craft of Writing
ADVANCED	Common Module (30 hs) Texts and Human Experiences	Module A (30 hours) Textual Conversations	Module B (30 hours) Critical Study of Literature	Module C (30 hours) The Craft of Writing
EXTENSION I	Common Module (60 hours) Literary Worlds		Elective To be selected from 5 possible electives.	
EXTENSION II	Development of Major Work (60 hours)			

Multimodal Texts

Comprising more than one mode. A multimodal text uses a combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations.



Assessment tasks

- Only **three** in Year 11 and **four** in Year 12.
 - Only one can be exam style.
 - One task must be a multimodal presentation. That is, they must create a multimodal text and present it – in class, or upload and embed into the text itself.
 - Tasks cannot have multiple hand in dates.
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Common Modules



Yr 11: Reading to Write (Advanced And Standard)

Reading to Write - Key focuses

- **Intensive** and **close reading** of a wide range of **quality texts** (informative, persuasive, discursive, imaginative and reflective) selected from a variety of modes and media
- Develop the skills and knowledge necessary to **analyse, evaluate and appreciate** how and why texts convey complex ideas, relationships, endeavours and scenarios
- Developing student capacity to **respond perceptively** to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers
- Read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to **critique skilfully**, or to **respond imaginatively**.


What to read and study?

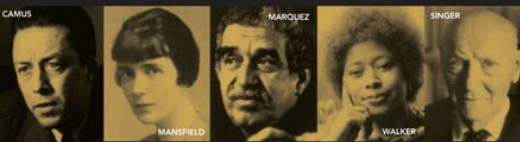
- Quality examples of **critical** and **creative** texts that address the needs and interests of students
- **Wide reading** and reflections on these readings provides students with the opportunity to make deeper **connections** and identify **distinctions** between texts to enhance their understanding of how knowledge of language patterns, structures and features can be applied to unfamiliar texts
- Exploring texts that are **connected by form, point of view, genre or theme**, students examine how purpose, audience and context shape meaning and influence responses

= Textual
Intervention

How can you support Reading to Write?

Talk to teachers about the first run through - what worked, what didn't, what they want to modify for 2018 and how you can help. What can you teach, co-teach?

- Purchase collections of quality short stories
 - Themed anthologies that link to their chosen concept
 - Collections of essays, speeches, memoirs, letters and travel writing
 - Teacher resources on reading and writing
 - Student resources on writing
 - Session for teachers/students on the new resources
- 



The ART of the SHORT STORY

DANA GIOIA R. S. GWYNN

52 Great Authors,
Their Best Short Fiction,
and Their Insights on Writing



NEW YORK TIMES BESTSELLER

FRANCINE PROSE



"A love letter to the pleasures of reading." —USA Today

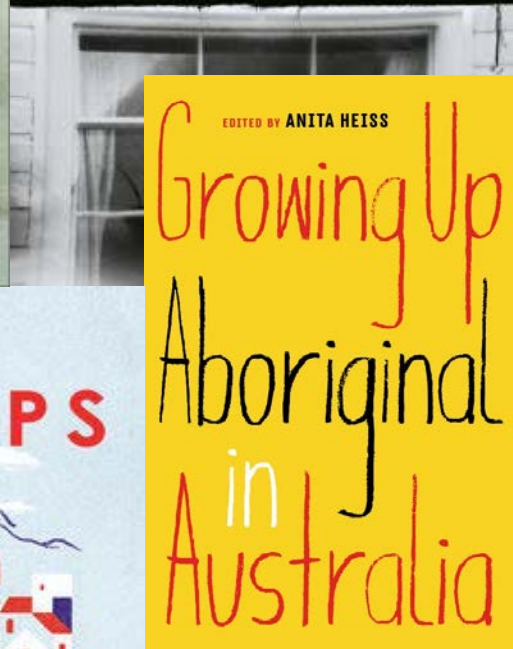
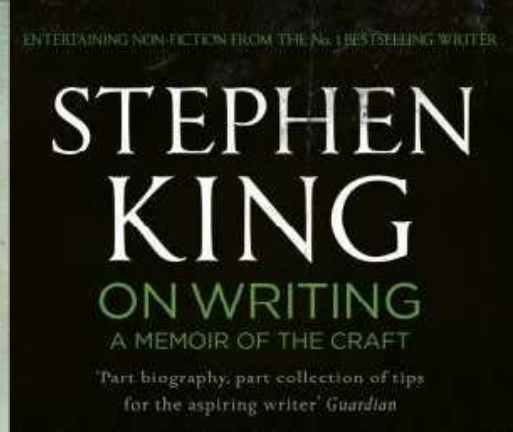
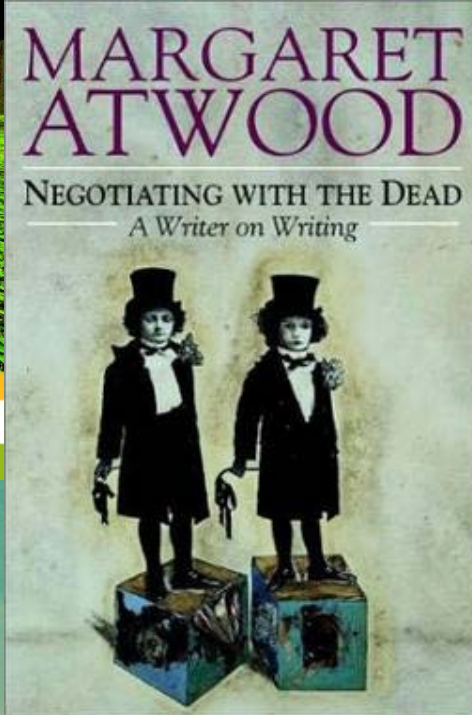
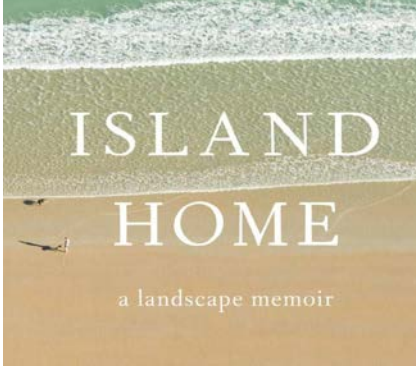
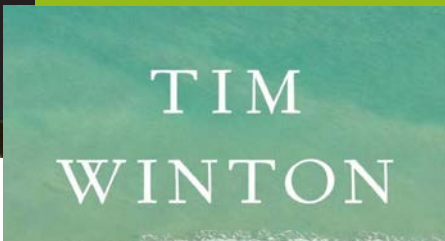
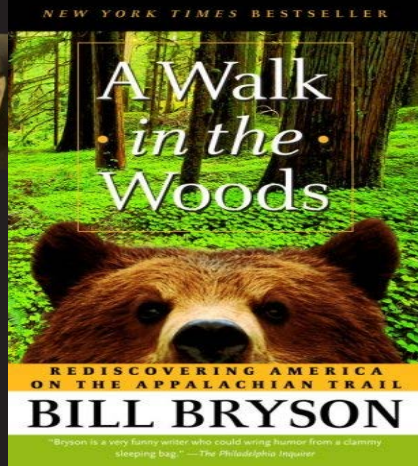
Reading Like a Writer

A GUIDE FOR PEOPLE

WHO LOVE BOOKS AND FOR THOSE

WHO WANT TO WRITE THEM


P.S. INCLUDES DISCUSSION & WRITING...






Yr 12: Texts and Human Experiences (All courses*)

Key Focuses

- In this common module students deepen their understanding of how texts represent **individual and collective human experiences**
 - They examine how texts represent **human qualities** and **emotions** associated with, or arising from, these experiences
 - Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a **range of texts** in a variety of forms, modes and media
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- Students explore how texts may give insight into the **anomalies, paradoxes and inconsistencies in human behaviour and motivations**, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally
 - They may also consider the **role of storytelling** throughout time to express and reflect particular lives and cultures
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What will they study?

- Students study **one prescribed text** and a **range of short texts** that provide rich opportunities to further explore representations of human experiences illuminated in texts
- In addition, **students select one related text*** and draw from personal experience to make connections between themselves, the world of the text and their wider world



How can you assist?

Talk to your teachers about what their prescribed texts will be, do they have any ideas yet about what extra texts they will explore to build deeper understanding and connections, and what will students need to do re finding and using their own text. Can you create reading lists to expand their world view?

- Source a range of short texts that explore a wide range of human experiences, from a range of perspectives, times and cultures
 - Source texts from a range of modes, mediums, and for a range of audiences and purposes
 - Source texts for a range of interests and ability levels - from EALD and English Studies to Advanced
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HERE I STAND

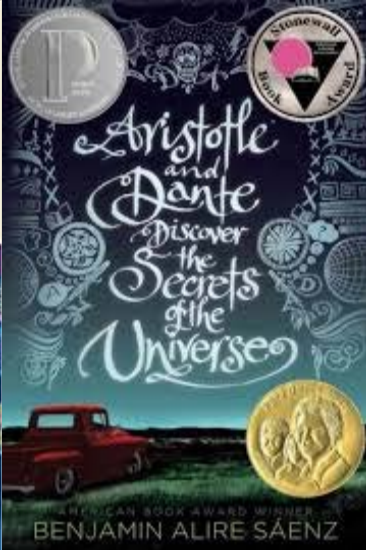


STORIES THAT SPEAK FOR FREEDOM

Literature

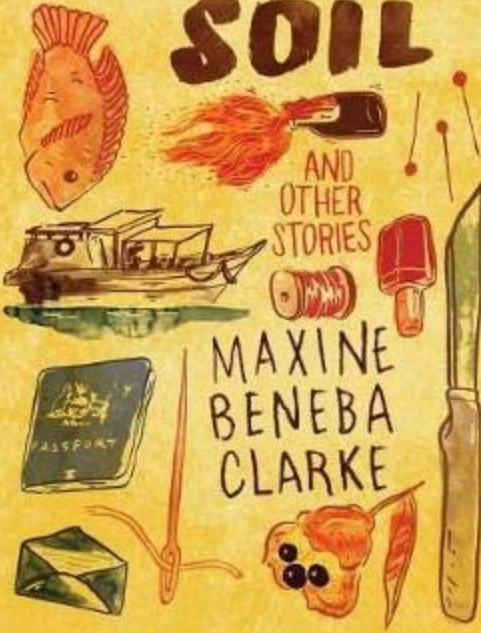
THE HUMAN EXPERIENCE
Reading and Writing | TWELFTH EDITION

Richard Abcarian • Marvin Klotz • Samuel Cohen



"Maxine Beneba Clarke is a powerful and fearless storyteller."
—Dave Eggers, bestselling author of *Heros of the Frontier*

FOREIGN SOIL



AND OTHER STORIES
MAXINE BENEBA CLARKE

ONE WORLD

A GLOBAL ANTHOLOGY OF SHORT STORIES

CHIMAMANDA
NWOZI ADICHIE

JHUMPA LAHIRI

AND 21 OTHER AUTHORS



"I LOOK AT BOOKS AS BEING A FORM OF ACTIVISM BECAUSE A LOT OF TIMES THEY'LL SHOW US A SIDE OF THE WORLD THAT WE MAY NOT HAVE KNOWN ABOUT."

— Angie Thomas, author of *THE HATE U GIVE*



hccfrenzy.co

Edited by
Alice Pung

UNBREAKABLE

WOMEN SHARE STORIES OF RESILIENCE & HOPE




Yr 12: Craft of Writing*

(Standard and Advanced)

Key focuses - Standard


In this module, students strengthen and extend their **knowledge, skills and confidence as writers**. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse **at least two challenging short prescribed texts** as well as **texts from their own wide reading**, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.



Through the study of texts drawn from **enduring, quality texts of the past as well as from recognised contemporary works**, students appreciate, analyse and assess the importance and power of language.


Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.



Key focuses - Advanced

In this module, students strengthen and extend their **knowledge, skills and confidence as accomplished writers**. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse **at least two short prescribed texts as well as texts from their own wide reading**, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes; to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.




Through the study of **enduring, quality texts of the past as well as recognised contemporary works**, students appreciate, analyse and evaluate the versatility, power and aesthetics of language.

Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.



= Textual
Intervention

How can you support 'The Craft of Writing'?

- Collect resources for the chosen prescribed texts for teachers and students to use
 - Collect a range of texts on the craft of writing
 - Collect quality texts of the same mode being studied in the prescribed texts
 - Collate websites, videos, TEDtalks etc on the texts, authors and writing
 - Collect relevant articles that can be accessed online
 - Share the resources via SCIS and Oliver
 - Organise author visits
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The New York Times

Introduction by John Darnton

Writers
[on Writing]

Collected Essays
from THE NEW YORK TIMES

"An overwhelming sense of generosity of spirit, of writers offering encouragement, reflection, and introspection."
—Kirkus Review

Ed McManis
Sue Miller
Walter Mosley
Jesse Cougle Owen
Sara Pennypacker
Margo Flinn
Anne Preilly
Romana Belandier
Janice Radway
William Strydom
Carol Shields
Jane Smiley
Susan Sontag
Scott Turow
John Updike
Kurt Vonnegut Jr.
Alice Walker
Paul West
Elie Wiesel
Theresa Wiseman

KATE GRENVILLE

Bestselling author of *Lilian's Story* and *The Secret River*

The Writing Book

AUSTRALIA'S FAVOURITE WRITING BOOK

A PRACTICAL GUIDE FOR FICTION WRITERS

Nobel Writers On Writing

Edited by Ottar G. Draugsvold

TERRY BROOKS

LESSONS FROM A WRITING LIFE

SOMETIMES THE MAGIC WORKS

WITH AN INTRODUCTION BY ELIZABETH GEORGE

THE WRITER'S RULE BOOK

WRITING MAXIMS
To Live By (and sometimes break)

Writing Tools

55 ESSENTIAL STRATEGIES
FOR EVERY WRITER

MASTERING the craft of writing

How to Write With Clarity, Emphasis, & Style

Stephen Wilbers

TELLING TRUE STORIES

Navigating the challenges of writing narrative non-fiction

Matthew Ricketson
AUTHOR OF WRITING FEATURE STORIES

Standard Modules




Module A: Contemporary Possibilities (Yr 11)

Key focuses

Students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to **digital, multimedia, multimodal and nonlinear texts**.

They develop understanding of the **creative possibilities** made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences.



What do they study?

A detailed study of **one substantial, complex digital or multimodal text** as well as a range of texts that typically use contemporary technologies such as film, television, online news services and specific social media platforms.



To what end?

Understanding of the **nature, scope and ethical use** of digital technology in their own responding and composing.

Develop a deeper appreciation and understanding of the **power of communication technologies to reach a broad audience** for a range of purposes.

Students will appreciate the **active roles** of both composer and responder




They analyse and interpret the ways composers use and manipulate a variety of **aural, language and visual devices** to shape our understanding

Gain increasing confidence in **experimenting with a range of language and visual forms and features** to **create** their own digital or multimodal texts



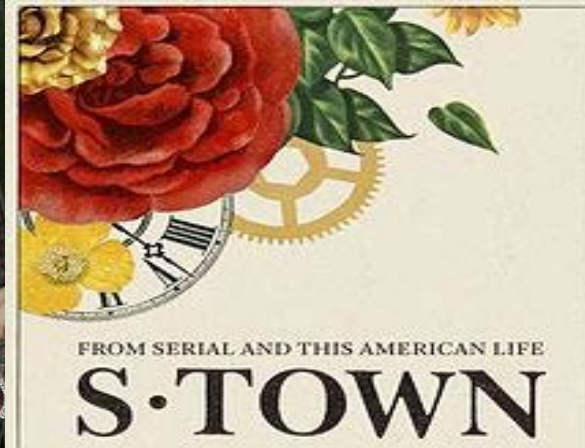
How can you assist?

What are some teaching moments you can be involved in the course? Do you have technology skills that can support the creation of their own digital texts?

- Develop a database of digital, multimodal, interactive and non-linear texts
 - Resource books on new technologies and “future texts” including ethical issues
 - Resource books on the analysis of digital, multimedia, multimodal and nonlinear texts
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THE BOAT

POSSIBILIA
BY DANIELS




AFTER THE STORM




TXT STORIES

Google
Spotlight
Stories

Need some ideas on what to look for?


- SBS On Demand - [Interactive Texts](#)
 - [Possibilia](#)
 - [After the Storm](#)
 - [Long Journey - Young Lives](#)
 - [Txt Stories](#)
 - [Interactive Websites to Explore](#)
 - [Best Interactive Websites of 2016](#)
- 




Mod A: Language, Identity and Culture (Year 12)

Key Focuses

Language has the power to both reflect and shape individual and collective identity. In this module, **students consider how their responses to written, spoken, audio and visual texts can shape their self-perception.** They also consider the **impact texts have on shaping a sense of identity** for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.



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 shaped in and through texts. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives.



How can you assist?

Talk to your teachers about what their prescribed text will be, do they have any ideas yet about what extra texts they will explore to build deeper understanding and connections of individual and collective cultural perspectives.

- Source a range of short texts that explore a wide range of cultural experiences, from a range of perspectives
- Source texts from a range of modes, mediums, and for a range of audiences and purposes
- Source texts for a range of interests and ability levels - from EALD and English Studies to Advanced



Module B: Close Study of Text (Year 11 and 12)*

* Pretty much the same as the old syllabus

Advanced Modules




Module A: Narratives That Shape Our World (Yr 11)

Narratives that Shape Our World - Key focuses


They consider the powerful role of **stories and storytelling** as a feature of narrative in past and present societies, as a way of: **connecting people** within and across cultures, communities and historical eras; **inspiring change** or **consolidating stability**; **revealing, affirming or questioning cultural practices**; **sharing collective or individual experiences**; or **celebrating aesthetic achievement**.



What to study?

- Students analyse and evaluate one or more **print, digital and/or multimodal texts** to explore how narratives are shaped by the context and values of composers and responders alike
 - They **MAY** investigate how narratives can be **appropriated, reimagined** or **reconceptualised** for new audiences
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How can you help?

- Collect critical responses for the chosen texts
 - Collect texts, articles and links etc on the author and contextual information
 - Help source appropriations if they wish to go that way
 - Create a reading list for students of key texts from different decades, countries to help build their understanding of the power of literature to not only reflect but influence society
- 




Module A: Textual Conversations

(Yr 12)


Key focuses

In this module, students explore the ways in which the **comparative study of texts can reveal resonances and dissonances between and within texts.**


Students **consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text.** In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts **students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values,** and how this shapes meaning.



Students **identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts**. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the **personal, social, cultural and historical contextual knowledge** that they bring to the texts influences their perspectives and shapes their own compositions.



By responding imaginatively, interpretively and critically students **explore and evaluate individual and common textual features, concepts and values**. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They **develop appropriate analytical and evaluative language** required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.



How can you help?

- Collect critical responses for the chosen texts
- Collect texts, articles and links etc on the authors and contextual information to support student's analysis and evaluation of the links between the two texts.



Module B: Critical Study of Text (Yr 11 and 12)*

* Pretty much the same as the old syllabus



Extension 1 and 2

(Year 11 and 12)

Texts, Culture and Value

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why **cultural values are maintained and changed**.


Students examine a **key text from the past** and its **manifestations** in other contexts and media.



Year 11 Extension Research Task


This project provides opportunities for students to develop skills in **independent investigation and critical and creative thinking**. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of **research methodologies** suitable to support a range of interpretive, analytical and imaginative projects.

Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.




Literary Worlds - Common Module Yr 12

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.



Students explore, analyse and critically evaluate **textual representations of the experiences of others**, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of **how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights**.

Students consider how **personal, social, historical and cultural context** influence how texts are valued and how context influences their responses to these diverse literary worlds. They appraise their own values, assumptions and dispositions as they develop further understanding of how texts make meaning.



Elective Choices

Each elective in this module involves the **study of three texts** from the prescribed list, with at least two being print texts. Students **explore, analyse and critically evaluate a range of other texts** that construct private, public and imaginary worlds.

1. Literary Homelands
2. Worlds of Upheaval
3. Reimagined Worlds
4. Literary Mindscapes
5. Intersecting Worlds




How can you support students studying Ext 1?

Key role in teaching informational literacy:

- How to research effectively, where to research eg accessing the State Library's resources, databases in order to access quality research and information.
- How to research more effectively for what they need
- Referencing/citing their research appropriately

Other support:

- Critical materials for their chosen texts and electives
 - Sourcing related texts and readings
- 


Extension 2 Major Project

There are changes to the assessing of the project, but the major project itself has not changed. The key continues to be starting from a strong research base from which to develop their project.

Again, supporting students on where to look for quality research materials, and work with the Ext 2 teacher to guide the students to broaden their horizons to build the sophistication of their ideas.



Final thoughts

- **Textual intervention** - help expose students to a wide range of quality texts.
 - Building a **culture of reading** in the school and reading widely to build their field as both readers and writers.
 - Work with the teachers to ensure relevance of the texts available to support Year 11 and 12 (as you already do).
 - Build the **informational literacies** of students from Year 7 - that they know how to search for quality resources and how to use what they find. This will be the key for success in Extension 1 and Extension 2, especially.
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How to contact me

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- Twitter: @Madiganda

I am happy to send you a copy of the presentation - just email me.

