Area of Study: Journeys

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

Through this Area of Study, students explore the ways in which texts depict physical, imaginative and/or inner journeys and their impact. These journeys may involve different types of obstacles and movement, speculation and imagination and the exploration of the self. They provide opportunities for individuals to extend themselves physically, intellectually and emotionally as they respond to challenges and learn more about themselves and the world around them. Students examine the underlying assumptions about these journeys and consider the power of the journey to challenge their thinking. In their responding and composing, students reflect on the ways these journeys broaden their understanding of the world and themselves.

Texts
• Skrzynecki, Peter *Immigrant Chronicle*

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.
4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
6. A student engages with a wide range of texts to develop a considered and informed personal response.

Assessment Listening Task, T1 W8

Half Yearly Examination

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.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.

Assessment: T2 W1/2
Module A: Critical Study

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.

Texts

- Shakespeare, William Othello

Outcomes

1. A student describes and explains the relationships between composer, responder, text and context in particular texts.
4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

Assessment Speaking Task T2 W9
Module B: Comparative Study of Texts and Context

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
• Heckerling, Amy Clueless AND Austin, Jane Emma

Outcomes
5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

Assessment: Viewing and Representing Task T3 W7

Yearly Examination
Outcomes:
3. A student develops language relevant to the study of English.
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.

Assessment: T3 W8/9