

## 12.3 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.

## 12.4 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.

<b>Preliminary Outcomes</b>
A student understands how and why texts are valued in and appropriated into a range of contexts.
A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.
A student develops skills in extended composition in a range of modes and media for different audiences and purposes.
<b>HSC Extension 1 Outcomes</b>
A student distinguishes and evaluates the values expressed through texts.
A student explains different ways of valuing texts.
A student composes extended texts.
A student develops and delivers sophisticated presentations.
<b>HSC Extension 2 Outcomes</b>
A student develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation.
A student reflects on and documents own process of composition.

## 12.5 Preliminary English (Extension) Course Requirements

In the Preliminary English (Extension) course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

### Course Requirements

Students undertaking the Preliminary English (Extension) course must complete:

#### Module: Texts, Culture and Value

Students explore the ways in which aspects of texts from the past have been appropriated into popular 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 one or more popular cultures. Through close study they:

- consider the relationships between the text and its culture
- explore the language of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestations of the text are valued.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

## 12.6 Preliminary English (Extension) Course Objectives, Outcomes and Content

The table below sets out the content of the Preliminary English (Extension) course and illustrates the relationship between the objectives, outcomes and content.

English (Extension) Objectives	Preliminary English (Extension) Outcomes	Preliminary English (Extension) Content
Students will develop knowledge and understanding of how and why texts are valued.	1. A student understands how and why texts are valued in and appropriated into a range of contexts.	1. Students learn about how and why texts are valued in and appropriated into a range of contexts by: <ol style="list-style-type: none"> <li>1.1 recognising different kinds and degrees of appropriation and their effects</li> <li>1.2 considering the relationships between a text and the culture in which it was composed</li> <li>1.3 exploring and examining the ways in which language shapes and reflects values</li> <li>1.4 considering the effects of different ways of responding to texts</li> <li>1.5 considering the ways and reasons early and later manifestations of the text are valued</li> <li>1.6 considering why some texts may be perceived as culturally significant.</li> </ol>
Students will develop skills in extensive independent investigation.	2. A student develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.	2. Students learn to develop skills in independent investigation by: <ol style="list-style-type: none"> <li>2.1 engaging with a range of key texts</li> <li>2.2 engaging in independent investigation of specific key texts, cultures and forms.</li> </ol>
Students will develop skills in sustained composition.	3. A student develops skills in sustained composition in a range of modes and media for different audiences and purposes.	3. Students learn to develop skills in sustained composition by: <ol style="list-style-type: none"> <li>3.1 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression</li> <li>3.2 recreating texts by varying perspectives and contexts to demonstrate how values are maintained and changed</li> <li>3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes</li> <li>3.4 using stylistic devices appropriate to purpose, audience and context.</li> </ol>