

1 Syllabus Requirements

SYLLABUS REQUIREMENTS

There are four modules you will explore for Paper 1 & Paper 2 of the HSC English EAL/D examination. EAL/D stands for Students Learning English as an Additional Language or Dialect. Paper 1 assesses Modules A & D, while Paper 2 assesses Modules B & C. Your final HSC English EAL/D examination also includes a Listening Paper. See Chapter 7 for more information about responding to listening texts.

Below is a brief outline of the syllabus requirements for each module.

In Module A: Texts and Human Experiences (Paper 1), you will explore:

- a prescribed text and related texts
- the meaning of what it means to be human
- the personal context of composers and how this has influenced their work
- key elements of the prescribed text and related texts in terms of construction, key ideas, content and language.

Note: analysis of prescribed texts for Module A can be found in Chapters 9–18.

In Module B: Language, Identity and Culture (Paper 2), you will explore:

- a prescribed text and related texts
- how language impacts on identity and culture
- how textual forms and language convey assumptions and beliefs.

Note: analysis of prescribed texts for Module B can be found in Chapters 19–26.

In Module C: Close Study of Text (Paper 2), you will explore:

- a prescribed literary text
- how the characteristics of a literary text establish its distinctive qualities
- your personal response to a literary text.

Note: analysis of prescribed texts for Module C can be found in Chapters 27–34.

In Module D: Focus on Writing (Paper 1), you will:

- analyse, evaluate and reflect on the qualities of texts studied in other HSC modules
- examine how writers use language critically, creatively and imaginatively
- create your own imaginative, critical, discursive, persuasive and informative pieces of writing
- reflect on your own process of writing.

Note: writing strategies for written, spoken and multimodal texts for Module D can be found in Chapter 6: Focus on Writing.

This is the language your teachers use to describe what you do in reading and writing tasks as students. If this all sounds strange and new, don't worry – by the end of this book you will know exactly what to do. It's not as hard as it sounds.

BREAKING DOWN THE SYLLABUS

The rubric can be broken down into key points. Below are key ideas that will guide you in how to approach Modules A, B, C & D. The information is based on the rubric from NSW Education Standards Authority's (NESA) *English Stage 6—Prescriptions: Modules, Electives and Texts, Higher School Certificate 2019–2023*. The link is below.

<https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>

All modules require you to:

- plan, draft and refine your own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for your audience, context and purpose.

Note: In Module A: Texts and Human Experiences you are required to study one prescribed text and additional short related texts of your own choosing. However, you will **NOT** be required to write about a related text in your final HSC English EAL/D examination – Papers 1 & 2. Analysis of related texts of your own choosing is only relevant for school-based assessment for Module A. You will also be required to investigate related texts for Module B.

Module A: Texts and Human Experiences

You are required to:

- interpret and respond to texts that deal with the question of what it means to be human
- experiment with different approaches to textual appreciation
- undertake study of one prescribed text
- explore a range of short texts in a variety of forms and media

- examine experiences that are represented in texts
- consider and reflect on human qualities and emotions associated with, or arising from, those experiences.
- select one related text and draw from personal experience to make connections between yourself, the world of the text and the wider world
- reflect on how texts may give insight into the anomalies (irregularities), paradoxes (seeming contradictions) and inconsistencies (discrepancies or variations) in human motivation and behaviour
- explore how the responder invites you to see the world differently, to challenge assumptions, ignite new ideas or reflect personally
- consider the role of storytelling throughout time in communicating and reflecting the human experience
- compare and contrast different versions and accounts of events, personalities, situations and states of being in and across texts
- investigate and evaluate representations and interpretations of human motivations and behaviour.
- compose your own analytical, interpretive and imaginative texts in response to the texts you have studied
- communicate personal and fictional experiences and perspectives (viewpoints).
- explore and analyse the ways in which texts are acts of representation
- consider the purpose and context (background) of texts
- describe and evaluate the use of structural, stylistic and linguistic elements to represent human traits, aspirations and behaviours
- explore an explicit, targeted English language study that centres on point of view, distinctions and connections between composers, narrators or personas, and characters in texts
- use of descriptive and expressive language to represent aspects of the 'human condition'.

Module B: Language, Identity and Culture

You are required to:

- consider how language has the power to reflect and shape individual and collective identity
- explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity
- investigate how textual forms and conventions and language structures and features are used to communicate information, ideas, values (what's important) and attitudes which inform and influence perceptions of ourselves and other people
- consider the impact texts have on shaping the sense of identity of individuals or communities
- explore language use and experiment with different language choices to develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language
- consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings
- consider representations of and perspectives (viewpoints) on culture and identity
- investigate and reflect on your own and others experiences of adapting to changed circumstances
- compose texts that focus on experimentation with variations of purpose, audience and form to create representations of selfhood, affiliation and heritage
- explore an explicit, targeted English language study that centres on the Australian vernacular, idioms, colloquialisms and other forms of cultural expression, and the ways that textual forms and features are used to represent aspects of individual and/or collective identity.

Module C: Close Study of Text

You are required to:

- develop an informed understanding, knowledge and appreciation of a substantial text
- explore information, ideas, attitudes and values (what's important) that are communicated in and through the text
- examine and reflect on the ways in which the content, form and language of the text have been composed and assembled
- explore and interpret the ways the composer (the author, poet, playwright, director, designer and so on) portrays people, ideas and events in the text
- analyse the interplay between the ideas, forms and language (the distinctive qualities) within the text to demonstrate how elements may affect those responding to the text
- produce personal, critical and creative responses to the text, basing your judgements on a detailed knowledge of the text and its language features.
- explore an explicit, targeted English language study that centres on the conventions of form, structure and style particular to the category of text, and investigate and analyse how these conventions have been manipulated by the composer in order to achieve particular effects.

Module D: Focus on Writing

Note: there are no prescribed texts for this module. The texts chosen can be drawn from any text type. In Module D, you may revisit prescribed texts and related texts from other modules to enhance your experiences of quality writing.

See Chapter 6: Module D – Focus on Writing for creative, imaginative, critical, discursive, persuasive and informative writing strategies.

You are required to:

- develop and refine your knowledge and skills in writing, speaking and representing
- design and present a range of texts to communicate information, ideas, attitudes and values (what's important) for different purposes, audiences and contexts
- analyse, evaluate and reflect on the expressive, aesthetic (concerned with beauty) and imaginative qualities of the written, spoken and multimodal texts studied in your other HSC modules
- use these texts as models and inspiration to experiment with techniques, styles and forms in a range of modes and media to produce your own creative, imaginative, critical, discursive, persuasive and informative texts
- through the process of writing, generate ideas, experiment with techniques, styles and forms
- reflect on your strengths and weaknesses in your compositions
- develop and apply effective editing processes, including the use of assistive technologies, to plan, draft, revise, refine, proofread and publish texts.
- explore an explicit, targeted English language study that includes research and referencing skills, and implementing.

NSW Education Standards Authority (NESA), *English EAL/D Stage 6 Syllabus*, 2017, pp. 72–74 © NESA

Activity

1. Look at the notes on previous pages for each module. Underline key statements and ideas you think might be used in the exam as the basis for each question.
2. Read the rubric in the *English Stage 6 Syllabus*, pp. 72–74 and *English Stage 6 Prescriptions: Modules, Electives and Texts, Higher School Certificate, 2019–2023*, pp. 23–27. These are the actual words of the syllabus and will help you to deepen your understanding of what is required of you.

See the link below for these documents.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017>

3. Complete the following for each module:
 - a. Using your knowledge of the rubric and the explanation of the rubric given above for each module, write two statements that reflect the ideas the rubric suggests you are required to address in each module. An example has been given below. These may form the basis for your thesis for Module A, B, C & D.

Modelled Response

Module: A: Texts and Human Experiences

Statements reflecting ideas the rubric suggests:

- a. It is through the study of the language forms and features of texts that we understand what it means to be human.
- b. Texts can give us insight into the anomalies (irregularities), paradoxes (seeming contradictions) and inconsistencies (discrepancies or variations) in human behaviour and motivations.

Module: A, B, C or D

Statements reflecting ideas the rubric suggests:

4. For each module, explain what you think these statements mean to you. Think about how you would express these ideas in your analytical and imaginative responses. An example has been given below to guide you.

Modelled response

Module: B

What these statements mean to you:

- a. Texts convey meaning through language forms and features and the content. They help us to understand human motivations, beliefs, values and ways of life.
- b. By understanding the anomalies, paradoxes and inconsistencies in human behaviour and motivations, our perspective can change so that we see the world differently by challenging assumptions and igniting new ideas.

Module: A, B, C or D

What these statements mean to you: