# Student resource booklet

## Unpacking the module phase – English Advanced Module B

**Module case study** – Year 12 Module B – Critical study of literature

**Case study text** – King Henry IV, Part 1, William Shakespeare, Cambridge University Press, 1988, ISBN: 9781782953463

**Technology focus** – graphic organisers and vocabulary tables in a blended learning environment

### Resource one – syllabus statement Advanced Module B

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text’s construction, content and language to develop students’ own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they:

* evaluate notions of context with regard to the text’s composition and reception
* investigate and evaluate the perspectives of others
* explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text’s specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.

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### Resource two – rubric for students

Table 1 – Module B English Advanced rubric for students

|  |  |  |
| --- | --- | --- |
| Rubric – Module B:  Critical study of literature | What are the key points? | Skills to develop |
| In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance. |  |  |
| Students study one prescribed text. Central to this study is the close analysis of the text’s construction, content and language to develop students’ own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text’s composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective. |  |  |
| Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text’s specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately. |  |  |
| Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning. |  |  |

### Resource three – generate, sort, connect, elaborate

Select a topic, concept, or issue for which you want to map your understanding.

* Generate a list of ideas and initial thoughts that come to mind when you think about this particular topic/issue.
* Sort your ideas according to how central or tangential they are. Place central ideas near the centre and more tangential ideas toward the outside of the page.
* Connect your ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.
* Elaborate on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial ideas.

The [Generate-Sort-Connect-Elaborate](https://pz.harvard.edu/resources/generate-sort-connect-elaborate-concept-maps) thinking routine was developed by [Project Zero](https://pz.harvard.edu/thinking-routines), a research center at the Harvard Graduate School of Education. Licenced under Creative Commons [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)

### Resource four – word definition and informal definition

Table 2 – word definition and informal definition table

|  |  |  |
| --- | --- | --- |
| Terminology/Word | Formal definition | Informal definition: in your own words |
| example | example | example |

### Resource five – transform-debate-use-link

This is a vocabulary building table that works with any reading text (the example here is from Shakespeare's Macbeth).

Suggestions for online/offline use:

* Use it to move from reading to writing via vocabulary expansion
* Templates can be placed in a class download folder ready for student use at any point during the learning sequence
* Have students post their completed graphic organisers to the class blog then add to or comment on each other's.

Example: **valour** (noun) great courage in the face of danger, especially in battle

Table 3 – transform-debate-use-link example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Etymology (word origin) | Transform it | Debate it | Use it | Link it |
| c. 1300, "value, worth" from Old French *valor, valou*r.  "valor, moral worth, merit, courage, virtue" (12c.), from Late Latin *valorem* "value, worth"; (in Medieval Latin "strength, valor"), from stem of Latin *valere* "be strong, be worth".  The meaning "courage" is first recorded 1580s, from Italian *valore*, from the same Late Latin word. (The Middle English word also had a sense of "worth or worthiness in respect of manly qualities") | Transform the noun **valour** into an image to help you remember it | Is **valour** a dying characteristic in modern society? | Use the following word forms in three sentences:  valour, valorous  1.  2.  3. | What links can you make to vocabulary you already know? |
| Four quotations from ‘Macbeth’ that link to valour: | 1 | 2 | 3 | 4 |

### Resource six – scaffold-core-extension

Table 4 – scaffold-core-extension activities

|  |  |  |
| --- | --- | --- |
| Scaffold | Core | Extension |
| Write the definitions without the words. Put the words in a box. Leave your desk for five minutes and come back to see if you can match up the words and definitions without any help | Using the terminology that you have practised, write your own summary of the specific rationale for your subject. | Use the vocabulary that you have learnt to write a blog post that explains this subject. |
| Provide students with a recipe outline. They can create a recipe for your subject and be sure to use all ten words that they have practised. | Provide students with a recipe outline. They can create a recipe for your subject and be sure to use all ten words that they have practised. | Provide students with a recipe outline. They can create a recipe for your subject and be sure to use all ten words that they have practised. |
| Use the words, terminology, that you have defined. With those words write a question for what you are interested to learn about next in this subject. | Write three questions, use the terminology that you have practised, about what you would like to lean in this subject | Use the vocabulary that you have practised to create a driving question that could lead to ongoing research and learning in this specific field. |
| Read an article that your teacher provides and make notes. | Read an article that your teacher provides and write a summary. | Read the two articles that your teacher provides and using that information and your own knowledge write your own article. |

### Resource seven – graphic organiser

### Resource eight – example course objective and outcome

**Objective D**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.

**Outcome 7**

A student:

* evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued EA12-7

**Content**

Students:

Engage personally with texts

* appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure

Develop and apply contextual knowledge

* evaluate the effect of context on shaping the social, moral and ethical perspectives in texts
* evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued

Understand and apply knowledge of language forms and features

* evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
* evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued

Respond to and compose texts

* evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response
* experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience.

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