



English Studies

Stage 6

Support Document: Modules, Sample Learning Experiences and Resources

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Published by NSW Education Standards Authority

GPO Box 5300

Sydney NSW 2001

Australia

www.educationstandards.nsw.edu.au

D2017/54764
DSSP-28502

Contents

Contents	3
Foreword	4
Year 11 Course Structure and Requirements	5
Year 12 Course Structure and Requirements	6
Modules and Levels of Challenge	7
Mandatory Module (Year 11): Achieving through English – English in education, work and community	8
Mandatory Module (Year 12) Common Module – Texts and Human Experiences	12
Module A: We are Australians – English in citizenship, community and cultural identity	14
Module B: Telling us all about it – English and the media	18
Module C: On the Road – English and the experience of travel	22
Module D: Digital Worlds – English and the Web	26
Module E: Playing the Game – English in sport	30
Module F: MiTunes and Text – English and the language of song	34
Module G: Local Heroes – English and community life	38
Module H: Part of a Family – English and family life	42
Module I: Discovery and Investigations – English and the sciences	46
Module J: In the Marketplace – English and the world of business	50
Module K: The Big Screen – English in filmmaking	54
Module L: Who do I think I am? – English and the self	58
Module M: Landscapes of the Mind – English and the creative arts	62
Module N: The Way we Were – English for exploring our past	66

Foreword

This document contains information pertaining to the Higher School Certificate. It is relevant to students studying the English Studies Year 11 course from 2018 onwards.

The document should be read in conjunction with:

- the English Studies Stage 6 syllabuses and other support documents
- Official Notices published on the NESA website.

In selecting specific texts for study, teachers should consider the ethos of the school and its local community.

Curriculum advice may be obtained by contacting NESA at:

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Year 11 Course Structure and Requirements

	English Studies	Indicative hours
Year 11 course (120 hours)	Mandatory module – Achieving through English – English in education, work and community	30–40 hours
	An additional 2–4 modules to be studied	20–40 hours each
Text requirements	<p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> ▪ read, view, listen to and compose a wide range of texts including print and multimodal texts ▪ study at least one substantial print text (for example a novel, biography or drama) ▪ study at least one substantial multimodal text (for example film or a television series). <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> ▪ reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia ▪ Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples ▪ texts with a wide range of cultural, social and gender perspectives, popular and youth cultures ▪ a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> ▪ be involved in planning, research and presentation activities as part of one individual and/or collaborative project ▪ develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year ▪ engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **English Studies Year 11** course:

- students complete 120 indicative hours
- students study the mandatory module, Achieving through English – English in education, work and community
- students complete the mandatory module, Achieving through English, as the first unit of work
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

Year 12 Course Structure and Requirements

	English Studies	Indicative hours
Year 12 course (120 hours)	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> ▪ read, view, listen to and compose a wide range of texts including print and multimodal texts ▪ study at least one substantial print text (for example a novel, biography or drama) ▪ study at least one substantial multimodal text (for example film or a television series). <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> ▪ study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> ▪ reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia ▪ Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples ▪ texts with a wide range of cultural, social and gender perspectives, popular and youth cultures ▪ a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> ▪ be involved in planning, research and presentation activities as part of one individual and/or collaborative project ▪ develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year ▪ engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **English Studies Year 12** course:

students complete the Year 11 course as a prerequisite

students complete 120 indicative hours

- complete the mandatory common module – Texts and Human Experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

Modules and Levels of Challenge

Elective modules may be studied in either the Year 11 or Year 12 course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.

The electives are able to be selected and then developed by teachers to allow for:

- their students' needs, interests, abilities, career aspirations and personal circumstances
- choice of approach
- choice of texts studied.

Mandatory Modules

- Year 11 – Achieving through English – English in education, work and community
- Year 12 – Common Module – Texts and Human Experiences*

Elective Modules (Year 11 or Year 12)

- Module A: We are Australians – English in citizenship, community and cultural identity
- Module B: Telling us all about it – English and the media
- Module C: On the road – English and the experience of travel
- Module D: Digital Worlds – English and the Web
- Module E: Playing the Game – English in sport
- Module F: MiTunes and Text – English and the language of song
- Module G: Local Heroes – English and community life
- Module H: Part of a Family – English and family life
- Module I: Discovery and Investigations – English and the sciences
- Module J: In the Marketplace – English and the world of business
- Module K: The Big Screen – English in filmmaking
- Module L: Who do I think I am? – English and the self
- Module M: Landscapes of the Mind – English and the creative arts
- Module N: The Way we Were – English for exploring our past

* The Texts and Human Experiences Module will require the study of one text from the *English Stage 6 Prescriptions: Modules, Electives and Texts 2019–2023*.

Mandatory Module (Year 11): Achieving through English – English in education, work and community

Indicative hours: 30–40 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Achieving through English – English in education, work and community*, students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy.

The skills developed in the module assist students to access and comprehend information, ideas and language in everyday and workplace texts, and to compose appropriate texts in response. Students experience, engage with and critique literary and other texts that expand horizons by showing, through an imaginative use of language, the variety and richness of people's working, schooling and community lives. Texts may include longer works for example films, novels, biographies, television series and drama texts, as well as extracts and short texts. The module will also broaden their understanding of the nature and importance of education, work and community as represented in a variety of literary texts.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, essays, summaries and other forms of short and extended responses
- compiling profiles to show personal achievements for inclusion in curriculum vitae, preparing applications for employment or training, preparing for presentations, communicating confidently, fluently and appropriately during interviews
- accessing and comprehending employment advertisements, contents pages, indexes, instructional manuals, legal documents, contracts and community information documents, in print and electronic forms
- analysing how community and workplace texts are constructed using appropriate structure and language features for specific audiences, purposes and contexts
- locating, comprehending and using information related to educational and employment opportunities. This may include information online, in handbooks and brochures, from education and training institutions, professional and trade associations, and national, state and government sources
- planning, organising and implementing projects individually and in groups, identifying goals and project stages, allocating roles and tasks, setting deadlines, recording

information using tools such as spreadsheets, selecting medium of presentation, editing and collating material for presentation

- responding to and composing literary texts about the worlds of education and work and about people's working lives as part of a community
- responding to the aesthetic and imaginative qualities of a range of literary texts that depict the world of work and education
- composing their own imaginative and expressive texts that reflect real and/or imagined experiences of the workplace
- identifying, discussing and debating issues related to working lives.

Sample learning experiences

- Compile a set of items as the basis for a personal career dossier or employment and training 'package'. The dossier may include lists of helpful sources of information, a curriculum vitae, and well-expressed, carefully edited sample job application letters.
- Consider the general qualities, experience and knowledge that employers are seeking in applicants. Compose a list of the general questions employers may ask a potential job applicant. Role-play interview scenarios and video these in order to reflect on the performances.
- Watch the performance poem, 'What do teachers make?' and discuss the value of certain jobs within society. Students create a promotional poster for a careers expo or write a motivational speech exploring one of the following statements, 'You should choose your career based on the pay.' or 'The worth of one's career is related to the impact it has on broader society.'
- Visit the *Safe Work NSW* website. As a visual literacy activity, design a poster that promotes safety in the workplace. Students use emotive and persuasive language in their compositions.
- Undertake a study of the film *Made in Dagenham*.
 - Before viewing the film, read brief plot summaries and complete introductory research into the social and economic context of the film, and into the working and domestic lives of women in the 1960s.
 - During the viewing of the film, make an ongoing dot-point plot summary and a list of characters with character descriptions.
 - At key moments in the film, consider the representations of the working and domestic lives of the female and male characters.
 - Compose a short personal written response to the film, choosing a character or one particular scene as the focus.
- Explore the value of education as a vehicle for increased access to opportunities beyond the classroom. Watch Michelle Obama's, 'A passionate, personal case for education' and explore how she uses language to inspire young women. Students explore the ways in which a change in audience may affect the content and delivery of the speech.
- Visit <http://www.australia.gov.au/about-australia/australian-story/sydney-harbour-bridge>. Locate the PDF document 'Sydney Harbour Bridge Workers Honour Roll 1922–1932'. Read this document to explore the information. Use guided questions supplied by the teacher to find specific facts about the types of work and workers involved in the construction of the bridge, and the challenges they faced. Summarise what it was like to work on building the bridge. Additionally, write an inscription to be posted on the bridge that honours the hard work of the many people who built the bridge.
- Read selected stories and/or extracts from Tim Winton's collection of short stories *The Turning* to explore the various ways in which characters experience moments of tension when moving into new worlds. Examine how language is used by the author to represent these experiences.
- Read the prose poetry novel *The Simple Gift* and develop an imaginative text to explore the future possibilities for Billy.

- Complete a web search of the term 'stories about farming in Australia'. Explore some of the websites that appear, noting down points that demonstrate the life and struggles that face Australian farmers. Use this information to write a feature article that explores the reality of life for a farmer in Australia.
- View an episode from a TV medical drama such as *All Saints* and compare and contrast it with an episode from a reality TV program such as *Medical Emergency*. Consider how the programs use narrative structure in different ways to represent what it is like to work in the world of medicine.
- Read a transcript of, or listen and/or view, an interview with an individual expressing their views about their life in one particular profession. *Good Weekend* or *The Australian Magazine* and ABC and SBS podcasts are excellent sources of such interviews. As a class, construct an outline of the structures most commonly employed by magazine or radio interviewers. Use this structure to compose a real or imagined interview that exposes what it is like to work in a particular profession.
- Create a brochure, poster or infographic for a workplace to create awareness of culturally appropriate language and behaviour. Students read the 'Working with Aboriginal People and Communities – A Practical Resource' document, 'Workplace Cultural Diversity Tool' website and other relevant resources to develop their understanding of culturally appropriate practices in the workplace.
- View a film such as *The Pursuit of Happyness*. Students identify why it is important to persevere with career goals, justifying their reasons with examples from the film.
- Listen to and read Sheryl Sandberg's '2016 Commencement Address'. Explore the motivational and didactic elements of the speech. Students compose a speech to be delivered to students as they transition from Year 11 to Year 12.
- View and discuss one episode of *Seven Wonders of the Industrial World*. With teacher support and modelling, draft, write and edit a short critical review suitable for publication in the school magazine or appropriate web-based forum.
- Organise and undertake a small group or whole-class excursion to a workplace. Before the excursion, complete research and prepare questions to ask as guests of the enterprise. Research typical workplace documents such as health and safety policies that may apply to this enterprise. Read these documents as a class and discuss their relevance and importance. After the excursion, prepare a written report on the nature of the enterprise and its workplace and employment practices.
- Write a short account entitled 'First Time at Work' or 'A Day at Work to Remember'. This might be based on personal experience, discussion with friends or relatives, material read or viewed during the module, or it might be entirely fictitious.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Brugman, Alyssa, *Finding Grace*, Allen & Unwin, 2006
- Condon, Bill, *No Worries*, University of Queensland Press, 2005
- Monk, Scott, *Raw*, Random House, 2005
- Winton, Tim, *The Turning: Stories*, Penguin Books Australia, 2014

Poetry and drama

- Angelou, Maya, 'Woman Work' in *Still I Rise*, Random House, 1978
- Dean, Philip, *48 Shades of Brown*, Currency Press, 2001
- Gray, Robert, 'The Meatworks', *Coast Road Selected Poems*, Black Inc., 2014
- Herrick, Steven, *The Simple Gift*, University of Queensland Press, 2000
- Levine, Philip, *What Work Is: Poems*, Alfred A. Knopf, Inc., 1991
- Mali, Taylor, 'What do teachers make?',
<https://www.youtube.com/watch?v=h5yg0u1MkDI>
- Oswald, Debra, *Gary's House*, Currency Press, 2000

Nonfiction, film, media and multimedia

- Australian Human Rights Commission, 'Workplace Cultural Diversity Tool',
<https://culturaldiversity.humanrights.gov.au/>
- BBC, *Seven Wonders of the Industrial World*, Roadshow, 2008
- Cole, Nigel, *Made in Dagenham*, BBC Films, 2010
- Cox, Deb, *Seachange*, ABC, 2003
- Muccino, Gabriele, *The Pursuit of Happyness*, Sony Pictures, 2007
- NSW Industrial Relations, 'Young People at Work',
<http://www.youngpeopleatwork.nsw.gov.au/>
- NSW Department of Community Service, 'Working with Aboriginal People and Communities – A Practical Resource',
http://www.community.nsw.gov.au/_data/assets/pdf_file/0017/321308/working_with_aboriginal.pdf
- Obama, Michelle, 'A passionate, personal case for education',
https://www.ted.com/talks/michelle_obama?language=en
- Robinson, Tony, *The Worst Jobs in History – Series 2*, Roadshow, 2007
- Sandberg, Sheryl, '2016 Commencement Address', <https://news.berkeley.edu/wp-content/uploads/2016/05/Sheryl-Sandberg-Berkeley-commencement-speech.pdf>

Mandatory Module (Year 12) Common Module – Texts and Human Experiences

Indicative hours: 30 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed essays, personal responses, and other forms of short and extended texts
- exploring a range of texts in different forms, including literary, media and multimodal texts, that represent a variety of human experiences
- articulating their own and others' diverse experiences and selecting appropriate ways to represent these using the language and structure of the forms chosen
- engaging in the study of a sustained text that represents aspects of the human experience, analysing the ways in which the composer has used language forms and features to shape meaning
- expressing ideas about the human experience using vocabulary that reflects the diversity of human emotions, thoughts, ideas and interactions
- locating and analysing texts that explore aspects of the human experience
- reflecting on the process of responding and composing.

Prescribed texts

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Doerr, Anthony, *All the Light We Cannot See*, Fourth Estate/HarperCollins, 2015, ISBN: 9780007548699
- Lohrey, Amanda, *Vertigo*, Black Inc, 2009, ISBN: 9781863954303
- Orwell, George, *Nineteen Eighty-Four*, Penguin Classics, 2004, ISBN: 9780141187761
- Parrett, Favel, *Past the Shallows*, Hachette Australia, 2013, ISBN: 9780733630491

Poetry (p) or drama (d)/Shakespearean drama (S)

- Dobson, Rosemary, *Rosemary Dobson Collected*, University of Queensland Press, 2012, ISBN: 9780702239113 (p)
'Young Girl at a Window', 'Over the Hill', 'Summer's End', 'The Conversation', 'Cock Crow', 'Amy Caroline', 'Canberra Morning'
- Slessor, Kenneth, *Selected Poems*, A & R Classics/HarperCollins, 2014, ISBN: 9780732299361 (p)
'Wild Grapes', 'Gulliver', 'Out of Time', 'Vesper-Song of the Reverend Samuel Marsden', 'William Street', 'Beach Burial'
- Harrison, Jane, *Rainbow's End*, from Cleven, Vivienne et al, *Contemporary Indigenous Plays*, Currency Press, 2007, ISBN: 9780868197951 (d)
- Miller, Arthur, *The Crucible*, Penguin Classics, 2000, ISBN: 9780141182551 (d)
- Shakespeare, William, *The Merchant of Venice*, Cambridge University Press, 2014, ISBN: 9781107615397 (d/S*)

*In order to satisfy the text requirements of the different English courses, *The Merchant of Venice* is classified as a drama text for the Standard course and as a Shakespearean drama text for the Advanced course.

Nonfiction (nf), film (f) or media (m)

- Winton, Tim, *The Boy Behind the Curtain*, Penguin, 2017, ISBN: 9780143785996 (nf)
'Havoc: A Life in Accidents', 'Betsy', 'Twice on Sundays', 'The Wait and the Flow', 'In the Shadow of the Hospital', 'The Demon Shark', 'Barefoot in the Temple of Art'
- Yousafzai, Malala & Lamb, Christina, *I am Malala*, Weidenfeld and Nicolson/Orion, 2015, ISBN: 9781474602112 (nf)
- Daldry, Stephen, *Billy Elliot*, Universal, 2000 (f)
- O'Mahoney, Ivan, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and The Response, Madman, 2011 (m)
- Walker, Lucy, *Waste Land*, Hopscotch Entertainment, 2010 (m)

Module A: We are Australians – English in citizenship, community and cultural identity

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *We are Australians – English in citizenship, community and cultural identity*, students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters.

Students develop understanding of, and practical competence in, the use of language relevant to conducting their lives as citizens and members of communities. They develop skills in accessing and comprehending information that will enable them to have increasingly informed views on matters of public interest and in expressing those views. They investigate the way language is used to represent issues and attitudes, and to influence and engage different audiences.

Students have the opportunity to engage with and critique literary texts that present, through an imaginative use of language, the diversity of cultures, peoples, perspectives and voices that contribute to Australian society as well as to Australia as a nation, including texts by and about Aboriginal and/or Torres Strait Islander Peoples. Students broaden their understanding of the relationships between personal identity, individual rights, community responsibilities and a sense of Australia's place in the world.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses
- accessing, comprehending and responding to authentic documentation related to civic and legal rights and responsibilities, including applying for driving licences, passports and enrolling to vote
- analysing texts written by and about Aboriginal and/or Torres Strait Islander Peoples and the ways they communicate significant ideas about language, culture and histories
- identifying, comprehending and using information related to rights and responsibilities of citizens and community members and published by local, state and federal government, public service, community services and volunteer group websites, booklets and brochures
- exploring a range of media texts that present issues and points of view on matters of public interest
- analysing and using the language of public speeches

- planning, organising and implementing projects, both individually and in groups, identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting medium of presentation, editing and collating material for presentation
- examining a number of literary texts about the diversity of Australian society, about the range of people who contribute to Australian society and about the variety of ways people establish their place and role as an individual within a society
- studying texts for enjoyment and aesthetic experience, to extend their skills in comprehending and responding to texts, and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Sample learning experiences

- Take part in broad-ranging discussion and research aimed at raising awareness of the complex notions of Australian identity and Australian citizenship, and of the international image of Australia and Australians. Websites dedicated to Australia Day, speeches by Australians of the Year, picture books such as *Australia to Z*, films such as *The Castle* or *Crocodile Dundee*, YouTube videos of sporting competitions may serve as stimulus for discussions.
- Examine a range of fiction and nonfiction as well as texts written by Aboriginal and/or Torres Strait Islander Peoples and non-Aboriginal people that explore some of the major challenges faced by Aboriginal and Torres Strait Islander Peoples. Students include a study of Aboriginal Peoples' voting rights and the referendum for constitutional recognition.
- Follow a political issue at State or Federal level raised in the newspapers or in the television over a two week period. Maintain a log of the information provided, the positions taken, and the views stated or implied by the journalists concerned. Analyse the language used to express the journalists' views. Students write a variety of responses to the issue in various forms such as a blog post, letter to the editor, tweet or an online comment.
- Explore how Australia Day is represented by the media. Examine the ways in which various media outlets present perspectives on Australia Day including the involvement of various groups and the promotion of various events in celebrating the day such as Yabun on Gadigal Country, citizenship ceremonies or the Order of Australia award ceremony.
- Research the history of the Australian flag and participate in a class debate about the proposition that the Australian flag should be redesigned.
- Organise an excursion to the State Parliament of NSW to see a sitting of Parliament. Make notes on the procedures used and the ways in which debates are conducted. As a class, discuss what the parliamentary processes represent about Australian society, citizenship and democracy. Create an infographic that communicates the function of parliament within a democracy.
- Visit the Local Aboriginal Land Council (LALC) and hear about contemporary Aboriginal governance in your area. Students learn about the histories of Aboriginal governance in the local area to develop a cultural map using annotations based on the presentation.
- Compare texts that explore the landscape and lifestyle of the outback from the late 1800s/early 1900s and more contemporary times. Students use an appropriate graphic organiser to highlight the similarities and differences.
- Research and discuss voting rights and responsibilities. As a community engagement opportunity, visit the local council chambers or invite a council member to the class to discuss the role of council representatives. Students design and create a pamphlet that explains the rights and responsibilities they will have once they turn 18 years of age.
- Explore the Federal government-produced booklet 'Life in Australia', available at the Department of Immigration and Border Protection website. Read through the section

on 'Values and Principles'. As a literacy activity, students make a glossary of difficult words and discuss what types of problems new migrants to Australia may face when engaging with this material. Consider factors such as language barriers, different cultural contexts and differing religious or spiritual beliefs.

- As an individual project, arrange an interview with an adult Australian citizen or resident. This may be someone born in Australia or someone who is an immigrant to Australia. Prepare questions that allow the interviewee to talk about their background and their lives and, by implication, how they are part of the complex web of Australian society. The interview, or parts of the interview, may be recorded. Organise a simulated 'Around a Campfire' event where each member of the class retells the life story of the individual they have interviewed.
- Undertake a focus study on the cultures and histories of Aboriginal and Torres Strait Islander Peoples as represented through texts including the poem, 'The Past' by Oodgeroo Noonuccal and the lyrics of the song, 'Solid Rock' by Shane Howard.
- Explore the interactive documentary *Cronulla Riots – The Day that Shocked the Nation*. Students evaluate how effective the medium is in developing a deeper understanding of the issues presented.
- Read Peter Goldsworthy's editorial introduction to the anthology *True Blue*. Establish definitions of the challenging vocabulary Goldsworthy uses. Discuss his exploration of Australian culture, heritage and identity. As a class, read a selection of the items in *True Blue*, identifying the reason for Goldsworthy's inclusion of each item in the anthology.
- Consider the wide variety of experiences that contribute to a person's sense of national identity. This could be done through poetry, film or narrative such as Peter Skrzynecki's poetry, the film or novel *Looking for Alibrandi* or the nonfiction text *Growing Up Asian in Australia*. In response, students compose their own creative response that expresses their own experiences of national identity and citizenship.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Abdel-Fattah, Randa, *Does my Head Look Big in This?*, Pan Macmillan Australia, 2005
- Atkins, Clare, *Nona and Me*, Black Inc., 2014
- de Bernières, Louis, *Red Dog*, Vintage Publishing, 2002
- Lindsay, Joan, *Picnic at Hanging Rock*, Vintage Publishing, 2013
- Marchetta, Melina, *Looking for Alibrandi*, Penguin Books, 1992
- Park, Ruth, *The Harp in the South*, Penguin Books, 2009
- Pung, Alice, *Laurinda*, Black, Inc., 2014

Poetry and drama

- Dawe, Bruce, *Sometimes Gladness*, Pearson Education Australia, 2006
- Patterson, Banjo, *Banjo Patterson Collected Verse*, Penguin Books, 1992
- Skrzynecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 2002
- Wagan Watson, Samuel, *Smoke Encrypted Whispers*, University of Queensland, 2004
- Wright, Judith, *Judith Wright Collected Poems*, Harper Collins Publishers, 2016

Nonfiction, film, media and multimedia

- Cronulla Riots –The Day that Shocked the Nation, <http://www.sbs.com.au/cronullariots/>
- 'Democracy Rules', <http://education.aec.gov.au/democracy-rules/>
- Gleisner, Tom, *Russell Coight's All Aussie Adventures*, Roadshow, 2001
- Grant, Stan, 'Racism and the Australian Dream', <http://www.ethics.org.au/on-ethics/blog/january-2016/stan-grant-s-speech-on-racism-and-the-australian-d>
- Greder, Armin, *Australian to Z*, Allen & Unwin, 2016
- *Immigration Nation*, <http://www.sbs.com.au/immigrationnation/>
- Keating, Paul, 'Remembrance Day 1993: Commemorative Address', <https://www.awm.gov.au/commemoration/speeches/keating-remembrance-day-1993>
- Murphy, Dean, *Charlie and Boots*, Paramount, 2009
- Murray, Les, 'Address by Les Murray AM to Sydney Launch of Refugee Week 2008', <https://www.refugeecouncil.org.au/r/spch/080613-RW-LMurray.pdf>
- Pearson, Noel, 'Hopevale speech', <http://capeyorkpartnership.org.au/wp-content/uploads/2007/05/Hopevale-Speech.pdf>
- Permezel, Bruce, *DNA Nation*, SBS, 2016
- Pung, Alice (ed), *Growing Up Asian in Australia*, Black Inc, 2008
- *Redfern Now*, ABC1, 2012
- Sitch, Rob, *The Castle*, Working Dog, 1997
- 'Uncle Jack Shares the Cleverman story', https://soundcloud.com/triple_j/uncle-jack-shares-the-cleverman-story
- Vivekananda, Kitty, 'Beyond Limbo' in *Who do you Think you are?*, Australian Women's Redress Press, 1992
- Woods, Kate, *Looking for Alibrandi*, Beyond, 2000

Module B: Telling us all about it – English and the media

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Telling us all about it – English and the media*, students develop a deeper understanding of the ways language is used to report on news and current affairs issues in various media forms such as television news programs, documentary programs, news bulletins, television infotainment shows, newspapers, current affairs magazines and online news sources. Students also develop an increased awareness of the ways language is used in various media forms in the world of advertising, for example in websites, print media, television and product placement.

Students develop their practical competence in the use of language by extending their skills in writing media texts, for example news reports and feature articles, storyboards, advertising stills and briefs. They have opportunities to further develop and express their own views, ideas and values in relation to questions that are under media scrutiny and which are relevant to them.

This module provides students with the opportunity to experience, engage with and critique literary texts that, through an imaginative use of language, raise questions of ethics, censorship and the powerful influence of the media on individual lives and on a national and international scale. Texts may include longer works, for example novels, films, television series and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays, reviews and other forms of short and extended responses
- identifying the characteristics and conventions of TV news and current affairs programs, investigative journalism programs, documentary feature films, online news sites, newspapers, magazines and radio news programs, advertisements in print and multimedia form
- analysing the language, conventions and styles of news reporting to understand how visual and language techniques are used to inform and persuade
- reading about and discussing journalistic and advertising ethics and responsibilities, and evaluating media reports and events in the light of these
- preparing for and participating in media interviews, both as interviewer and as interviewee

- writing, developing and presenting newspaper reports, feature articles, opinion pieces for school, community, national and global contexts in printed, audio, visual, and web-based forms
- writing, developing and presenting advertising and marketing campaigns in national and global contexts in printed, audio, visual and web-based forms
- planning, organising and carrying out projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines and editing and collating material for presentation
- critically assessing the role of the media in the lives of individuals and societies and speculating about the media's influence on the ways people think about governance, values and communication
- understanding a number of literary texts about the media and its role in reporting news stories and the world of media and advertising, or about the professional lives of those involved in working for the media. These texts may include at least one substantial text such as a feature film, a television series, a novel or a full-length documentary.

Sample learning experiences

- View *The Guardian's* Cannes Lion award-winning advertisement, 'Three Little Pigs'. Explain how the advertisement highlights the nature of the media, issues within the industry. Consider how *The Guardian* positions itself within the world of media.
- Read, view and listen to several media reports or commentaries (in print and electronic form) that present the same news event or issue, using local, national and international examples. Compare the target audience, purpose, style of presentation and language of the different reports. Consider the effects of the differences in perspective, focus and tone. Use a table to present the findings of the analysis.
- Using a writing scaffold, compose short news reports based on interviews with peers, staff and family suitable for publication in a school or community context. Carefully edit the reports for accuracy, effectiveness and appropriateness of language.
- Read extracts from autobiographies, biographies or memoirs of journalists and discuss the motivations of professionals in this area.
- Explore the meaning and function of 'spin' in the media. Read extracts from *Living in Spin: How Media Gurus and PR Czars Open Our Wallets and Scramble Our Logic* to understand how this strategy is incorporated into the media world. Investigate the language used to persuade, and compare this to the language of advertising to find similarities between the two. Study the techniques of the media from both the journalistic and marketing perspectives. Use the film *Thank You for Smoking* in order to identify and analyse how the use of persuasive language techniques work to create 'spin' and convince an audience of a particular point of view. Students communicate their understanding of both key ideas and concepts through a presentation or extended analytical response.
- Arrange to visit a journalist at a local radio, newspaper or TV outlet, or organise for a journalist to visit the class as a guest speaker. Before the visit, research the journalist's particular areas of speciality or interest and develop a series of questions to ask. Interview the journalist and write a report documenting the visit.
- Conduct an investigation into Aboriginal and/or Torres Strait Islander media outlets, such as the *Koori Mail*, *National Indigenous Times*, *Koori Radio*, *Torres Strait Islander Media Association* or *National Indigenous TV*. Students discuss how events and matters significant to Aboriginal and Torres Strait Islander Peoples are represented in these media texts.
- View several episodes of *Frontline*, or the films *Weapons of Mass Deception*, or *Argo*. Discuss the episodes or film, and analyse how the text presents the methods, ethics and the power of the media. Write an analysis of two important scenes from the series or film.

- Analyse the connection between media and politics to develop an understanding of the bias contained within reporting. Students explore media ownership and control in Australia. Students write an editorial in which they describe the influence of a particular media mogul on the media industry.
- Read a number of reviews on the play *Talk* written and directed by Jonathan Biggins. Synthesise information to explain the relevance of the play to a modern audience.
- Explore the place of fiction texts in the world of media. Describe the evolution of serialised fiction since Victorian times to the present, commenting on the ways technology has influenced the presentation and dissemination of such texts.
- Create a charter for ethical media usage and write the script for a speech in which the proposed guidelines are presented to a group of media representatives.
- Examine in detail how certain groups are portrayed in the media over time and create a timeline of significant events to show change or continuity.
- Complete a jigsaw reading activity based on the ideas expressed in selected TED talks available at https://www.ted.com/playlists/21/media_with_meaning.
- View and identify the strategies employed in 'The Pitch' from ABC's *The Gruen Transfer*. Develop a pitch to 'sell the impossible' such as 'a six-day school week'. Construct a storyboard in groups and develop a 60-second presentation or advertisement to accompany the idea which is presented to the class.
- Plan for, research and use anecdotal evidence to discuss the influence of social media on news reporting and advertising.
- Identify how social media platforms use digital technologies to influence and persuade consumers, including the use of cookies, IP address tracking and browser fingerprinting. Students compose a discursive piece in which they examine whether these practices should be considered breaches of personal privacy.
- Compose a visual representation comparing the ways in which a particular issue has been depicted using 'old' and 'new' media. Evaluate whether new technologies have enhanced the way issues are shared and understood.
- Read and listen to Lisa Wilkinson present the 2013 Andrew Olle lecture. Identify an issue she raises and propose ways in which the issue should be addressed.
- Read about and discuss how the media portrays issues relevant to the 21st century. Compare how global events were reported on in the past and justify from previous learning how they have altered in the last few decades.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Oswald, Debra, *The Fifth Quest*, Penguin Books, 2002

Poetry and drama

- Caswell, Robert, *Scales of Justice*, Currency Press, 2003
- Enright, Nick, *A Man with Five Children*, Currency Press, 2003
- Murray, Les, 'A Deployment of Fashion' in *Conscious and Verbal: Poems*, Farrar, Straus and Giroux, 2001

Nonfiction, film, media and multimedia

- Affleck, Ben, *Argo*, GK Films, 2012
- *Australian Institute of Aboriginal and Torres Strait Islander Studies*, 'Koori Mail issues', <https://aiatsis.gov.au/collections/collections-online/digitised-collections/koori-mail/koori-mail-issues>
- Buchanan, Rachel, *Stop Press: The Last Days of Newspapers*, Scribe Publications, 2013
- Clooney, George, *Goodnight and Good Luck*, Icon, 2005
- Earl Spencer, 'Eulogy for Princess Diana 1997', <https://www.theguardian.com/theguardian/2007/may/04/greatspeeches>
- Guggenheim, Davis, *An Inconvenient Truth*, Participant Media, 2006
- *Koori Mail*, <http://koorimail.com/>
- Larson, Neal, *Living in Spin: How Media Gurus and PR Czars Open Our Wallets and Scramble Our Logic*, Createspace Independent Publishing Platform, 2016
- Lisa Wilkinson presents the annual Andrew Olle Lecture, <http://www.abc.net.au/local/stories/2013/10/25/3876439.htm>
- *Media Watch*, ABC Television (some episodes available online at <http://www.abc.net.au/mediawatch>)
- Munro, Mike, *A Pasty-Faced Nothing*, Random House, 2004
- *National Indigenous Times*, <http://nit.com.au/>
- Reitman, Jason and Eckhart, Aaron, *Thank you for Smoking*, 20th Century Fox Home Entertainment, 2007
- Schechter, Danny, *Weapons of Mass Deception*, Globalvision, 2004
- Spurlock, Morgan, *The Greatest Movie Ever Sold*, Snoot Entertainment, 2011
- *The Gruen Transfer*, <http://www.abc.net.au/tv/programs/gruen/>
- *The Newsroom* (TV series), <http://www.hbo.com/the-newsroom/episodes/index.html>
- *The Guardian*, 'Three Little Pigs' Advertisement, <https://www.youtube.com/watch?v=vDGrfhJH1P4>
- 'The True Story of the Three Little Pigs', <https://www.canneslions.com/stories/2016/12/13/the-thank-you-creativity-podcast-episode-1?>
- Twain, Mark, 'License of the Press', in *The Complete Essays of Mark Twain*, The Perseus Books Group, 2000
- *Torres Strait Islander Media Association*, <http://www.tsima4mw.org.au>

Module C: On the Road – English and the experience of travel

Indicative hours: Year 11: 20–40 Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *On the Road – English and the experience of travel*, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.

Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements, and locate and comprehend government advice about travel in various overseas countries.

This module provides students with opportunities to extend their skills in the use of subject-specific language in related subject areas across the curriculum, for example in studies of different cultures and societies, global issues and tourism. They may practise their numeracy skills through the examination of costs and the development of travel budgets and associated costs.

Students experience, engage with and critique literary texts that communicate, through an imaginative use of language, the profound effects that travel and journeying can have on human lives, and appreciate how literature can teach us about distant and different places and cultures. Texts may include longer works, for example novels, autobiographies, films, anthologies, television series, websites and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, feature articles, narratives and other forms of short and extended responses related to the experience of travel
- navigating, comprehending and analysing travel industry documents such as information on websites, timetables, advertisements and brochures
- making sound, informed and perceptive judgements when making travel arrangements in both personal and professional contexts
- recognising the conventions of and comprehending and analysing travelogues, television documentaries, travel industry advertising and promotion, travel blogs and travel literature (in print and multimodal forms)

- researching and summarising information from travel-related government websites and travel industry websites
- analysing the language and conventions of travel reviews in newspapers and magazines and from online sources
- planning, organising and implementing projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation
- analysing literary texts that communicate people's experiences of different places and cultures and that dramatise in imaginative, expressive and interesting ways, the effects that travel can have on human lives
- comprehending and responding to texts to develop abilities in expressive and imaginative writing through the study of literary and other texts, such as novels, films, plays or media texts.

Sample learning experiences

- Read, view and analyse a range of advertising and promotional texts related to travel, both in print and electronic form, such as SNCF 'Europe: It's just next door'. Compose short pieces of advertising or promotional material to a real or imagined travel destination.
- Create a visual representation of the travel experience as explored in a poem such as Cavafy's 'Ithaka'.
- Explore a variety of texts that represent the diverse reasons why people engage in acts of travel. Assign one text and reason to a small group and have each group present to the class, exploring:
 - the reason for travel
 - the nature of the travel experience as represented by the textual forms and features
 - the short and long-term impact of the travel experience.
- Consult state and federal government websites and brochures and identify and select information and advice for Australian citizens travelling to other countries.
- Work in a small group to research popular Australian holiday destinations, plan a trip to one destination in detail and present the plan, including an itinerary, booking arrangements and details of planned visits and excursions, as a PowerPoint, Prezi or Sway presentation.
- View, discuss and analyse episodes of Ewan McGregor's and Charley Boorman's television documentary series *Long Way Down*.
- Examine the ways travel writings from the past have shaped our understanding of the world. Students read extracts from a number of historical travel accounts, such as *The Travels of Ibn Battuta*, *Travels of Marco Polo the Venetian* and *The Tosa Diary*, to ascertain:
 - the ways in which the traveller describes the experience of the journey
 - the language used to express the traveller's experience of new lands, peoples and ideas
 - how the text has influenced our past and/or current understandings of the world.
- Visit the *Australian Passport Office* website. Explore the website and watch the 'Your Australian Passport' video series. Students summarise the key points from these videos and create a brochure for publication that would help a traveller apply for and care for a passport.
- Choose extended print texts that focus on a travel experience. Read the text and compose a range of responses such as a recount of a significant episode, an imaginative recreation of an interview with the author or a character or a critique of the text.
- Develop an imaginative and/or personal piece of writing entitled, 'The Most Important Journey'.

- Use a film such as *Up in the Air* to explore how travel is often used in a career and what advantages and disadvantages this type of lifestyle can have for a traveller in this context.
- Explore the website <http://www.sandduneadventures.com.au>. This tourism business is fully owned and operated by the NSW Worimi Local Aboriginal Land Council, who also own the land on which the business is operated. Read about the awards this business has won. This website and business could be used as a case study into the role of Aboriginal and Torres Strait Islander tourism within Australia. Students investigate other tourism businesses operated by Aboriginal and Torres Strait Islander Peoples.
- Watch an episode of *Airline UK* or *Border Security Australia*. As a literacy activity, students list various considerations for a traveller moving through an airport.
- Create a visual representation of a dream destination by selecting an appropriate medium to present their composition. Students reflect on and explain the choices made in constructing their representation.
- Plan a 'schoolies' trip, considering budget, location and safety advice. Present the information in a way that will persuade parents to allow their child to attend.
- Analyse online booking tools for user-friendliness, visual appeal and effectiveness. Evaluate each site and create a list of the top five sites to use when organising travel experiences. Students justify their selections verbally or in written form.
- Read the novella *The Little Prince* in order to respond to the statement 'Journeys provide us with surprising outcomes'.
- Read the introduction to the nonfiction text *Destination Saigon* to explore, discuss and respond to the way in which the author has grown as a person due to his travel experiences throughout Asia.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Adams, Douglas, *The Hitchhiker's Guide to the Galaxy*, Pan, 1979
- de Saint-Exupéry, Antoine, *The Little Prince*, Alma Books Ltd, 2015
- Lowry, Brigid, *Guitar Highway Rose*, Allen & Unwin, 1997
- Riggs, Ransom, *Miss Peregrine's Home for Peculiar Children*, Quirk Books, 2016
- Swift, Jonathan, *Gulliver's Travels*, Penguin Books, 2010

Poetry and drama

- Cavafy, C.P, 'Ithaka', <https://www.poetryfoundation.org/poems-and-poets/poems/detail/51296>
- Skrzynecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 2002
- Swartzell, Lowell, *Gulliver's Travels (Playscript)*, Anchorage Press, 1992
- The American Poetry and Literacy Project, *Songs for the Open Road: Poems of Travel and Adventure*, Dover Publications, 1998

Nonfiction, film, media and multimedia

- Alexanian, D and Malkin, R, *Long Way Down*, Elixir Productions, 2007
- Davis, Garth, *Lion*, See-Saw Films, 2016
- De Botton, Alain, *The Art of Travel*, Penguin Books, 2003
- Do, Anh, *The Happiest Refugee*, Allen & Unwin, 2010
- Do, Anh and Do, Suzanne, *The Little Refugee*, Allen & Unwin, 2011
- Mason, Walter, *Destination Saigon*, Allen & Unwin, 2010
- McInnes, William, *Holidays*, Hachette, 2014
- *Sand Dune Adventures*, <http://www.sandduneadventures.com.au/>
- Stiller, Ben, *The Secret Life of Walter Mitty*, Fox, 2013
- Tan, Shaun, *The Arrival*, Hachette, 2006
- Winton, Tim, *Island Home*, Penguin, 2015

Module D: Digital Worlds – English and the Web

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Digital Worlds – English and the Web*, students develop understanding and proficiency in the use of language related to web-based communication. They have opportunities to develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating issues and topics related to digital technologies.

Students examine the language, structure, purpose and audiences of digital texts, and develop their skills in using language appropriately and accurately to compose and engage interactively with these texts. Students consider the potential of new technologies to enhance learning, work and social interaction and broaden their understanding of the particular issues, ideas and values confronting society and individuals in the digital age. This module invites students to investigate the opportunities afforded by new technologies for democratic participation and social change, and reflect on their responsibilities as users of digital technology and on the ethical dimensions of the digital world.

Students experience, engage with, critique and create literary and other texts that communicate in an imaginative way, through digital media or in other forms, the impact of digital technology on aspects of people's lives, for example their working lives, their leisure and other day-to-day activities. These texts may include substantial texts, for example novels, autobiographies, biographies, films or plays, as well as texts in digital forms.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, blogs, magazine articles and other forms of short and extended responses
- reading, viewing, comprehending and analysing digital texts and their language forms and features
- researching and presenting information in electronic portfolios and logs, podcasts, seminars, interviews and discussions
- speaking and listening in discussions and debates about digital technology, and associated ethical and equity issues
- planning, organising and carrying out projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation
- understanding a range of literary texts about digital technology and its impact, both positive and negative, on individuals and society in general

- exploring issues related to digital technology, such as the threats to privacy, identity theft, cyber-bullying, hacking and digital equity
- using the features of web technology in shaping ideas, concerns and perspectives and assessing their effect.

Sample learning experiences

- Engage in a class discussion about the idea of digital literacy. Students make a summary of the digital skills needed to actively and ethically engage in a digital world.
- View a film or read a novel or short story that involves digital technology. Students write a review and plan a sequel involving updated technology.
- Investigate and evaluate a range of websites on a topic of particular relevance, for example careers, potential employers or favourite leisure interests. Examine the various ways in which website design is used to engage readers with the content.
- Develop an e-portfolio, LinkedIn or Facebook page (whether real or modelled on the site) to promote themselves as a job applicant, demonstrating awareness of the ways in which language and image are combined to create an impression.
- Develop a class website, wiki, Google classroom or similar, to facilitate the exchange of information and views relevant to the study of English Studies, including video clips and podcasts, book and music reviews, discussions of digital technology, website reviews and other relevant items.
- Organise a school seminar about new technologies and issues related to their use, inviting other students, teachers and local industry representatives.
- Participate in and review online, a virtual tour or excursion relevant to their studies or their school context. Reflect on the experience by responding to the statement, 'Virtual experiences are just as good as the real thing.'
- Students read about the nature and significance of Storytelling for Aboriginal Peoples by accessing the material at <https://parrtjimaaustralia.com.au/culture/storytelling-in-aboriginal-culture/>. They work individually or in pairs to visit 'Sharing Stories Aboriginal Collection' on the Australian Museum website and the *Sharing Stories* website. Students compose a piece of writing that evaluates the impact of sharing stories in a digital world for Aboriginal and/or Torres Strait Islander Peoples.
- Develop and promote, or evaluate and update, through the school, a set of protocols to encourage safe, ethical and responsible use of digital technology. Demonstrate use of editing tools, such as track changes, to ensure the effectiveness and appropriateness of the language used in this document.
- Create a digital narrative that represents an aspect of personal, vocational, fictional or other experience.
- Explore how digital platforms have enhanced participation in and engagement with poetry. Students may like to explore the work of the poet Komninos Zervos as well as the use of online videos to enhance spoken word poems.
- Read selected works of Edgar Allan Poe and compare them to the way that they are represented in 'iPoe2 The Raven, The Black Cat and Other Edgar Allan Poe Interactive Stories'. Students compare the two texts by outlining how 'reading' is experienced in both texts. Students respond to the following statement in the form of an essay: 'Web technologies have improved the reading experience'.
- Conduct a social media audit or survey to examine the purpose of these communication tools and to ascertain their levels of use. Undertake research to understand recommendations and concerns about social media and web usage. Students synthesise the data and research to produce an infographic that is both informative and persuasive.
- Engage in a formal debate on the advantages and disadvantages of web technologies in our world. Students develop well-informed points of view through discussion and research. The debate could be conducted live or occur online through a series of blog posts.

- Explore the ways in which participation in democratic processes can be achieved online, for example by registering to vote, completing the census, understanding political parties, signing petitions or joining protests.
- Explore how web technologies have changed the way that people engage in acts of reading. Students examine a range of interactive texts, such as the 'Aboriginal Tasmania Story Map' and the interactive narrative *After the Storm*, to identify and describe the reading path and general reading experience and evaluate whether the content is enhanced by the use of web technology.
- Research the ways in which digital worlds are enabling social change in a way that was not possible in the past. These could include exploring the website *GoFundMe*, and Facebook support pages.
- Invite a guest speaker, such as the school's technical support person, a computer programmer, a local internet service provider, the Police Youth Liaison Officer, or other local services to give a presentation on topics such as cyber safety and identity theft and compose an article for the school newsletter about it. Alternatively, include the article on the collaborative class website or blog.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Bradbury, Ray, 'There Will Come Soft Rains' in *The Martian Chronicles*, HarperCollins, 1997
- Card, Orson Scott, *Ender's Game*, Hachette, 2002
- Lord, Gabrielle, *Conspiracy 365*, Scholastic, 2009
- Poe, Edgar Allan, *The Selected Works of Edgar Allan Poe*, Collins Classics, 2016

Poetry and drama

- Interactive poetry of Komninos Zervos, <http://www.komninos.com.au/hscpoems/jukebox.html>
- The Red Room Company, <http://redroomcompany.org/>
- 'The Disappearing', <http://disappearing.com.au/>
- Turk, Gary, 'Look up', <https://www.youtube.com/watch?v=Z7dLU6fk9QY>

Nonfiction, film, media and multimedia

- ABC Television, *Catalyst*, <http://www.abc.net.au/catalyst/>
- *After the Storm*, <http://www.pbs.org/independentlens/interactive/after-the-storm/#/dear-future-disaster-survivor>
- *Australian Museum*, 'Sharing Stories: Aboriginal Collection', <http://australianmuseum.net.au/sharing-stories-aboriginal-collection>
- Kosinski, Joseph, *Tron: Legacy*, Walt Disney Pictures, 2010
- Parrtjima, 'Storytelling in Aboriginal Culture', <https://parrtjimaaustralia.com.au/culture/storytelling-in-aboriginal-culture/>
- *Sharing Stories*, <http://sharingstories.org/>
- *The Boat*, <http://www.sbs.com.au/theboat/>
- University of Tasmania, 'Aboriginal Tasmania Story Map', <https://utas-spatial.maps.arcgis.com/apps/MapTour/index.html?appid=8870d6229a93485b99b713d4435cc0a0>
- Wachowski, L. and Wachowski, L., *The Matrix*, Roadshow, 1999
- *Wired*, <https://www.wired.com/category/magazine/>

Module E: Playing the Game – English in sport

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Playing the Game – English in sport*, students develop understanding and proficiency in the use of language related to recreational and professional sport at a local, national and international level.

They have opportunities to develop knowledge, skills and understanding in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating issues and topics related to the module, and explore how language is used by a range of people, for example coaches, players, journalists, sports writers, and makers of films and documentaries.

Students consider how language is used in sport to enthuse and motivate, report and analyse team and individual performances, create and sustain interest in sporting stories and issues, and persuade the public and individuals to particular points of view. Students have the opportunity to experience, engage with and critique literary texts that illustrate, through an imaginative use of language, how sport can spark enduring stories about important issues, legendary feats, ambition, success and failure, relationships, controversy, motivation and fitness.

Through the study of a range of texts students broaden their understanding of the importance of language in the presentation and promotion of sport to the wider community, and how individual and collective commitment to sport as a profession or as recreation is created and sustained. Texts, for example novels, biographies, autobiographies, plays and films, may be used to engage with particular aspects of sporting stories.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, essays, interviews and other forms of short and extended responses that explore recreational and professional sport at a local, national and international level
- reading, comprehending and evaluating a wide range of texts such as newspapers, sporting periodicals, websites, biographies, autobiographies and multimedia texts related to sport
- writing reports about sports events, personalities, controversies and general issues related to sport and fitness for newspapers, magazines and websites
- identifying elements of the language of sporting commentaries and analysing how the language is used to excite, persuade, shape perceptions and inform

- developing promotional material for a favourite sporting team/club
- identifying elements of the language and visual techniques of television shows, documentaries and films about sport and analysing how these shape the viewer's understanding and responses
- researching and presenting information about personalities in sport
- exploring specific issues in sport such as: reasons for and consequences of constructing successful sports people as 'icons' and 'legends'; gender and sport (especially in terms of the media and reporting); money and sport; sport and racism, and drugs in sport
- exploring the relationship between sport, culture and values manifested in attitudes to competition, victory and defeat as communicated through a range of texts
- planning, organising and implementing projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation
- developing knowledge and understanding of a number of texts about how professional and recreational sport can enhance the lives of individuals, locally, nationally and internationally
- learning about the range of contributions individuals 'behind the scenes' undertake to support their chosen sport, such as coaches, trainers, promoters, as well as the role and impact of fans and supporters
- considering the importance of sport in establishing personal identity, aspiration and a healthy lifestyle.

Sample learning experiences

- Survey the class or groups in the school to ascertain involvement and interest in different sporting codes and report findings.
- Follow the development of an issue in the world of sport through print and online sources. Students track the development of the issue, focusing on the representation of people and ideas through the inclusion or exclusion of images, language and ideas.
- Analyse a film and/or novel about sport to examine the ideas, concerns and stereotypes presented about athletes and the world of sport.
- Explore a range of motivational speeches given in the context of the sporting world. These may be real or fictional. Students examine the language used in these texts and apply them to the construction of their own motivational speech to a sporting team.
- Undertake a study of the novel *The Story of Tom Brennan* by JC. Burke or *Deadly, Unna?* by Phillip Gwynne. Critically analyse the ways in which sport allows the characters to deal with the difficult realities in their lives.
- Access and navigate the website of the New South Wales Government Office of Sport and with teacher support undertake a close reading of the site to inform their understanding of its different sections. Individually, in pairs or in groups, students:
 - locate specific sections and describe the information offered to readers
 - navigate the website to locate news items and examine the top ten articles to learn about the various topical issues in the world of sport
 - research a specific sport to explore how supporters organise and sustain interest in the sport, provide for its funding and present aspects of the sport to the general public.
- Explore a range of government and commercial websites on sport, identifying the aims and major message of these sites.
- In pairs or groups, research and present findings on the issue of racism in sport. Examples can be from Australia or overseas. Students present their findings to the class, focusing on the nature of racism in sport, various personalities who have been a victim of, or who have taken a stand against racism in sport and the contribution of sporting clubs and personalities to abolishing racism in the world of sport.

- Examine the language and structures used in sporting chants and explain how chants play a pivotal role in creating the atmosphere in sporting matches and in establishing important values and attitudes in relation to competitiveness.
- Using a variety of nonfiction texts, examine the role of women in sport. Students compose a written response that reflects their understanding about the nature of women's sport and its status in our society. This could be linked to a film study of *Bend it Like Beckham*.
- Select an Australian sportsperson such as Raylene Boyle, Sir Donald Bradman, Tim Cahill, Betty Cuthbert, Rowan Crothers, Mick Fanning, Jason Gillespie, Adam Goodes, Sally Pearson or Nova Peris-Kneebone. Students construct a series of interview questions to understand more about the personality and their experience of and contribution to the world of sport. Students conduct research in order to find out the answers to the questions they have constructed.
- Examine the advertising associated with the world of sport and fitness. Consider social trends such as the rise of 'active wear' and wellbeing initiatives.
 - In what ways are the advertisements inclusive and exclusive?
 - How do these advertisements reinforce a certain lifestyle?
 - How do these advertisements construct social values and attitudes?
- Compose the commentary for a portion of a sporting match. Students experiment with language, tone, volume, pace and other elements of voice.
- Arrange for a guest speaker to visit the school, for example a local sporting hero, sports journalist, commentator or author. Students compose a report based on the ideas and experiences shared by the speaker and reflect on the implications of their work on the wider community.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Arena, Felice and Lyon, Gary, *Specky Magee*, Penguin, 2002
- Burke, JC., *The Story of Tom Brennan*, Random House Australia, 2005
- Flynn, Pat, *The Line Formation*, UQP, 2006
- Gwynne, Phillip, *Deadly, Unna?*, Penguin, 1998
- Hemingway, Ernest, 'Fifty Grand' in *Complete Short Stories of Ernest Hemingway – The Finca Vigilia Edition*, ePUB, 2014

Poetry and drama

- Collins, Billy, 'Night Gold', <https://www.poemhunter.com/poem/night-golf/>
- Dawe, Bruce, 'Life Cycle' in *Sometimes Gladness*, Pearson Education Australia, 2006
- Hopgood, Alan, *And the Big Men Fly*, Heinemann, 1988
- Valentine, Alana, *Run Rabbit Run*, Currency Press, 2004
- Williamson, David, *The Club*, Currency Press, 2000

Nonfiction, film, media and multimedia

- *Australian Story – Wayne Bennett: A Man for All Seasons*, ABC Television, 1999
- Bennett, Wayne and Crawley, Steve, *The Man in the Mirror*, HarperCollins, 2008
- Chadha, Gurinder, *Bend It Like Beckham*, Icon, 2002
- Coleman, Nick and Hornby, Nick (eds), *The Picador Book of Sportswriting*, Picador, 1997
- Do, Khoa, *Footy Legends*, Icon, 2006
- Eastwood, Clint, *Million Dollar Baby*, Warner Brothers Pictures, 2004
- FitzSimons, Peter, *More Important than Life or Death: Inside the Best of Australian Sport*, Allen and Unwin, 2013
- Gast, Leon, *When We Were Kings*, Universal, 1997
- Hancock, John Lee, *The Blind Side*, Warner Brothers Pictures, 2009
- Heiss, Anita, *Kicking Goals with Goodsey & Magic*, Nero, 2016
- Hudson, Hugh, *Chariots of Fire*, Fox, 1981
- Main, Jim and O'Loughlin, Michael, *Micky O: Hard Work. Determination. And a Little Bit of Magic*, HarperCollins, 2012
- NSW Office of Sport, <https://sportandrecreation.nsw.gov.au/>
- Reid, Daina, *Howzat! Kerry Packer's War*, Endemol, 2012
- *The Dream with Roy & H.G.*, Seven Network, 2000

Module F: MiTunes and Text – English and the language of song

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *MiTunes and Text – English and the language of song*, students develop a deeper understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related to the human experience. They respond to and compose texts to explore the relationship between the language forms and features used in poems and how these can be used imaginatively and powerfully in song lyrics.

Students have the opportunity to use language imaginatively by composing poems and song lyrics for a range of purposes, for example to recount stories, express personal emotions, protest, observe, reflect and speculate. Students may compose song reviews, short biographies, autobiographies and videos about lyricists, musicians and composers, and edit, refine and publish their own compositions in digital, print and visual media. Students develop a greater understanding and knowledge of the ways language can represent particular views and aspects of the world, through engaging with the study of a range of literary and other texts. Their study may also extend to exploring how language and the use of visual images and music can evoke particular responses from an audience.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, essays, summaries and other forms of short and extended responses
- listening to, responding to, composing, drafting, writing, editing and exploring relationships between a variety of poems, lyrics, images, films and music videos
- identifying, discussing and debating issues related to the role music plays in the personal, ethical and societal constructs of national and international culture and cultural relations
- locating, comprehending and using information related to the music industry such as information found on websites and in handbooks, brochures and magazines
- analysing how language features of texts are employed to represent perspectives and to influence views and develop knowledge and understanding of a number of literary and other texts related to the music industry
- comparing, analysing and evaluating publications relating, but not restricted to songs, musicals, albums, performances, concerts and cinematic soundtracks
- identifying, discussing and evaluating how the meaning of lyrics can be represented visually and in a number of forms

- planning, organising and implementing projects individually and in groups. This includes identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, recording information using tools such as spreadsheets, selecting medium of presentation, editing and collating material for presentation
- considering how language and other expressive features have been used to explore and dramatised the lives of individuals through musical expression
- studying texts for pleasure and meaning, and to extend their understanding of the way artistic expression reflects a particular view of the world.

Sample learning experiences

- Select a song that has personal relevance and identify how language is used to shape meaning. Students share their ideas with the class.
- Listen to the Tasos Frantzolas' TED talk, 'Everything you hear on film is a lie'. Based on the points raised in the talk, examine the power of sound in shaping meaning in texts.
- Compare and contrast the types of songs and lyrics typical of particular times in the past with more current music. Explore the changing attitudes towards language as expressed through songs. Compose a persuasive response in relation to the statement, 'Today's music has nothing to offer the world.'
- Explore the persuasive nature of music and song by exploring a variety of protest songs such as 'Another Brick in the Wall' by Pink Floyd, 'Beds are Burning' by Midnight Oil, 'Excuse me Mister' by Ben Harper, 'I am woman' by Helen Reddy, 'Imagine' by John Lennon, 'Just a Girl' by No Doubt, 'Revolution' by The Beatles, 'Rock the Casbah' by The Clash or 'You Don't Own Me' by Lesley Gore.
- In pairs, students choose a song or poem and represent the meaning of the text using a series of images or short video clips.
- Compile an album/anthology of thematically linked songs or poems:
 - Discuss and present how themes are represented in their chosen song lyrics.
 - Represent the themes of the lyrics through creating a CD cover/booklet, including cover art and lyrics.
- Navigate the site *Later ... with Jools Holland website* in order to:
 - discuss the concepts raised in the blogs/posts regarding specific episodes and interviews of the show *Later ... with Jools Holland*
 - view an episode of the show to form an understanding of the process involved in the composition of music and its effect on an audience
 - write reflections from viewing the *Later ... with Jools Holland* episode into learning journals.
- Explore the work of Christine Anu, Troy Cassar-Daley, Jessica Mauboy or Yothu Yindi.
 - Listen to a few of the songs performed by the singer/band.
 - Examine some of their album covers. Read the description of each album and engage with the artistry depicted on the covers. How do you think the artwork connects to the songs/themes within each album?
 - Write a two-minute speech to explain why the singer/band are influential in Australia.
- Read extracts from reviews, autobiographies, biographies and memoirs of songwriters.
 - Summarise each extract.
 - Discuss the inspiration that assisted in the creation of their musical compositions.
 - Compose a review of a song or album.
- Keep an independent learning journal or blog to reflect on their developing understanding of how lyrics can represent their world and the world of others.

- Examine songs that have had a significant social and historical impact. Ascertain the common features in the lyrics and sound of each song. Compose an essay in which you discuss the power of songs in both reflecting and shaping social concerns.
- Explore the types of songs associated with particular genres. Select a genre and explore the soundtrack from a variety of films, commenting on the ways in which the music contributes to the film.
- Investigate the use of literary allusion in songs such as David Bowie's '1984', Taylor Swift's 'Love Story' and Kate Bush's 'Wuthering Heights'. Students explain how the use of literary references shapes the meaning and reception of the song.
- Conduct research into the life and music of a significant musician.
 - Write a brief biographical account of the artist's life accompanied by a list of his/her career highlights.
 - Examine the lyrics and sound of songs from one of his/her albums. Explain the key messages of each song as well as the album as a whole.
 - Explore the media that exists about the musician and explain what it says about how his/her work is received by various listeners.
 - Write a response which reflects what you have learnt about the role of music in the life of the musician.
- Look at the relationship between poetry and song, such as lyrical quality, rhythm, purpose, language and appeal.
- Examine and compare how music and song are depicted in children's stories, folk tales and myths such as 'The Pied Piper of Hamelin' and 'Scylla and Charybdis' in *The Odyssey*. Explore how these texts convey ideas about the nature and influence of music and song.
- Explore the role of technology in mediating our experience of music and musicians. Select a particular artist and closely examine the various ways technology is used to connect with and increase exposure to a wider audience. Students may like to explore social media platforms, radio, TV and online interviews.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Cather, Willa Sibert, 'A Wagner Matinée', <http://cather.unl.edu/ss011.html>
- Homer, 'Scylla and Charybdis' in *The Odyssey*, Penguin Classics, 2003

Poetry and drama

- *Poetry Library*, http://www.bbc.co.uk/radio3/speechanddrama/poetry_library.shtml
- Ferguson, M, Salter, MJ, Stallworthy, J, *The Norton Anthology of Poetry* (4th Edn.), Norton & Company, 1996
- Kinsella, J (Ed.), *The Penguin Anthology of Australian Poetry*, Penguin, 2008
- Australian Poetry Library, <https://www.poetrylibrary.edu.au/>
- Shaffer, Peter, *Amadeus*, Penguin Classics, 2007

Nonfiction, film, media and multimedia

- *AnimationDesk*, <https://www.kdanmobile.com/en/animation-desk/>
- *Deadly Vibes*, 'Music', <http://www.deadlyvibe.com.au/category/music/>
- Hicks, Scott, *Shine*, Australian Film Finance Corporation, 1996
- *Later ... with Jools Holland*, <http://www.bbc.co.uk/programmes/b006ml0l>
- Lawrence, Mark, *Music and Lyrics*, Warner Bros, 2007
- Mangold, James, *Walk the Line*, 20th Century Fox, 2005
- McDonald, David, *Woodstock – Can't Get There From Here*, 2007
- Mozart, Wolfgang Amadeus, *A Life in Letters*, Penguin Classics, 2007
- Wright, Jo, *The Soloist*, Dreamworks, 2009

Module G: Local Heroes – English and community life

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Through the study of the module *Local Heroes – English and community life*, students develop an understanding of and proficiency in the use of language to investigate the positive contributions of individuals and groups in their local community. Students develop knowledge and skills to explore and research local issues and the life stories and experiences of community members in the local and broader community. They identify individuals who have made a positive contribution to the community and reflect upon how their own experiences and identity are influenced by selected community members.

Students respond to and compose a range of texts related to community life and engage in a range of rich language experiences that are given significance through being connected to their local community. Students have the opportunity to interact purposefully with local organisations, groups and individuals, and establish connections with their local community. These community organisations could include sporting clubs, charities, creative and performing arts groups, business networks or media agencies.

Students consider role models in the community and examine the qualities, behaviours and values these people exhibit to develop an understanding of how communities can be formed and sustained by social and cultural relationships. They respond to and compose a range of short and more sustained texts, as well as critiquing and reflecting on the stories and experiences of these community members.

Students explore their own collective experiences and opinions through a range of creative and personal compositions and develop an appreciation of how texts represent the connection between individuals and their communities, and the effect of such texts on individuals and communities.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, essays, summaries and other forms of short and extended responses
- analysing how language features of texts are employed to represent perspectives and to influence views and develop knowledge and understanding of a number of literary and other texts related, but not limited to advertising, promotional and persuasive materials

- locating, comprehending and using information about local individuals, groups and communities. This may include information online, in handbooks, biographies, advertisements and information brochures
- planning, organising, drafting and implementing projects individually and in groups, identifying goals and project stages, allocating roles and tasks, setting deadlines, recording information using tools such as spreadsheets, selecting medium of presentation, editing and collating material for presentation
- composing their own imaginative and expressive short and sustained texts in order to explain, instruct, hypothesise and present points of view to demonstrate an understanding of the value of individuals and groups within the local community
- examining how social values and attitudes are communicated through texts related to individuals and groups within the community
- identifying, discussing and debating issues related to how they and other Australian citizens contribute to Australian society and about the variety of ways people establish their place and role as an individual within a society
- considering how language and other expressive features have been used to explore and dramatise the lives of individuals and groups
- researching, responding to and composing a wide range of texts that represent the personal identity of themselves and others, including digital texts such as newspaper articles, interviews, biographies, personal stories, obituaries, websites, blogs and wikis
- comparing, analysing and evaluating texts that explore the ways that community relationships can have a positive effect upon both individuals and the community at large.

Sample learning experiences

- Contact the local council or a community organisation (such as Rotary or Lions Club) and discuss local award winners (Local Australian of the Year, community service award winners). Invite one of these award recipients to speak at the school, or organise a visit to a community/council meeting. Students compose a series of interview questions to ask the community representative.
- Explore the role of social media platforms, like TED Talks, in promoting the work of community heroes and role models. Students examine how TED speakers use the speech and presentation format to emotionally engage with audiences in order to inform and persuade them in regards to important community issues. Relevant speeches include:
 - Kathy Hull, 'Stories from a home for terminally ill children'
 - Miram Zoila Perez 'How racism harms pregnant women – and what can help'
 - Marlon Peterson, 'Am I not human? A call for criminal justice reform'
 - Karim Abouelnaga, 'A summer school kids actually want to attend'
 - Rita Pierson, 'Every kid needs a champion'.

Students choose several speeches and compare the similarities and differences in the approaches of the speakers and examine the personal qualities that the speakers possess that qualify them as community heroes.

- Read an extract from *Denny Day: The Forgotten Hero of the Myall Creek Massacre*. As a literacy activity, students analyse the impact of the use of heroic descriptions and emotive language.
- Compose a magazine article that profiles an important member or organisation in their local community.
- Read personal stories, excerpts from biographies, newspaper articles, interviews, blogs and obituaries. Explain the appropriateness of each of these textual forms in constructing heroic identities.
- Compose a pamphlet to promote a local community agency and its work. Use pictures, subheadings and tables within the pamphlet to make it aesthetically

appealing. As a literacy activity, discuss why and how subheadings and other visual aspects are used in such documents.

- Read several poems from the anthology *Untreated: Poems by Black Writers*. Discuss and write a personal response on how Aboriginal and Torres Strait Islander Peoples represent the concept of the local hero through poetry.
- Explore the characterisation of Walt Kowalski in the film *Gran Torino* examining the way in which he becomes a local hero in his neighbourhood.
- Explore the website <http://www.australia.gov.au/about-australia/australian-stories>.
 - Navigate the site to read through a range of stories about experiences of individuals within an Australian context.
 - Recreate one story in a new way. Depict the elements of the individual's experience through formats such as a picture book, a visual text, a poster, a digital presentation such as PowerPoint, a poem or a song.
- Compose nominations for a 'Local Hero Award' to acknowledge contributions made by local community members. Create categories of awards whereby people can nominate locals for each category.
- Explore the website <http://aiatsis.gov.au/collections/collections-online/digitised-collections/koori-mail/koori-mail-issues> and select one publication of the *Koori Mail*.
 - Read some of the stories of Aboriginal and Torres Strait Islander Peoples throughout Australia.
 - Outline the key features of one of the stories/articles within the publication. Undertake further research into the event that was explored in the article and present these findings.
 - Create a profile of a person who has featured in the publication. This person can be from a separate article/story within the publication.
- Explore the *everydayhero* website and read about the experiences of ordinary Australians who use their skills and talents to respond to needs within the community.
- Respond to and compose the script of an acceptance speech for a local community award. See <https://www.australianoftheyear.org.au/> and other media sources that include videos and transcripts of speeches.
 - Explore a variety of the speeches featured on the website.
 - Choose one of the speeches and annotate the transcript exploring the rhetorical elements used.
 - Use rhetorical features to compose an imaginative speech.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Courtney, Bryce, *The Power of One*, Penguin Books Australia, 2006
- de Bernières, Louis, *Red Dog*, Vintage, 2002
- Zusak, Markus, *The Messenger*, Pan Macmillan, 2002

Poetry and drama

- Douglas, Josie, *Untreated: Poems by Black Writers*, I.A.D Publishing, 2002
- Hewett, Dorothy, 'War Hero' in *Halfway up the Mountain*, Freemantle Press, 2001

Nonfiction, film, media and multimedia

- Butler, George, *Shackleton's Antarctic Adventure*, Umbrella Entertainment, 2009
- Ettinger Epstein, Sascha, *The Oasis*, Shark Island Productions, 2008
- *everydayhero*, <https://www.everydayhero.com/au/>
- Hope, Wayne, Davis, Sian and Bartley, Tim, *True Story with Hamish and Andy*, Channel Nine, 2017
- *Koori Mail issues* available at the Australian Institute of Aboriginal and Torres Strait Islander Studies, <http://aiatsis.gov.au/collections/collections-online/digitised-collections/koori-mail/koori-mail-issues>
- McConchie, Peter, *Elders: Wisdom from Australia's Indigenous Leaders*, Cambridge University Press, 2003
- Morgan, Sally, *My Place*, Fremantle Press, 1988
- Smyth, Terry, *Denny Day: The Forgotten Hero of the Myall Creek Massacre*, Random House Australia, 2016
- *The Sydney Morning Herald*, 'The Two of Us', weekly articles in *Good Weekend Magazine*, <http://www.smh.com.au/good-weekend/two-of-us>

Module H: Part of a Family – English and family life

Indicative hours: Year 11: 20–40 Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Part of a Family – English and family life*, students develop their understanding of, and proficiency in, the use of language related to the nature of families, the roles of family within communities as well as their representations in text. Students develop knowledge, understanding and skills in accessing and comprehending official information to support families. They develop skills in using appropriate terminology and styles of language appropriate to the explanation and discussion of general issues relating to family life.

Students have the opportunity to develop knowledge, understanding and skills in the comprehension and composition of a range of informative texts, in both print and digital forms, for example reports and fact sheets, and engage with and critique a range of literary texts that explore the diverse representations of family in an imaginative way. They further develop their abilities to analyse how language is used to portray and explore ideas and issues, for example the significance of relationships within and between families and the experiences of the individual within a family network.

Students consider how texts represent a broad range of family structures and relationships in different ways and investigate how attitudes and individuals are depicted in these texts. These texts may include substantial texts for example novels, autobiographies, biographies, films or plays, as well as multimedia. Students explore individual and collective experiences and opinions and extend their skills in responding to texts by representing their own ideas and experiences in a range of creative and personal ways.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed interviews, essays, narratives, scripts, and other forms of short and extended responses related to the exploration family and family life
- identifying, comprehending and using information from a variety of sources relating to applications and procedures for births, deaths and marriages
- reading and composing informative articles, feature articles and reports about family studies and research, comprehending vocabulary and terminology generally related to studies of the family
- comparing and evaluating representations of families, relationships, and the individual as communicated through texts

- reading, writing and responding to a range of texts to explore and reflect on the nature of relationships, their function and worth to individuals and the varied types of relationships found within the family unit and broader family contexts
- planning, organising and implementing projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation
- analysing novels, biographies, documentary television series, plays and oral history sources that explore and dramatise issues and ideas related to families
- extending skills in discussion and debate, and developing abilities to use language expressively and imaginatively through the study of literary and other texts, such as novels, films, plays or media texts.

Sample learning experiences

- Analyse *Australian Institute of Family Studies* (AIF) website. Locate the AIF Research page and select one of the following links: 'Family Relationships', 'Families and Work' or 'Families and Community Life'. List the range of projects undertaken by the Institute and based on one of these projects, investigate its focus and findings by writing a brief report.
- Conduct research in pairs into perspectives on the concept of 'family' in two different societies/cultures or two different historical periods. Based on the research, write a report comparing family life and the role of the family in different contexts. Carefully edit this report for accuracy and appropriateness of expression.
- Use a range of texts, such as interviews with community endorsed Aboriginal representatives, prose texts and film excerpts to investigate the importance of networks and kinship, community, belonging and connection to Country for Aboriginal Peoples or to Place for Torres Strait Islander Peoples. Synthesise findings in a suitable graphic organiser.
- Access the web link <https://aifs.gov.au/publications/family-matters/issue-82> and read the abstract for 'The roles that parents play in the lives of their young adult children'. In pairs, identify the main concern(s) of the abstract and the issues it addresses. Research one of these issues and present their findings to the class.
- Identify the skills and knowledge necessary to plan and organise family functions such as a wedding, 21st birthday party or a family Christmas gathering. Develop a project-management plan for organising such functions and discuss how these skills can be used in other settings for other purposes.
- Compare and contrast the families presented in a selected prose fiction text. Investigate issues important to the main characters and how context influences the attitudes and behaviour of characters. Use this investigation as the basis of a presentation to the class.
- Analyse a film with a focus on family conflict or challenge. Discussions could be based on an analysis of how the film portrays 'family', relationships within and beyond the family unit, and how the characters overcome controversies and obstacles. Writing tasks could include a series of diary entries as a central character in the film; an interview with one of the actors which focuses on the intentions of the film and some of its challenges; or a panel discussion between two film critics who analyse and evaluate the strengths and weaknesses of the film.
- Select poems that focus on family relationships such as 'Feliks Skrzynecki' by Peter Skrzynecki, 'Father and Child' by Gwen Harwood or 'Diptych' by Robert Gray. Students write a brief analysis of the central concerns of each poem and explain how language features depict the complex nature of family dynamics. Students choose one of the poems and imaginatively recreate it from an alternative perspective. Additionally, students may like to compose a poem that expresses a particular family relationship that is significant to them.

- Explore texts, such as Alice Pung’s *Growing Up Asian in Australia*, Amy Tan’s *The Joy Luck Club* or Benjamin Law’s *The Family Law*, to investigate how texts communicate the cultural expectations that exist within family structures.
- Perform a scripted reading of a play, such as *Inheritance* by Hannie Rayson or write scripts that depict a moment in family life.
- View television family sitcoms from different countries and eras, comparing how families are presented. These shows may include:
 - 1950s – *Father Knows Best*, *Leave it to Beaver*
 - 1960s – *The Brady Bunch*, *The Partridge Family*
 - 1970s – *The Restless Years*, *Step toe and Son*, *All in the Family*
 - 1980s – *Sons and Daughters*, *A Country Practice*, *Family Ties*
 - 1990s – *Home Improvement*, *Everybody Loves Raymond*
 - 2000s – *Home and Away*, *Packed to the Rafters*, *The Family Law*, *Winners and Losers*, *Modern Family*, *House Husbands*
- Arrange for a guest speaker, such as an Aboriginal Elder, someone’s grandparent or someone who has lived in the community a long time. Students consult the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and/or Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities where relevant. As a class and with teacher support, students devise quality questions to ask the guest speaker and provide these to the speaker prior to the interview. Following the visit, students should construct a report on (for example) the changing nature of family and community over time.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Burke, JC., *The Story of Tom Brennan*, Random House, 2005
- Earls, Nick, *48 Shades of Brown*, Penguin, 2006
- Marchetta, Melina, *Looking for Alibrandi*, Penguin Books, 1992
- Munro, Alice, *Runaway*, Vintage, 2006

Poetry and drama

- Gray, Robert, 'Diptych' in *Coast Road Selected Poems*, Black Inc., 2014
- Harwood, Gwen, *The Best 100 Poems of Gwen Harwood*, Black Inc., 2014
- Levkowitz, Valentina, *Svetlana in Slingbacks*, Currency Press, 2002
- Mulvaney, Kate, *Jasper Jones*, Currency Press, 2017
- Rayson, Hannie, *Inheritance*, Currency Press, 2003
- Skrzynecki, Peter, 'Feliks Skrzynecki' in *Immigrant Chronicle*, UQP, 2002

Nonfiction, film, media and multimedia

- Baker, Jeannie, *Mirror*, Walker Books, 2010
- Brough, Jonathan, *The Family Law*, SBS, 2016
- Dayton, Jonathan and Faris, Valerie, *Little Miss Sunshine*, Fox, 2006
- Do, Anh, *The Happiest Refugee*, Allen & Unwin, 2010
- Do, Ahn and Do, Suzanne, *The Little Refugee*, Allen & Unwin, 2011
- Hallström, Lasse, *What's Eating Gilbert Grape*, Paramount, 1993
- Hancock, John Lee, *The Blind Side*, Alcon, 2009
- Heiss, Anita & Minter, Peter (Eds), *Macquarie PEN Anthology of Aboriginal Literature*, Allen & Unwin, 2008
- Kay, Sarah, 'If I should have a daughter ...', https://www.ted.com/talks/sarah_kay_if_i_should_have_a_daughter
- Lloyd, Christopher, Levitan, Steven, *Modern Family*, Lloyd-Levitan Productions, 2009
- Nelson, Jessie, *I Am Sam*, New Line, 2001
- Pung, Alice (ed.), *Growing Up Asian in Australia*, Black Inc, 2008
- SBS NITV, *Family Rules*, 2017
- Shyer, Charles, *Father of the Bride I and II*, Walt Disney Studios, 1991 and 1995
- Zwick, Joel, *My Big Fat Greek Wedding*, Roadshow, 2002

Module I: Discovery and Investigations – English and the sciences

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Discovery and Investigation – English and the sciences*, students develop understanding of, and proficiency in, the use of language related to science and the representation of science in our world. They develop knowledge and skills in comprehending and using terminology and styles of language from a range of contexts appropriate to explanation and discussion of general scientific issues and topics, and in composing a range of texts relevant to the world of science, for example reports, fact sheets and informative feature articles.

Students have the opportunity to develop confident use, and understanding, of a range of texts that explain, instruct, hypothesise, present arguments and solve problems in important areas of everyday life. These may include scientific fields, for example medicine and health, agriculture, the environment, forensics and technology. They develop a deeper understanding of relationships between evidence and conclusions, approaches to problem-solving and of ways of presenting logical connections. Students also have the opportunity to develop skills in accessing and comprehending information that enables them to have an increasingly informed view on the sciences and express their ideas orally and in short and extended written forms.

In studying this module, students strengthen their skills in comparing and evaluating different views on science-based matters and develop their understanding and language skills relevant to their lives and appropriate to discussion about the sciences. This module also supports the development of communication skills in related Stage 6 studies.

Students experience and engage with a range of literary texts, in both print and digital forms, that explore science, scientific research and discovery, the lives of scientists and the role of science in our daily lives in an imaginative way. They have the opportunity to consider how these texts explore and show the impact and importance of science and of scientific ethics. Students explore how the sciences have contributed to individuals, communities and the nation as a whole. The texts may include longer texts for example novels, nonfiction (eg autobiographies, biographies and speeches), films or plays that dramatise the inspiring endeavour and sacrifice of scientific researchers and innovators throughout history.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays, articles and other forms of short and extended responses
- reading and composing informative articles, feature articles and news reports and web content about scientific topics and research, comprehending vocabulary and terminology and presenting issues, findings and matters of public interest generally related to the sciences
- researching scientific issues of general interest, identifying the broad types of expert research that may have been undertaken to gather evidence, summarising information, formulating and expressing opinions and conclusions
- comparing and evaluating differing views on science-based matters and presenting comparisons and findings based on research, planning and preparation both individually and in groups
- planning, organising and implementing projects, both individually and in groups, identifying goals and project stages, allocating roles and tasks, setting deadlines, selecting media of presentation, editing and collating material to ensure accuracy and appropriateness of expression and quality of presentation
- engaging with number of literary and other texts related to scientific endeavour including those that explore and dramatise the lives of scientists, significant moments in scientific research and history or aspects of science that have had and/or continue to have an impact on everyday living for Australia and the world community
- explaining the role of science in personal, social and cultural contexts, extending their skills in discussion and debate, and developing their abilities to use language expressively and imaginatively.

Sample learning experiences

- Navigate the website of the NSW Government Department of Health. Locate the sitemap and then find examples of each of the following: fact sheets, reports, information bulletins, and downloadable booklets. Construct a table, listing the above examples and in each case explaining the purpose of each type of document, describing its format and the features of the language used.
- Read the short story 'The Weapon' by Frederic Brown. Explore how the text provokes us to consider the implications of scientific advancement.
- Read the novella *Dallas Davis, the Scientist and the City Kids*, articles including '7000 Year Old Indigenous Story Proved True' and other appropriate texts. Identify how the texts represent Aboriginal scientific methods and thinking. Students compose a response, drawing on the texts studied, to explain the ways that Aboriginal Peoples have contributed to the world of science.
- Explore the role of science fiction in the development and representation of scientific progress. Create a timeline of the texts and examine the ways in which context shapes the scientific concerns expressed through the texts. As part of the study, examine how the form and language of each text communicates ideas about the work of scientists, the impact of science on the world and warnings about the consequences of scientific progress.
- View clips of cochlear implants as they are turned on for the first time to develop appreciation for Graeme Clark's invention. Read and/or view biographical information about Clark and investigate the origins of his invention. Students present their findings in the form of an imagined formal interview with Graeme Clark.
- Explore the representation of Albert Einstein in the picture book *On a Beam of Light – A Story of Albert Einstein*. Students conduct research on a different famous scientist (eg Louis Pasteur, Marie Curie, Robert Oppenheimer) and create a double page spread for a picture book that captures a significant moment in the career of the chosen scientist.
- Explore the ways scientific advancements are portrayed in the media. Discuss how various attitudes towards science are shaped through the discourse and debate around the ethics of scientific developments.

- Explore extracts from a range of texts, such as Frank Walker’s *Maralinga*, Elizabeth Tynan’s *Atomic Thunder – The Maralinga Story* and the ABC *Late Night Live* ‘Maralinga Anniversary’ interview, that examine the nuclear testing at Maralinga and the resulting effects on Aboriginal and Torres Strait Islander Peoples.
- View and analyse a documentary film, such as *An Inconvenient Truth*. With teacher support and modelling, draft, write and edit a critical review of the text. One section of the review should contain an analysis of the different types of evidence and argument used in the film. Research and investigate information from a range of sources regarding the science behind the issue explored in the documentary.
- Identify aspects of science demonstrated in *Minority Report*, *A.I. Artificial Intelligence* and *Interstellar* and comment on whether these have been realised in our world.
- Work as a class to view, discuss and analyse the film *Blade Runner, the Director’s Cut*, *Minority Report* or *Avatar*. Students compose an extended response to the following statement: ‘Technology has changed our lives for the better’. Students focus on how the text they have studied shapes our opinion in relation to this statement.
- Compare an extract from Charles Darwin’s *On the Origin of Species* with the corresponding extract from *Charles Darwin’s On the Origin of Species: A Graphic Adaptation*. Students examine how the change in medium affects the way in which the reader engages with the ideas in the texts.
- Closely examine the ways setting in science fiction texts represents fears in relation to science and scientific developments.
- Examine how science and scientific pursuits are depicted in popular culture through song, TV series (such as *The Big Bang Theory* and *CSI*) and film. Account for the popularity of these shows in recent times and their role in developing attitudes towards engagement in the field of science.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Anderson, MT, *The Astonishing Life of Octavian Nothing, Traitor to the Nation*, Walker Books, 2007
- Asimov, Isaac, *I, Robot*, HarperCollins Publishers, 2013
- Brown, Frederic, 'The Weapon' in Sallis, J (ed), *The War Book*, HarperCollins, 1971
- Crichton, Michael, *Prey*, Harper Prism Publishers, 2008
- Reilly, Matthew, *Ice Station*, Pan Macmillan Australia, 2012
- Shelley, Mary, *Frankenstein*, Penguin Books, 2009

Poetry and drama

- Coules, Bert, *The Play of Daniel Keyes' Flowers for Algernon*, Pearson Education Limited, 1993
- Owen, Jan, 'Boy with a Telescope' in *Boy with a Telescope*, HarperCollins, 1986
- Padel, Ruth, *Darwin: A Life in Poems*, Chatto & Windus, 2009
- Shapiro, Alan R, 'Astronomy Lesson', <https://www.poetryfoundation.org/poems-and-poets/poems/detail/42682>

Nonfiction, film, media and multimedia

- Berne, Jennifer, *On a Beam of Light – A Story of Albert Einstein*, Chronicle Books, 2016
- Bryson, Bill, *A Short History of Nearly Everything*, Transworld Publishers, 2015
- Cameron, James, *Avatar*, Twentieth Century Fox Film Corporation, 2009
- *Catalyst*, <http://www.abc.net.au/catalyst/>
- 'Cosmos: A Spacetime Odyssey', <http://natgeotv.com/uk/cosmos-a-spacetime-odyssey/videos>
- Darwin, Charles, *On the Origin of Species*, Oxford University Press, 2008
- Keller, Michael, *Charles Darwin's On the Origin of Species: A Graphic Adaptation*, Macmillan, 2009
- Kruszelnicki, Karl, *Brain Food*, Pan Macmillan Australia, 2012
- Kubrick, Stanley, *2001: A Space Odyssey*, MGM, 1968
- Late Night Live, 'Maralinga Anniversary', <http://www.abc.net.au/radionational/programs/latenightlive/4th-january-2017/8107076>
- Marsh, James, *Theory of Everything*, Working Title Films, 2015
- National Geographic, '7000 Year Old Indigenous Story Proved True', <http://www.nationalgeographic.com.au/australia/7000-year-old-indigenous-story-proved-true.aspx>
- Nolan, Christopher, *Interstellar*, Paramount, 2014
- Scott, Ridley, *Blade Runner (Director's Cut)*, Warner Bros, 1982
- Spielberg, Steven, *A.I. Artificial Intelligence*, Warner Bros, 2001
- Thomas, Jarred, *Dallas Davis, the Scientist and the City Kids*, *Yarning Strong Series*, Oxford University Press, Australia, 2011
- Tynan, Elizabeth, *Atomic Thunder – The Maralinga Story*, NewSouth Publishing, 2016
- Walker, Frank, *Maralinga*, Hachette Australia, 2016

Module J: In the Marketplace – English and the world of business

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Through the study of the module *In the Marketplace – English and the world of business*, students develop understanding and proficiency in the use of language related to the world of business and commerce as well as its representation in a variety of texts. They develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating general issues and topics related to business, for example advertising and consumerism.

Students have the opportunity to further develop their skills in comprehending and creating informative, analytical and persuasive texts which may include digital and print media, in-house business publications, graphical representations for example charts and tables, websites and workplace policy documents. Students develop confidence in the use and understanding of a range of texts that explain, instruct, hypothesise and present arguments related to business and commerce. They strengthen their understanding of how language and other techniques are used to explore, describe and explain the impact of business and commerce on the working and recreational lives of individuals and communities in Australia and beyond.

Students may draw on their experiences of being in the world of work in order to shape their continuing understanding of employment and increase their capacity to develop employability skills. Students may have an opportunity to undertake an investigation into advertising and its relationship with business and the subsequent effects on consumers, focusing on an analysis of how language forms and features are manipulated in the promotion of products and ideas. They also consider the ethics surrounding the world of business and advertising. The study may also support the development of communication skills in related Stage 6 studies.

Students experience, engage with, critique and create literary and other texts related to business at the local, national and international level. Through their engagement with, and creation of, texts in both print and digital forms, students explore issues related to the diversity and complexity of business, innovation and achievement. These texts may include substantial texts for example novels, autobiographies, biographies, films or plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, essays, summaries and other forms of short and extended responses

- researching, responding to and composing various informative and persuasive articles including digital and print media, in-house publications, graphical representations such as charts and tables, websites, brochures and workplace policy documents about topics related to business and commerce
- identifying, discussing and debating issues related to working lives, environmental sustainability and business ethics, including the experiences of a variety of Australians in establishing and running successful businesses
- locating, comprehending and using information related to the workplace and commerce. This includes information online, in handbooks and brochures, from investigations within a workplace while also engaging with broad types of expert research
- analysing how language features of texts are employed to represent perspectives and to influence views and develop knowledge and understanding of a number of literary and other texts related to the worlds of business and commerce
- comparing, analysing and evaluating promotional texts and advertising related to business products and projects
- composing their own imaginative and expressive texts in order to explain, instruct, hypothesise and present arguments related to significant business projects, innovations and specific individuals
- planning, organising, drafting and implementing projects individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, recording information using tools such as spreadsheets, selecting medium of presentation, editing and collating material for presentation
- comprehending texts in order to develop an appreciation and to develop their skills in comprehension and their skills in discussion and debate.

Sample learning experiences

- Locate the Indigenous Business Australia website and explore a range of articles that detail the stories of particular businesses. Compare two stories by examining aspects such as geographical location, personnel and technological requirements. Write a short analysis of the findings and brief the class on the similarities and differences between the two ventures.
- Explore representations of the world of business and finance through films such as *It's a Wonderful Life*, *Inside Job* and *The Big Short*. Focus on how the forms and features of the text(s) communicate ideas about the nature of financial worlds, the relationships within them and the ways in which people communicate in these worlds.
- Monitor the national and international news in print and electronic media about a business or commerce issue.
 - Explore an issue, such as globalisation, that is presented in these stories and analyse the effects of such an issue on the local business community and its consumers.
 - Categorise the stories according to the issue or type of business targeted and the medium of reporting used (print, electronic). Annotate each of the stories with comments concerning specific features relating to the structure and language features and forms of the reports.
 - Select a number of these reports and write an evaluation making judgements about the effectiveness of the reports.
- Watch a selected clip (or clips) from ABC's *The Checkout*. Complete a written activity that critically evaluates the student's own consumer habits in relation to the clip viewed.
- Investigate the ways in which advertising is regulated to promote the products and services of business by viewing and discussing an episode of *The Gruen Transfer* that explores the implications of values and ethics in advertising. Write a personal response to one advertisement featured in terms of its overall effectiveness and the values portrayed through the text.

- View the episode 'Unfinished Business' from *Australian Story*. Summarise the main events in this story, identifying the adversity and problems witnessed by Ian Conway. In pairs, identify how this text conveys the attitudes and opinions of the speakers and the issues under discussion by analysing structure and language.
- Watch an episode of *Undercover Boss*. Discuss the impact of good management on how well a business performs. Consider how things such as emotional intelligence, leadership styles and staff relationships impact on workplace functions. Look closely at a transcript of a scene from the show and annotate the language features in the dialogue.
- Explore the *Supply Nation* website and explain how it communicates the importance of relationships and connection in the world of business.
- Perform a dramatic reading of one of the plays such as David Williamson's *Corporate Vibes*, to explore the ways language is used in the world of business.
- Undertake an analysis of the picture book, *The Arrival* by Shaun Tan.
 - Choose a spread from the book and explore how these pages visually depict the world of business.
 - Explore the website <http://www.shauntan.net/books/the-arrival.html> and read Shaun Tan's perspective on his experiences which drove the themes of the book. Summarise findings in a short response.
 - Outline the ways the main character struggles in the world of business.
 - Create a short story that can be read alongside the picture book, making sure that there is alignment between the images and the plot of the short story.
- View an episode of *Shark Tank*. Discuss the language used by the 'sharks' and the aspiring entrepreneurs. How do the language choices of each indicate their levels of power? Students write their own pitch to the panel on the show, focusing on emotive and persuasive language, correct spelling, grammar and punctuation.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Poe, Edgar Allan, 'The Business Man',
http://books.eserver.org/fiction/poe/business_man.html
- Wilson, Sloan, *The Man in the Gray Flannel Suit*, Penguin Books, 2005

Poetry and drama

- Samuel Wagan Watson, 'Abandoned factories' from *Smoke Encrypted Whispers*, McPherson's Printing Group, 2005
- Thomson, Katherine, *Diving for Pearls*, Currency Press, 1993
- Williamson, David, *Corporate Vibes*, Currency Press, 1999

Nonfiction, film, media and multimedia

- *Australian Story* – 'Unfinished Business', ABC Television, 2009,
<http://www.abc.net.au/austory/specials/unfinishedbusiness/default.htm>
- Barrymore, Lionel, Mitchell, Thomas and Reed, Donna, *It's a Wonderful Life*, Paramount, 2004
- Boost Juice: Case Study Kit, 2015, <http://www.boostjuice.com.au/study-kit>
- Dubner, Stephen and Levitt, Steven, *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Penguin Books, 2006
- Ferguson, Charles, *Inside Job*, Sony Pictures, 2010
- Frankel, David, *The Devil Wears Prada*, 20th Century Fox, 2006
- Indigenous Business Australia, <http://www.iba.gov.au/category/stories/>
- McKay, Adam, *The Big Short*, University Sony Pictures, 2016
- Muccino, Gabriele, *The Pursuit of Happyness*, Columbia Pictures, 2006
- *SupplyNation*, <http://www.supplynation.org.au/>
- Tan, Shaun, *The Arrival*, Lothian Books, 2006
- *The Checkout*, <http://www.abc.net.au/tv/thecheckout/>
- *Undercover Boss Australia*, Southern Star, 2010

Module K: The Big Screen – English in filmmaking

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours.

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through study of the module *The Big Screen – English in filmmaking*, students develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films. Students investigate and research from a variety of sources the complex nature of meaning in visual texts and how these texts are constructed. Students develop their knowledge, understanding and skills by responding to and composing a range of texts in short and extended forms, for example interviews, film reviews, discussions and promotional material about films.

Students have the opportunity to engage with, critique and enjoy a range of films, for example narrative and documentary films, as well as feature length and short films, that employ language and other cinematic techniques imaginatively and directly to convey meaning. Students consider the power of films to engage and influence thoughts, feelings, behaviour and attitudes and the techniques used by filmmakers to achieve this impact with their audiences.

Students may also explore the world of films and filmmakers through the study of longer texts, for example biographies, autobiographies, novels or plays that have been adapted as films, and storyboards or film scripts used in the production of films. They may research and engage with both the perspectives of the actors and production crew and explore the nature of their contributions. Students have opportunities to create their own short films, to write short film scripts and to engage in the processes associated with all facets of film production, post-production, marketing, promotion and evaluation.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- reading, listening to and viewing a range of films, including narrative and documentary, short and feature-length, in different genres
- texts related to films, such as film scripts, promotional material and reviews
- writing, speaking and creating short films, film reviews, promotional material for films, festival programs, short and extended written and oral responses to films and texts related to films
- studying the techniques of documentary films such as expository, observational, participatory, reflexive or performative conventions
- researching and presenting information and opinions in industry, film festival and fan-based websites, film guides and festival programs

- researching for, planning, drafting, writing, organising and carrying out projects, both individually and in groups, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material to ensure accuracy and appropriateness of expression and quality of presentation
- examining the ways in which filmmakers make stylistic and other choices to shape particular perspectives on people, events and ideas and to evoke a variety of audience responses
- exploring the relationship between film and prose and evaluating the quality of film adaptations of literary and other texts.

Sample learning experiences

- View extracts from a number of documentary films to explore the significance of these films in relation to social-commentary, general information and education, along with deciphering the purpose of these films. Films could include *Food Inc*, *Supersize Me*, *Sicko*, *That Sugar Film* and *Bowling for Columbine*.
- Use phones or another video camera device to film a short documentary that explores an issue at school or in the community. Use the footage to create a film using editing software. Use graphics, titles, credits, and incorporate voiceover. These films may be viewed as a class 'film festival'.
- Create a documentary that represents a social issue. Students incorporate a variety of perspectives on the issue such as those of the elderly, Aboriginal and Torres Strait Islander Peoples or people living with disability.
- Explore the significance of genre in the world of films and filmmaking. In doing so, students may like to do a close study of a particular genre to explore its development over time. Students may also like to consider the development of hybrid genres such as the 'Mockumentary' and 'Rom-Com'.
- Work as individuals or in small groups to make short films, or to develop a series of storyboards and the accompanying script for a short film.
- Research film festivals such as Cannes, Sundance, Sydney Film Festival, Tropfest as well as other culturally specific film festivals in Sydney, to ascertain the purpose and organisation behind these events. Students select ten films from different sources and plan and promote a film festival for a specific audience. Write a rationale for each of the films selected, justifying its inclusion in the festival. Design and write the program for the festival and include it in the portfolio.
- Organise and undertake an excursion to see a film or visit a film studio, or invite someone from the film industry to talk to the class. Students compose questions to interview employees or management staff to understand the evolving nature of the big screen and gain insight into the public face of the movie industry.
- Engage in the close study of a film by:
 - exploring the director's stylistic choices in relation to the film's genre
 - discussing the ideas presented through the film
 - tracing the development of one or more characters in the film
 - considering different perspectives of the film presented in reviews
 - writing and publishing an online review of the film.
- Examine Nick Enright's play, *A Man with Five Children*, and its representation of the effects of documentary filmmaking on individuals' lives. Consider the issues and questions it raises about the role and function of filmmaking in contemporary society.
- View a film and read the print-based text from which the film was derived, such as 'The Curious Case of Benjamin Button', *The Invention of Hugo Cabret* or 'The Secret Life of Walter Mitty'. Students identify aspects of the print text faithfully realised in the film. They explain differences between the print text and film.
- Research and create a biography of famous Australian actors such as Eric Bana, Cate Blanchett, Errol Flynn, David Gulpilil, Chris Hemsworth, Hugh Jackman, Deborah Mailman or Rod Taylor. Students explore the types of roles played by these individuals and the impact of these roles on them both personally and professionally.

- Read and annotate the screenplay from the opening scene of *The Maltese Falcon*. Focus on the nature of the stage directions, descriptions as well as the dialogue of the characters and how these reveal elements of the detective fiction genre. They explore the significance of punctuation in shaping the meaning of a character's dialogue. Students use scriptwriting features to compose a script for an imagined opening scene of a film.
- Examine how music affects film, both through the creation of soundtracks specifically designed for a particular movie and the use of incidental music to create mood and meaning in visual texts. Select a scene from a film and propose changes to the soundtrack that may alter the meaning and/or mood of the scene. Explain and justify decisions in altering the soundtrack.
- Undertake the study of a director and their works. Examples could include Gillian Armstrong, Tim Burton, Jane Campion, Sofia Coppola, Federico Fellini, Alfred Hitchcock, Christopher Nolan and Hayao Miyazaki. View some of the chosen director's films and note the stylistic similarities across the works. Students may consider how these films reflect a particular interpretation of the world and how this view is expressed cinematically.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Fitzgerald, F. Scott, *The Curious Case of Benjamin Button and Other Jazz Age Stories*, Penguin Classics, 2008
- Selznick, Brian, *The Invention of Hugo Cabret*, Scholastic, 2009
- Thurber, James, *The Secret Life of Walter Mitty and Other Pieces*, Penguin Modern Classic, 2000

Poetry and drama

- Enright, Nick, *A Man with Five Children*, Currency Press, 2003
- Huston, John, *The Maltese Falcon* (screenplay), University Reprints, 2012
- Luhrmann, Baz, *Strictly Ballroom* (screenplay), Currency Press, 1992
- Shinder, Jason (ed), *Lights, Camera, Poetry! American Movie Poems, the First Hundred Years*, Mariner Books, 1996

Nonfiction, film, media and multimedia

- Aitken, Sally, *David Stratton's Stories of Australian Cinema*, ABC, 2017
- Benigni, Roberto, *Life is Beautiful*, Roadshow, 1997
- Blair, Wayne, *The Sapphires*, Goalpost Pictures, 2012
- Chaplin, Charlie, *The Great Dictator*, Paramount,
- Coppola, Sofia, *Marie Antoinette*, Sony Pictures Entertainment, 2006
- Davis, Garth, *Lion*, Universal Sony Pictures, 2017
- Elliot, Adam, *Harvey Krumpet*, Australian Film Commission, 2003
- Gameau, Damon, *That Sugar Film*, Madman Production Company, 2014
- Gavron, Sarah, *Suffragette*, Universal Sony Pictures, 2015
- Guggenheim, Davis, *Waiting for Superman*, Walden Media Participant Media, 2010
- Hudson, Hugh, *Chariots of Fire*, 20th Century Fox, 1981
- Huston, John, *The Maltese Falcon*, Warner Home Video, 2010
- Jackson, Peter, *The Hobbit* (film series)
- Lee, Ang, *Crouching Tiger, Hidden Dragon*, Columbia, 2000
- Lucas, George, *Star Wars*, 20th Century Fox, 1977
- Luhrman, Baz, *The Great Gatsby*, Roadshow, 2013
- Moore, Michael, *Bowling for Columbine*, Dog Eat Dog Films, 2002
- Ruhemann, Andrew and Tan, Shaun, *The Lost Thing*, Passion Pictures 2010
- Stiller, Ben, *The Secret Life of Walter Mitty*, 20th Century Fox, 2013

Module L: Who do I think I am? – English and the self

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours.

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Through the study of the module *Who do I think I am? – English and the self*, students develop an understanding of language and texts typically used to express people’s ideas, emotions and beliefs about themselves and their lives. As students respond to and compose texts, they learn about how an individual can share experiences and reveal beliefs, aspirations and talents through exploring how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media, for example digital, print and visual. Students have opportunities to develop and express a positive view of themselves and their relationships and roles in families and communities through developing their understanding of the power of language to communicate and represent experience. They respond to and compose texts to explore and analyse language used to build and strengthen relationships and to communicate the achievements and feelings of individuals.

Students have the opportunity to develop their ability and willingness to communicate ideas in private and community forums, and to present themselves positively in a range of contexts, including more formal contexts, for example job interviews. They develop awareness of how to present their personal image appropriately and judiciously for a public audience. In doing so, students strengthen their skills in the preparation and presentation of portfolios that showcase their interests, abilities and achievements. Students experience, engage with and critique both short and sustained literary texts that focus on individuals ‘telling their stories’ imaginatively, in ways that explore issues of identity and self-worth.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- locating, comprehending and using information related to self-help, overcoming adversity and developing resilience
- analysing how language features of texts are employed to represent perspectives and to influence views and develop knowledge and understanding of a number of literary and other texts related to individual experiences
- researching, responding to and composing a wide range of texts that represent personal identity of themselves and others, including digital texts
- identifying, discussing and debating issues related to how they and other Australian citizens project themselves online and on other social and public platforms
- comparing, analysing and evaluating texts to draw connections between life choices and future possibilities through discussion and reflective writing
- planning, organising, drafting and implementing projects individually and in groups, identifying goals and project stages, allocating roles and tasks, setting deadlines,

recording information using tools such as spreadsheets, selecting medium of presentation, editing and collating material for presentation

- composing their own imaginative and expressive short and sustained texts in order to explain, instruct, hypothesise and present points of view relating to how personal experience informs identity
- considering how language and other expressive features have been used to explore and dramatise the lives of individuals
- comprehending texts in order to develop their skills in comprehension and their skills in discussion and debate.

Sample learning experiences

- Access a range of online questionnaires in response to the search query 'What kind of person am I?'
 - Read through the questions as a class group and discuss the probable purposes of the different questionnaires. Why are some questionnaires more serious than others?
 - Individually, select and complete a questionnaire making note of the results.
 - Compile a short list of typical questions asked and a short list of the different types of questionnaires.
 - Discuss the social function of personality tests.
- Compile a series of enquiry questions or topics that would be required to undertake a personal investigation of one's heritage or personal history.
- Read personal stories, excerpts from biographies, newspaper articles and interviews, blogs and obituaries. Explain the effect of the forms and features of each type of text and how they help to build a particular perspective on an individual.
- Access the website of a bookseller and navigate to the 'self-help' books category.
 - Read a selection of the advertising blurbs and book reviews.
 - Decide on three books students would buy and write down a reason for the purchase.
 - Write brief summaries of the blurbs and reviews, with explanations of how the features of the texts shaped their choices. Students can be guided through a structured editing process to ensure syntax, vocabulary and punctuation choices are appropriate and effective.
- View an episode of *Who Do You Think You Are?* (SBS Television).
 - Analyse how the episode creates and sustains the interest of the viewer.
 - Identify and discuss personal experiences, qualities and reactions evident in the participant's investigations in the episode.
 - Evaluate the overall effectiveness of the episode. Consider how language and filmic techniques have been employed.
 - Reflect on the purpose of the investigations in the documentary and discuss the strategies employed to seek out the participant's history.
- Compose a short autobiographical account titled *Who Do I Think I Am?* This might be based on personal experiences, discussions with friends or relatives, historical or personal documents researched, or it might be entirely fictitious.
- Visit the website <http://stolengenerationstestimonies.com/index.php>. As a class, individually, or in pairs, click on one of the pictures to explore the story of a member of the Stolen Generation. Students complete verbal or written activities that emphasise and explore the personal experiences of Aboriginal Peoples who were removed from their families. Aboriginal and/or Torres Strait Islander Peoples are advised that resources related to this activity may contain images and names of deceased persons.
- Respond to and critique personal stories such as those in *Good Weekend* in *The Sydney Morning Herald*. Students discuss or write reflectively about the stories read.

- As a whole-class group, view and discuss a film that explores individual adversity, such as *Shine* or *What's Eating Gilbert Grape*. Students write an essay in which they explain how personal challenges are portrayed in the film.
- Compare the characterisation of individuals in a range of texts, exploring how their personal experiences in the text are shaped by the form, features and language.
- Read and respond to fiction and nonfiction texts (for example *My Name is Mina* or *The Beginning of After*) to explore, discuss and evaluate the ways that characters:
 - accept their personal circumstances and the contexts they live in
 - overcome adversity through the use of their personal qualities and skills
 - determine their future direction and make decisions based on their learning.
- Create an album that is a compilation of songs that reflect a current sense of self. Include an annotated list of songs, explaining how the choice of song reflects an aspect of self. Design a cover for the album using aspects of visual design to communicate personal style and expression.
- View an episode of *Australian Story*. As a literacy activity, predict the content of the episode before watching, based on titles, visuals and other features. Following the viewing, construct a summary of the program, using key points taken while watching the program. Focus on what major life events shaped the person's life.
- Write a personal letter addressed to one's future self, depicting who they are currently and what their ambitions are for their future at this time.
- Investigate the world of slam poetry and examine how it has emerged as a vehicle for personal expression. In doing so, students explore a number of performances and analyse the way that elements of language, voice, facial expression and body language are used in a cohesive manner to express ideas and issues.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Bauer, Joan, *Close to Famous*, Penguin Group/Viking Juvenile, 2011
- Bradbury, Ray, 'The Sea Shell' in *Ray Bradbury Stories Volume 2*, HarperVoyager, 2008
- Castagna, Felicity, *The Incredible Here and Now*, Giramondo, 2013
- Castle, Jennifer, *The Beginning of After*, HarperCollins, 2011
- McCarthy, Maureen, *In Between (Fatima, Saret, Alex)*, Penguin Books, 1998
- Pung, Alice, *Laurinda*, Black Inc., 2014

Drama or poetry

- Gibran, Khalil, *The Prophet*, Penguin Books, 2002
- Henley, William Ernest, 'Invictus: The Unconquerable' in *Poems*, Book Jungle, 2009
- Herrick, Steven, *The Simple Gift*, University of Queensland Press, 2000
- Kipling, Rudyard, 'If' in *Rewards and Fairies*, Pan Macmillan, 2016
- Zervos, Komninos, *Komninos by the Kupful*, University of Queensland Press, 1994

Nonfiction, film, media and multimedia

- 1233 ABC Newcastle – 'The Story Box' SoundCloud files, <http://www.abc.net.au/local/stories/2014/09/01/4078580.htm>
- *Australian Story* – Full episodes available on ABC iView website
- Hallström, Lasse, *What's Eating Gilbert Grape* Paramount Pictures, 1993
- Hicks, Scott, *Shine*, Miramax, 1996
- Mason, Walter, *Destination Saigon*, Allen and Unwin, 2010
- Pro Infirmis, 'Because Who is Perfect?', <https://www.youtube.com/watch?v=E8umFV69fNg>
- 'Stolen Generations' Testimonies', <http://stolengenerationstestimonies.com/index.php>
- *Who Do You Think You Are?*, <http://www.sbs.com.au/programs/who-do-you-think-you-are>

Module M: Landscapes of the Mind – English and the creative arts

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours.

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *Landscapes of the Mind – English and the creative arts*, students develop understanding and proficiency in the use of language related to the visual and performing arts. They develop knowledge, understanding and skills in comprehending and using terminology, styles and appropriate language forms for appreciating, promoting, discussing, expressing opinions about, and assessing artistic works and performances of music and/or drama.

Students develop enjoyment of, and confidence in, comprehending, identifying features of, and composing a variety of texts, for example catalogues, programs, promotional material and reviews. This study may occur in the context of contemporary creative arts or the creative arts of the past and may emphasise one particular aspect of interest from the broad range of the visual and performing arts. The study may focus on creative endeavours within Australia, for example the works of or by Aboriginal and/or Torres Strait Islander Peoples, and from other nations or cultures.

Students consider the widespread impact of the arts in everyday life and further develop their language skills to equip them to participate in associated understanding, appreciation, discussion and debate. Students engage with, critique and create a range of texts, in a variety of forms, which provide insight into the lives of artists, composers, dancers, actors and directors as well as the powerful, central and influential role of the arts in individual human lives, communities and in society as a whole. Students respond to and compose a variety of critical and creative texts, analysing and assessing ideas and practices related to the visual and performing arts. They reflect on the creative processes which help shape their own artistic works or products as well as those of established figures in the creative arts world. By responding to and composing a variety of texts in both print and digital forms, students explore issues related to the diversity and complexity of artistic ethics, originality, innovation and achievement. These texts may include substantial texts for example novels, autobiographies, biographies, films or plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing grammatically accurate and appropriately expressed reports, essays, summaries and other forms of short and extended responses
- analysing and reflecting on their own capacities to experiment with ideas and processes to compose texts related to the creative arts

- researching, responding to and composing various informative, discursive and persuasive articles including digital and print media, in-house publications, graphical representations such as charts and tables, websites, brochures and promotional materials related to festivals, concerts and exhibitions, and analysing the language and other techniques used to inform, describe, evaluate, compare, engage and persuade
- identifying, discussing and debating issues and personal experiences related to self-expression, working lives, environmental sustainability and business ethics, within the creative and performing industry including the experiences of a variety of Australians
- locating, comprehending and using information related to creative and performing arts both internationally and nationally. This may include information online, in handbooks and brochures, from investigations within a workplace while also engaging with broad types of expert research
- analysing how language features of texts are employed to represent perspectives and to influence views and develop knowledge and understanding of a number of literary and other texts related to the worlds of the creative and performing arts
- comparing, analysing and evaluating materials relating, but not limited to, performance and/or exhibition times, venues and costs
- composing imaginative and expressive texts in order to explain, instruct, hypothesise and present arguments and creative expression related to a range of artistic and performance influences
- planning, organising and implementing projects individually and in groups, identifying goals and project stages, allocating roles and tasks, setting deadlines, recording information using tools such as spreadsheets, selecting medium of presentation, editing and collating material for presentation
- considering how language and other expressive features have been used to explore and dramatise the lives of individuals involved in the creative and performing arts industry
- comprehending texts in order to develop an appreciation and to develop their skills in comprehension and their skills in discussion and debate.

Sample learning experiences

- Investigate the lives of those who have entered into a career in the creative and performing arts industries. In doing so, students access a range of texts. These texts could include a brief biography of an admired musician or a web page detailing a favourite actor's role in a film.
- Read and view a range of promotional and informative material, including advertisements, catalogues, programs and reviews related to exhibitions, concerts and/or theatrical performances. Analyse the types of structures, content and language typical of these text forms. Differentiate between the informative, biased and persuasive elements of the language and other features of this material.
- Visit *the* Aboriginal Art Association of Australia website. Explore the website as a class with particular attention to the 'Buying Aboriginal Art' tab in conjunction with relevant information from the Artists in the Black website. Students summarise the ethical, legal and moral considerations needed when purchasing Aboriginal artworks. Students complete a written response to the question, 'Why should a person buy an authentic artwork when it is cheaper to buy from overseas?'
- Arrange a visit to a local theatre to watch a production or watch a recording of a live performance. As a literacy activity, students write a review of the production.
- Access and browse a number of websites devoted to arts/music/drama festivals, both regional and metropolitan, and analyse how these sites promote the festivals and engage the interest of specific audiences. Choose one site, define the likely target audience and compose a list of ten relevant features of the site.

- Select and read an article from *Australian Photography Magazine*. As a literacy activity, students discuss the use of technical and descriptive language used in the article. Students respond to the following questions:
 - What audience is the article appealing to?
 - Why is the page laid out in the format it is in?
 - What features of design are evident in the article?
- Use the people and/or setting in a selected artwork to develop a piece of imaginative writing.
- Explore poems such as 'My Last Duchess' and 'The Oval Portrait' to examine how the texts depict the impact and power of artistic pursuits.
- Conduct research into the life and work of one of the following artists: Emily Kngwarreye (painting), William Dobell (painting), Ian Fairweather (painting), Clifford Possum Tjapaltjarri (painting), Catherine Goss (dance), Margaret Olley (painting and printmaking), Max Dupain (photography) or Harry Seidler (architecture).
 - Select a text which deals with the chosen artist and identify the central concerns of the artist. Comment on how effectively the text conveys this information by analysing written information, illustrations and other features.
 - As a class consider how the medium of a slideshow presentation, such as PowerPoint could best be used to engage the interest of and inform an audience about their findings.
 - Prepare a slideshow presentation, giving an overview of the life and work of their chosen artist.
- View one or more of the interviews on *Enough Rope with Andrew Denton – Screen Stars*. Take part in a class discussion about Denton's use of the interview form. Write a summary of the main aspects of the interviewee's personality and experiences that are revealed during the interview.
- Arrange a class excursion to one of the HSC regional or metropolitan exhibitions of ARTEXPRESS, ENCORE concert or other showcases or events. Prepare a report based on the excursion for publication in the school's online or print newsletter or magazine, focusing on the features which captured the interest and attention of students when they attended the exhibition/concert.
- Explore the life of performing artist as represented in a film or documentary.
 - Write a brief biographical account of his/her life, accompanied by a list of career highlights.
 - View an extended text that represents the life of the artist. Participate in a class discussion considering the effectiveness of the text in dramatising his/her life and work.
 - Write a one-page analysis of a key section of the text, focusing on how that section contributes to the vivid representation of the creative process.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials computer games and other media.

Prose fiction

- Chevalier, Tracy, *Girl with a Pearl Earring*, HarperCollins, 2006
- Gogol, Nikolai, *The Mysterious Portrait*, CreateSpace, 2016
- Goldsworthy, Peter, *Maestro*, HarperCollins, 2004
- Poe, Edgar Allan, 'The Oval Portrait', https://ebooks.adelaide.edu.au/p/poe/edgar_allan/oval-portrait/

Poetry and drama

- Browning, Robert, 'My Last Duchess', in *Dramatic Lyrics*, Dodo Press, 2009
- Hill, Ken and Leroux, Gaston, *The Phantom of the Opera: Play (Acting Edition)*, Samuel French Ltd, 1994
- Shaffer, Peter, *Amadeus*, Penguin Classics, 2007
- Whitman, Walt, 'That Music Always Round Me' and 'I Hear America Singing', available at https://www.gutenberg.org/files/1322/1322-h/1322-h.htm#link2H_4_0002

Nonfiction, film, media and multimedia

- Aboriginal Art Association of Australia, <http://aboriginalart.org.au/aaaa/>
- Artists in the Black, 'Working Ethically', <https://www.aitb.com.au/working-ethically/buying-indigenous-art/> and 'Indigenous Cultural and Intellectual Property (ICIP)', <https://www.aitb.com.au/information-sheets/entry/indigenous-cultural-and-intellectual-property-icip>
- Burton, Tim, *Big Eyes*, Weinstein Company, 2014
- Conversations with Australian Artists, <http://www.abc.net.au/tveducation/series/CONVERSATIONSWITHAUSTRALIANARTISTS.htm>
- *Enough Rope With Andrew Denton: Screen Stars*, Roadshow Entertainment, 2006
- Fogarty, Allison & Fairbank, Toby (Eds), *Inside Street Art Melbourne*, Thames and Hudson, 2016
- Grabsky, Phil, *In Search of Beethoven*, Gil Scrine Films, 2009
- Guggenheim, Davis, *It Might Get Loud*, Sony, 2008
- Hackford, Taylor, *Ray*, Universal, 2005
- Herek, Stephen, *Mr. Holland's Opus*, Hollywood Pictures, 1995
- Lanchner, Carolyn, *Jackson Pollock*, MoMA Artist Series, 2009
- Johnny Cash, <http://www.johnnycash.com>
- Li, Cunxin, *Mao's Last Dancer*, Penguin Viking, 2009
- Luhrmann, Baz, *Strictly Ballroom*, 20th Century Fox, 1992
- Mangold, James, *Walk the Line*, 20th Century Fox, 2005

Module N: The Way we Were – English for exploring our past

Indicative hours: Year 11: 20–40 hours. Year 12: 20–45 hours.

Note: During each of Years 11 and 12, students must fulfil all course requirements as outlined in the *English Studies Stage 6* syllabus.

Module description

Through the study of the module *The Way We Were – English for exploring our past*, students develop understanding and proficiency in the use of language related to history, with a specific focus on the ways history is presented through texts. They develop knowledge, understanding and skills in comprehending and using terminology and styles and language forms necessary for analysing, discussing, responding to and evaluating general issues and topics relating to ‘exploring our past’. They further develop their skills in comprehending, expressing opinions and composing imaginative, analytical, persuasive and informative texts about ‘the way we were’ in different contexts, for example the local community, the wider community and the workplace.

Work undertaken as part of this module supports enjoyment in, and confident use and understanding of, a range of texts that analyse and explain, challenge and argue, and imagine and hypothesise, with regard to ‘exploring our past’. This study develops students’ understanding of how language and other techniques are used in texts to present and reflect on the past. This study focuses on the ways in which texts present significant events, people and achievements of the past at the local and/or global level. In addition, it may also extend to providing students with the opportunity to consider texts through the notion of the individual, for example a parent, employee, sportsperson, or musician, who is historically important, or through a community perspective, for example a focus on refugees, rural communities or indigenous communities. The study also supports the development of communication skills in related Stage 6 studies.

Students have the opportunity to experience, engage with, critique and create literary and other texts in print, spoken, visual and electronic forms, with a particular focus on recounts and historical narratives. The texts may depict events, individuals, communities and/or the workplace in factual or imaginative ways, and may include extended texts, for example novels, biographies, autobiographies, films and plays, as well as other texts, for example artworks, poems, picture books, speeches, films, oral stories, obituaries, media texts and workplace and community texts.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, articles, essays and other forms of short and extended responses

- reading, listening to and viewing stories about events, individuals or communities in the past, identifying and evaluating the ways in which history is represented in recounts and narratives
- using writing, speaking and representing skills to compose their own stories about the past
- reading and composing informative articles, feature articles and reports about topics related to individuals, events and achievements in the past and associated research, comprehending vocabulary and terminology generally related to history
- researching issues related to how stories about the past have been compiled and identifying and evaluating the broad types of research that may have been undertaken to gather information
- comparing and evaluating differing perspectives of events, people, achievements and communities in the past and presenting comparisons and findings
- planning, organising and carrying out projects related to the analysis of representations of past events, people, achievements and communities, identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting medium of presentation, editing and collating material
- exploring a number of literary and other texts related to aspects of Australia's past or another international context. Students undertake the study of a variety of texts for enjoyment and aesthetic experience, to strengthen their skills in comprehension, discussion and debate and to develop their abilities to use language expressively and imaginatively.

Sample learning experiences

- Conduct research about the history of the local community:
 - Construct a timeline entitled 'My Community', plotting significant moments in the development of the community and present the timeline using a digital tool, incorporating appropriate graphics and text.
 - Select a particular group within the community, such as a sporting group or the local volunteer radio station. Research significant events and personalities associated with this group and how the history of the group has been represented in a variety of ways over time.
 - Identify an individual who could provide an insight into the history of the local community. Prepare, conduct and record an interview with this person and present excerpts from the interview to the class.
- Compare the attitudes to work apparent in the poems 'Shipwright' by Val Vallis, 'The Meatworks' by Robert Gray and 'The Violence of Work' by Geoff Goodfellow. Identify specific structural and language features which establish and reinforce these different attitudes. Discuss the effectiveness of each poem in exploring the issues associated with work and its pressures.
- Explore extracts from historical fiction and historical films to determine the ways in which authors and directors recreate past worlds and events. Students evaluate the historical accuracy of the settings, peoples and issues in each text.
- Complete a close study of Lois Lowry's *The Giver* to develop an understanding of the significance of history and memory in shaping individual and collective identities.
- View and analyse one of the episodes of *The Seven Wonders of the Industrial World* or *The Worst Jobs in History*. Draft and edit a review of the episode selected.
- Read a novel or short prose fiction text and examine its representation of the historical event considering its accuracy and perspective.
- Select a job from an earlier period in Australia's history. Invent and develop a character who was employed in such a position. Research information concerning the tasks and functions of the job, and working conditions, such as hours of work. In the voice of the character developed, write a personal account of the work and its challenges in the form of a monologue. Present the monologue to the class.

- Select an historical event of interest and examine how a number of texts represent the event in different ways. This could include a comparison of *The Boy in the Stripped Pyjamas*, *Rose Blanche* and *Gazing at the Stars*. Students are guided through the construction of an extended response with a focus on the language of comparison and contrast.
- Explore and research an Australian or world event, innovation or invention and its consequences through a variety of nonfiction texts including websites, archives, memoirs, interviews, media texts of the time and museum displays. Work in small groups to compose a factual text, such as an oral or written news report to summarise the event/innovation/invention and its impact.
- Choose a letter from the text, *Letters from our Heart: the Lives of Australians Through Correspondence*. Record a reading of the letter or excerpts from it then add appropriate visuals and music for a multimedia presentation to the class.
- Research and investigate the media coverage of a major Australian event from the past, such as the 1967 Referendum, Granville Rail disaster, the Newcastle Earthquake, Sydney Olympic Games, The Whitlam Dismissal, the Cronulla Riots, the Beatles tour of Australia or any other past event of interest. Students use skimming and scanning strategies and note-taking to assist them in recording information. Students address the way in which the event was reported and identify any media bias that might have been present in the coverage.
- Organise an excursion to the Powerhouse Museum or a similar museum focusing on technology and featuring a number of methods of display and instruction such as short documentary films, interactive exhibits and standing displays accompanied by written explanations. As part of the excursion, invite the museum's education officer to address the class on the role and impact of technology in changing the ways we interact and engage with the past.
- Listen to and read an historical speech that has challenged or changed history. Investigate the context of the speech and analyse the reasons for its impact. Students consider a future context and compose their own speech as a history-maker with a focus on the use of persuasive language devices and modality.

Suggested resources

Note: In selecting specific texts for study, teachers should consider the school's policy relating to the use of film, DVDs, websites, TV materials, computer games and other media.

Prose fiction

- Boyne, John, *The Boy in the Stripped Pyjamas*, Vintage Publishing, 2012
- Carey, Peter, *True History of the Kelly Gang*, Vintage, 2005
- Lee, Harper, *To Kill a Mockingbird*, Cornerstone, 2010
- Lowry, Lois, *The Giver*, Houghton Mifflin, 2014

Poetry and drama

- Gray, Robert, 'The Meatworks' in *Coast Road Selected Poems*, Black Inc., 2014
- Kinsella, John (ed), *The Penguin Anthology of Australian Poetry*, Penguin, 2008
Anonymous, 'Click Go the Shears'; E.J. Rupert Atkinson, 'The Stock Exchange'; Brian Vrepon, 'The Netmakers'; Val Vallis, 'Shipwright'; Jack Davis, 'Mining Company's Hymn'; Geoff Goodfellow, 'The Violence of Work'
- Skrzynecki, Peter, *Old/New World: Selected Poems*, University of Queensland Press, 2008
- Summers, Kevin, *Patient 12*, Currency Press, 2014
- Wright, Tom, *Black Diggers*, Playlab, 2015

Nonfiction, film, media and multimedia

- Blair, Wayne, *The Sapphires*, Goalpost Pictures, 2012
- Cadbury, Deborah, *Seven Wonders of the Industrial World*, Roadshow, 2008
- Campbell, Jennifer (ed), *Letters from our Heart: the Lives of Australians Through Correspondence*, Hardie Grant Books, 2003
- Dunkley, Andrew, *All I See Is Mud*, Andrew Dunkley, 2016
- Frank, Anne, *The Diary of a Young Girl*, Random House Publishing Group, 2002
- Grierson, Alister, *Kokoda*, Palace Films, 2006
- Jenkins, Michael, *The Leaving of Liverpool*, ABC TV, 2002
- Jordan, Gregor, *Ned Kelly*, Universal Pictures, 2003
- *Killing Kennedy*, <http://kennedyandoswald.com/#!/premiere-screen>
- McEwan, Ian, *Rose Blanche*, Random House Children's Publishers, 2004
- Michael Fullilove (ed) *'Men and Women of Australia!': Our Greatest Modern Speeches*, Random House Australia, 2005
- Miller, George T, *The Man from Snowy River*, Cambridge Productions, 1982
- Slonim, Eva, *Gazing at the Stars – Memories of a Child Survivor*, Black Inc., 2014
- Weir, Peter, *Gallipoli*, Australian Film Commission, 1981
- Wheatley, Nadia, *Papunya School Book of Country and History*, Allen & Unwin, 2003