**Module A: Comparative Study of Texts and Context**

**Summary**
This module requires students to compare texts in order to explore them in relation to their contexts. It develops students’ understanding of the effects of context and questions of value.

Each elective in this module requires the study of groups of texts which are to be selected from a prescribed text list. These texts may be in different forms or media.

Students examine ways in which social, cultural and historical context influences aspects of texts, or the ways in which changes in context lead to changed values being reflected in texts. This includes study and use of the language of texts, consideration of purposes and audiences, and analysis of the content, values and attitudes conveyed through a range of readings.

Students develop a range of imaginative, interpretive and analytical compositions that relate to the comparative study of texts and context. These compositions may be realised in a variety of forms and media.

**Texts**
- Shakespeare, William *King Richard III* and Pacino, Al *Looking For Richard*
- Machiavelli, Niccolo *The Prince* and Shakespeare, William *Julius Caesar*
- Fitzgerald, F Scott *The Great Gatsby* and Browning, Elizabeth Barrett *Sonnets From the Portuguese* – I, XIII, XIV, XXI, XXII, XXVIII, XXXII, XLIII

**Outcomes**
1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.
2A. A student recognises different ways in which particular texts are valued.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.

**Assessment** Speaking Task T4 W10/11
AREA OF STUDY: Discovery

Summary
This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual’s discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals’ or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

In their responses and compositions, students examine, question, and reflect and speculate on:
  • their own experiences of discovery
  • the experience of discovery in and through their engagement with texts
  • assumptions underlying various representations of the concept of discovery
  • how the concept of discovery is conveyed through the representations of people, relationships, societies, places, events and ideas that they encounter in the prescribed text and other related texts of their own choosing
  • how the composer’s choice of language modes, forms, features and structure shapes representations of discovery and discovering
  • the ways in which exploring the concept of discovery may broaden and deepen their understanding of themselves and their world.

Texts
• Lee, Ang *Life of Pi*
• Frost, Robert *The Tuft of Flowers,* *Mending Wall,* *Home Burial,* *After Apple-Picking,* *Fire and Ice,* *Stopping By Woods on a Snowy Evening*
• Shakespeare, William *The Tempest*

Outcomes
2. A student explains relationships among texts.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.

Assessment Listening Task, T1 W4
### Half Yearly Examination

**Outcomes:**
1. A student explains relationships among texts.
2. A student explains relationships among texts.
3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
6. A student engages with the details of text in order to respond critically and personally.
9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.

**Assessment:** Reading and Writing Task, T1 W9/10

### Term 2 - 10 weeks

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### Module B: Critical Study of Text

**Summary**
This module requires students to explore and evaluate a specific text and its reception in a range of contexts. It develops students’ understanding of questions of textual integrity.

Each elective in this module requires close study of a single text to be chosen from a list of prescribed texts.

Students explore the ideas expressed in the text through analysing its construction, content and language. They examine how particular features of the text contribute to textual integrity. They research others’ perspectives of the text and test these against their own understanding and interpretations of the text. Students discuss and evaluate the ways in which the set work has been read, received and valued in historical and other contexts. They extrapolate from this study of a particular text to explore questions of textual integrity and significance.

Students develop a range of imaginative, interpretive and analytical compositions that relate to the study of their specific text. These compositions may be realised in a variety of forms and media.

**Prose fiction**
- Yeats, William Butler *When You Are Old*, *The Wild Swans at Coole*, *An Irish Airman Foresees his Death*, *Easter 1916*, *The Second Coming*, *Leda and the Swan*, *Among School Children*
- Speeches

**Outcomes**
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
6. A student engages with the details of text in order to respond critically and personally.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.

**Assessment** Reading and Writing Task T2 W8
Module C: Representation and Text

Summary
This module requires students to explore various representations of events, personalities or situations. They evaluate how medium of production, textual form, perspective and choice of language influence meaning. The study develops students’ understanding of the relationships between representation and meaning.

Each elective in this module requires the study of one prescribed text offering a representation of an event, personality or situation. Students are also required to supplement this study with texts of their own choosing which provide a variety of representations of that event, personality or situation. These texts are to be drawn from a variety of sources, in a range of genres and media.

Students explore the ways in which different media present information and ideas to understand how various textual forms and their media of production offer different versions and perspectives for a range of audiences and purposes.

Students develop a range of imaginative, interpretive and analytical compositions that relate to different forms and media of representation. These compositions may be realised in a variety of forms and media.

Texts
• Huxley, Aldous *Brave New World*
• Miller, Arthur *The Crucible*

Outcomes
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.

Assessment
Viewing and Representing Take Home Task T3 W1

Trial HSC Examination

Outcomes:
1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.
3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
6. A student engages with the details of text in order to respond critically and personally.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
12A. A student explains and evaluates different ways of responding to and composing text.

Assessment: T3 W3/4