

# 2017 HSC Study Day Series

## English Advanced and Extension 1



### HSC revision opportunity for rural and remote DoE schools in NSW

This is an opportunity for any HSC class in a rural or remote Department of Education school offering HSC English to connect and revise with others. A range of experienced teachers and HSC markers will present updated information on course content. Students will have opportunities to ask questions and seek answers in real time.

**Date:** Thursday 15 June, 2017

**Time:** 8:30am - 3:15pm

**Cost:** \$50.00 per school

**Location:** Online via Adobe Connect. Materials and URL will be emailed to participating schools prior to the event and will also be available for download during day.

**Registration:** Via the Aurora College website <http://www.aurora.nsw.edu.au/learn/hsc-study-days>

Teachers need to be signed into G Suite from their portal to access the registration form. Registration closes on 8 June, 2017

**Payment:** SAP schools can complete a journal transfer; OASIS schools will be invoiced.

### Setting up Adobe Connect

The sessions will be held via Adobe Connect. Please ensure there is only one connection per school. The presentation can be displayed on a data projector through any computer with an ethernet cable and speakers. The information below will help with setting up if you are not familiar with Adobe Connect.

- You will need to perform all necessary setup in advance of your online session so that you have time to resolve any connection or access issues. The Adobe room will be opened 30 minutes prior to commencing to allow time for set up.
- Test your computer prior to accessing your online room by going to the [Meeting Connection Diagnostic](#). Ensure you install any add-ins, if prompted to do so by the connection test.
- The following guide may also be useful [Quick Start Guide for Participants](#)

### Entering the Adobe room

To enter your online room, refer to the link you received upon registration.

Enter by typing your Dept. of Education ID ID@detnsw in the *Username* field and then your password in the *Password* field.

The first thing you should do when you enter the room, is complete the Audio Setup Wizard. (Meeting drop-down menu -> Audio Setup Wizard).

For IT enquiries related to this event, please contact:

**Ben Hillsley** - Learning Technologies Support Officer

Phone: 1300 610 733

For any other enquiries regarding this event, please contact

**Sharleen Mulawin** - R/Head Teacher Teaching and Learning

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## Program for English

Time	Session Titles	
8:25 - 8:30	<b>Welcome</b>	<i>Carolyn Mcmurtrie –HT English, Aurora College</i>
8:30 – 9:30	<b>Extension 1</b>	
	<p><i>Science Fiction - 1</i></p> <p><i>Sandra Chapman</i> HT Senior Studies Denison College of Secondary Education, Bathurst High Campus</p> <p>In this session, students will consider the Science Fiction genre and how to approach the texts in terms of both critical response and composing. They will explore extrapolation as the basis of science fiction and the capacity of the genre to provoke controversy and debate about humanity.</p>	<p><i>Romanticism - 2</i></p> <p><i>Tony Cousins</i> Professor in English Macquarie University</p> <p>What is Romanticism? How can we know that a text has been produced by the culture of Romanticism? What is so attractive--and problematic--about Romantic texts?</p>
		<p><i>After the Bomb – 3</i></p> <p><i>Texts: Waiting for Godot, Spy Who Came in from the Cold, and Goodnight and Good Luck.</i></p> <p><i>Saurabh Bhattacharya</i> HT Teaching &amp; Learning, Macarthur Girls High School</p> <p>This session will explore how the philosophical paradigm of existential thought is reflected in each of the three texts, and how this paradigm can be explored in essays. Using modelled examples from each text, students will learn how to integrate analysis of key language forms and features with explanation of contextual influences.</p>
9:30 – 9:45	<b>Welcome and introduction</b>	<i>Sharleen Mulawin –R/HT Teaching &amp; Learning, Aurora College</i>
9:45 – 11:00	<b>Advanced: Skills of Analysis and Essay Structure</b>	
	<p><i>Jake Henzler – Stage 6 mEsh Project Officer, English Secondary Curriculum Directorate (English Teacher- Killara High School)</i></p> <p>In this session, students will develop their skills in writing clear, concise and effective analysis of language devices. Through a detailed series of templates, students will also learn how to structure an effective response to each section of the HSC examination papers.</p>	
11:00 – 11:20	<b>Morning tea break</b>	<i>Jake Henzler, and Saurabha Bhattacharya</i>
11:20 – 12:20	<b>Advanced, Module B (Critical studies)</b>	<b>Advanced, Module B (Critical studies)</b>
	<p><i>Hamlet - 1</i></p> <p><i>Tony Cousins- Professor in English</i> <i>Macquarie University</i></p> <p>If 'Hamlet' is a tragedy, what does that mean? What kind of tragedy, exactly, is it? And how does being the kind of tragedy it is contribute to the play's outstanding success with audiences over time?</p>	<p><i>Speeches -2</i></p> <p><i>Sandra Chapman - HT Senior Studies</i> <i>Denison College of Secondary Education, Bathurst High</i></p> <p>This session will examine the main issue of the set speeches, their rhetorical features, values, and why they are critically valued.</p>

## Program for English continued

Time	Session Title		
<b>12:20 – 1:20</b>	<b>Advanced, Module C (Elective 2: Representation and text)</b>		
	<p><i>Judith Wright (poetry)-1</i> Eleanor Cloherty- English Teacher Denison College Bathurst High Campus</p> <p>This session will focus on Wright's representation of internal and external landscapes, the link between humanity and its environment, the self and notions of place, and the significance of these ideas for individuals and society more broadly. Students will also be provided with tips on completing Module C responses in the HSC examination.</p> <p><i>The Crucible – 3</i> Ian McAplin – English Teacher Over 20 years teaching experience</p> <p>This session will enhance students' understanding of the ways in which people and politics are represented in this play; and how the language of The Crucible and its media of production shapes its meaning.</p>	<p><i>The Art of Travel - 2</i> Phil Turnock- Head of English Oxley College</p> <p>This session will further explore and evaluate various representations of people and landscapes in text.</p> <p><i>Brave New world -4</i> Steve Henry- Head Teacher English Cherrybrook Technology High School</p> <p>This session will further explore and evaluate various representations of people and politics in text.</p>	
<b>1:20 – 2:00</b>	<b>Lunch break and opportunity for questions</b> Phil Turnock and another teacher (TBC)		
<b>2:00 – 3:00</b>	<b>Advanced, Module A (Intertextual Perspectives: Comparative)</b>		
	<p><i>The Great Gatsby and Sonnets by Elizabeth Barret Browning -1</i> Ian McAplin – English Teacher Over 20 years teaching experience</p> <p>This lecture will help students deepen their understanding of the influences of social, cultural and historical contexts on The Great Gatsby and the set Sonnets through an enlightening comparison between the two and how meaning is shaped. The core ideas of love, hope, mortality/death and identity will be examined.</p>	<p><i>1984/ Metropolis - 2</i> Eleanor Cloherty- English Teacher Denison College Bathurst High Campus</p> <p>A comparison that looks at both the timely and timeless elements in a composers' work. This session many examine how context shapes the way composers perceive the world; explore how era and location impact on how texts are constructed; and how the purpose of text is also influenced by the composers context.</p>	<p><i>King Richard III - 3</i> Steve Henry- Head Teacher English Cherrybrook Technology High School</p> <p>This session will further explore and evaluate the comparisons between the set texts.</p>
<b>3:00 – 3:15</b>	<b>Q&amp;A and wrap up</b> Ian McAplin, Eleanor Cloherty, Steve Henry, and Sharleen Mulawin		