## Preliminary Advanced English 2015

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<th>Term 1</th>
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<td>Tuesday 3rd February to Thursday 2nd April</td>
<td>Monday 20th April to Friday 26th June</td>
<td>Monday 13th July to Friday 18th September</td>
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### Area of Study: Journey
- **Media/ Film - 'Ten Pound Poms'**

### Module B: Critical Study of Text
- Shakespeare, William, *King Lear*

### Outcomes:
- 1, 2, 3, 5, 6, 7, 9

### AT 2: Half-Yearly Exam
- Outcomes: 1, 3, 4, 7, 8, 11

### Assessment Task 4: Listening Response

### Module A: Comparative Study of Texts and Context
- Elective 2: Intertextual Perspectives

### Assessment Task 5: Theme Presentation (oral task)
- Prose fiction and poetry
  - Lowry, Louis “The Giver”

### Module C: Representation and Text
- Elective 1: Representing People and Politics
  - “Two Brothers” – Hannie Rayson
- AND
  - Hughes, Ted
    - ‘The Horses’, ‘Hawk Roosting’, ‘Ester’s Tomcat’

### Outcomes:
- 3, 4, 8, 10, 12A
- Outcomes: 1, 2, 3, 5, 12, 13

### Assessment Task 6: Yearly Examination

### Assessment Task 3: In-class timed essay
Area of Study: Journey: Outcomes

1. A student describes and explains the relationships between composer, responder, text and context in particular texts.
2. A student describes and explains relationships among texts.
3. A student develops language relevant to the study of English.
4. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
6. A student engages with a wide range of texts to develop a considered and informed personal response.
7. A student selects appropriate language forms and features, and structures to explore and express ideas and values.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

Module C: Representation and Text: Outcomes

3. A student develops language relevant to the study of English
4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
12A. A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.

*Formally assessed criteria for Semester 1 Reports
Module A: A Comparative Study of Texts and Contexts: Outcomes

1. A student describes and explains the relationships between composer, responder, text and context in particular texts.

2. A student describes and explains relationships among texts

3. A student develops language relevant to the study of English. *

5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning. *

12. A student reflects on own processes of responding and composing.


Module B: Critical Study of Text: Outcomes

1. A student describes and explains the relationships between composer, responder, text and context in particular texts.

3. A student develops language relevant to the study of English

4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses. *

7. A student selects appropriate language forms and features, and structures to explore and express ideas and values. *

8. A student articulates and represents own ideas in critical, interpretive and imaginative texts. *

11. A student draws upon the imagination to transform experience into text.

*Formally assessed criteria for Semester 2 Reports