**Sample Unit – English Standard – Year 12 – Common Module**

| **Unit title** | HSC Common Module: *Texts and Human Experiences* | **Duration** | 30 hours |
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| **Unit description** | In this unit, students explore *Texts and Human Experiences* in relation to the prescribed text, *Past the Shallows,* as well as a range of texts that explore various human experiences. Students study the ways aspects of human experiences are represented in texts and compare these to their own context, experiences, values and beliefs. Students have the opportunity to read and respond to a variety of texts that explore the many and varied aspects of the human experience.  This program is divided into three parts. These include:  **Part 1: Unpacking the rubric**  The teacher guides students through the module rubric, highlighting key ideas and important vocabulary relevant to their exploration of the texts and ideas explored in Parts 2 and 3.  **Part 2: Engaging with related materials**  The teacher uses a variety of texts to demonstrate the way different aspects of the human experience are represented in texts. The teacher focuses on the act of representation and how language is used to convey the nature and impact of such experiences. Students also have the opportunity to respond creatively and reflectively to express their understanding of the texts as well as their own experiences.  **Part 3: Exploring *Past the Shallows***  Students engage in a study of the prescribed text. They consider the different human experiences explored through the text and examine how the composer uses language to represent these.  This unit contains a range of resources and teaching and learning activities. It is not an expectation that all texts or activities are to be completed in order to achieve the learning intentions of this module. Teachers may select what is appropriate and relevant for their students. | | |
| **Outcomes**  **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  **EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments  **EN12-6** investigates and explains the relationships between texts  **EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | | | |
| **Focus questions**   * What are the different aspects of the human experience? * Why is an inquiry into human experiences important? * How do composers use language to represent individual and collective human experiences? * How do our own personal experiences shape the way we interpret texts? | | | |
| **Course requirements**  Prescribed text: *Past the Shallows*, Favel Parrett (prose fiction)  Related materials:   * ‘Gardens of the Human Condition’, Michael Leunig, *The Age*, 8 October 1988 (cartoon) * '2017 University of Southern California Commencement Speech’, Will Ferrell (speech) * ‘A videogame to cope with grief’, Amy Green (TED talk)   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. | | **Assessment overview**  Students compose a podcast transcript exploring the ways various aspects of the human experience are represented in *Past the Shallows* and one related text of their choosing. | |

| **Content** | **Teaching, learning and assessment** | **Resources** |
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| **EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  Students:   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning * use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts * appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts | Before commencing the unit, the teacher instructs students to start reading *Past the Shallows*. As students read the novel, they take note of:   * moments in the text that have a significant impact on them * questions that arise as a result of what they have read.   The teacher issues the formal assessment notification at the beginning of the unit to clearly outline the direction of the unit.  **Part 1: Unpacking the rubric**  The teacher facilitates a class discussion relating to the question, ‘What does it mean to be human?’ During the discussion, students take notes on the ideas shared by drawing a mind map.  As a class, students read the *Texts and Human Experiences* rubric. They highlight and list key terms and discuss their meaning and significance. Students annotate the rubric during the discussion. The teacher ensures that students discuss the following parts of the rubric:   * ‘human qualities and emotions associated with, or arising from, these experiences’ * ‘the anomalies, paradoxes and inconsistencies in human behaviour and motivations’ * ‘challenge assumptions, ignite new ideas or reflect personally’ * ‘the role of storytelling throughout time to express and reflect particular lives and cultures’ * ‘draw from personal experience to make connections between themselves, the world of the text and their wider world*’*   The teacher introduces and defines the notion of ‘representation’ and highlights key aspects of the rubric. Students annotate their copy of the rubric and take notes during the discussion. The teacher also identifies the key instructional verbs used in the rubric and clarifies these with the class.  Students develop a series of questions that arise from their exploration of the rubric. The teacher addresses these in order to clarify the purpose of the module.  Students work in groups to discuss the following questions:   * What are the different aspects of the human experience? * Why is an inquiry into human experiences important? * How do our own personal experiences shape the way we interpret texts?   Students compose a reflective piece on a significant personal experience. The reflective piece should be based around a significant interaction or event. Students think about the impact of this experience in the context of their lives and consider the way it influenced the development of their behaviour or perceptions of self, others and/or the world. | NESA English Standard Stage 6 – *Texts and Human Experiences* Rubric, <http://syllabus.nesa.nsw.edu.au/english-standard-stage6/modules/> |
| **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Students:   * compose considered and well-crafted personal responses to texts and critically consider the responses of others * explain how and why texts influence and position readers and viewers   **EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  Students:   * appreciate the ways mode, medium and technology shape meaning and influence personal response * analyse and assess how choice of mode and medium shapes the response of audiences * investigate the reliability of texts and how they may be shaped and influenced by choices of medium * analyse and assess the effects of the combination of linguistic, multimedial, interactive and navigational conventions on responses to texts * independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style * use and assess different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas * compose and analyse texts in different modes, media and technologies for a variety of purposes   **EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  Students:   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning * develop and apply contextual knowledge * understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising * analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage * use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts * appreciate the uses and value of [Standard Australian English](http://syllabus.nesa.nsw.edu.au/glossary/ens/standard-australian-english/?ajax) for a variety of purposes, audiences and contexts * explain the ways text structures, language features and stylistic choices are used in different types of texts * investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion * use accurate spelling, punctuation, syntax and metalanguage * analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques * understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions * control language features, text structures and stylistic choices of texts to shape meaning and influence responses   **EN12-6** investigates and explains the relationships between texts  Students:   * engage personally with texts * develop and apply contextual knowledge * investigate the relationships between text and context by undertaking close analysis of texts * compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas * analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts * compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes | **Part 2: Engaging with related materials**  The teacher provides students with a range of short texts of varying types to highlight how key components of the module are represented. After viewing and discussing the texts, the class conducts an analysis of each text, highlighting the specific human experiences represented in each text. This allows students to create links between texts from the commencement of the unit.  The texts include:   * ‘Gardens of the Human Condition’, Michael Leunig, *The Age*, 8 October 1988 (cartoon) * '2017 University of Southern California Commencement Speech’, Will Ferrell (speech) * ‘A videogame to cope with grief’, Amy Green (TED talk)   In analysing these texts, students examine:   * the nature of the human experiences in the text * the way the human experiences in the text link to key ideas in the rubric * the textual features that assist in creating meaning in the text.   Text One – ‘Gardens of the Human Condition’, Michael Leunig (cartoon)  The teacher distributes copies of Michael Leunig’s cartoon, ‘Gardens of the Human Condition’. Students break into groups and examine the image closely by discussing the comments made about the human experience as communicated through the text. They discuss and list the visual techniques that are used to convey meaning. At the conclusion of the group discussions, the teacher confirms the use of techniques such as positioning, vectors, juxtaposition, symbolism, shadows and colour.  Students make links between the rubric and the ideas explored through the cartoon. The teacher ensures that the following ideas are focal points:   * the confronting nature of living * emotion often acts as a driving force for human behaviour and actions * life will inevitably involve the need to overcome challenges * the contrast between childhood innocence and the realities of adult life * the centrality of conflict, violence and destruction to human existence.   Students analyse how visual devices create meaning in the text and influence the reader. They compose a response that addresses the following questions:   * What comments does Leunig make about human existence? * How might different people react to this cartoon? Explain the factors that may influence their responses. * To what extent do the ideas in the text resonate with our view of the world? * How effective is Leunig’s use of visual techniques in exploring the darker aspects of the human experience? * To what extent is the form of a cartoon effective in dealing with the serious issues communicated through the text?   Text Two – '2017 University of Southern California Commencement Speech’, Will Ferrell (speech)  The teacher issues the URL for Will Ferrell’s commencement speech. Before viewing the text, students brainstorm their thoughts about the notions of success and failure. Students view and listen to the speech before the lesson. As students view the text, they take notes on the comments made by Ferrell in relation to success and failure.  In the following lesson, students share their findings with the rest of the class. Students compare their initial thoughts about success and failure to the comments made by Ferrell. The teacher asks students to consider their own schooling experiences, identifying quotes from Ferrell’s speech that have resonance with their own experiences.  The teacher guides students through a technical analysis of the speech. In particular, the class explores Ferrell’s use of a variety of techniques such as anecdotes, humour, syntax, modulation of volume, tone and pace.  Students identify specific examples of the techniques above and explain their effect. Using the devices analysed, students compose an essay that analyses and compares the two related texts studied so far. Students respond to the question ‘How do these texts represent the diversity of human experiences?’  Students compose a speech based on the following scenario: You have been asked to address an audience of HSC students on their graduation day about the significance of experiences, no matter how challenging and confronting. Compose the transcript of this speech. Your speech should reflect some of the ideas explored in the texts encountered in this unit thus far.  Text Three – ‘A videogame to cope with grief’, Amy Green (TED Talk)  Students watch the TED talk, taking note of key ideas that relate to the human experience. At the end of the viewing, the teacher leads a discussion about the layered nature of this text, noting:   * the intimacy of the setting to enhance the audience’s connection to the subject matter * the notion of personal reflection as critical to coping with grief * the representation of one’s experiences in the digital world * the gamer’s interaction with another’s real-life experiences.   Students use their notes to write a response to the question ‘How does Amy Green communicate the impact of grief on her life and that of others?’  Students reflect on a personal experience of grief. Alternatively, they might reflect on a local, national or global event that led to the experience of grief for an individual or community. Students select an appropriate form to express this experience, focusing on communicating how human beings cope with situations of grief. Students discuss their compositions with a peer, highlighting the ways in which their choices have shaped a particular view about the nature and impact of grief.  Students respond to the following question as a reflection on learning: Why are emotions, such as grief, manifested in such diverse ways? Consider the related materials explored thus far, ideas raised in discussions and personal thoughts. | ‘Gardens of the Human Condition’, Michael Leunig, *The Age* , 8 October 1988  Visual literacy techniques, <http://unswict.wikispaces.com/file/view/Visual+Techniques.pdf>  '2017 University of Southern California Commencement Speech’, Will Ferrell, <https://www.youtube.com/watch?v=mfjGmBVAL-o>  ‘A videogame to cope with grief’, Amy Green (TED Talk), <https://www.ted.com/talks/amy_green_a_video_game_to_cope_with_grief> |

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| **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Students:   * compose considered and well-crafted personal responses to texts and critically consider the responses of others * explain how and why texts influence and position readers and viewers * analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences   **EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning  Students:   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning * understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising * analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage * use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts * appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts * explain the ways text structures, language features and stylistic choices are used in different types of texts * investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion * use accurate spelling, punctuation, syntax and metalanguage * understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions * control language features, text structures and stylistic choices of texts to shape meaning and influence responses   **EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments  Students:   * appreciate the value of thinking about texts in different ways * understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes * synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument * assess their own and others’ justifications, evidence and point of view   **EN12-6** investigates and explains the relationships between texts  Students:   * investigate the relationships between text and context by undertaking close analysis of texts * analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts * compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes | **Part 3: Exploring *Past the Shallows***  The teacher begins Part 3 of this unit by facilitating a discussion about students’ impressions of the novel. The teacher prefaces the discussion by requesting students support their opinions by making specific reference to the novel.  Students consolidate their understanding of the novel by:   * composing a summary of the plot in 10 dot points * completing comprehension questions on the text * creating a character list and describing the role of each character.   The teacher shows students a short clip from the ABC’s *The Book Club*. In this episode, a panel reviews *Past the Shallows*. Students listen to the clip, focusing on   * the speakers’ varying emotional connections to the novel * the analysis of Parrett’s writing style * key evaluative statements about the effect of the novel on readers.   The teacher provides students with an extract from the transcript in order to explore the conventions of this text type in preparation for the assessment task. Students annotate the transcript taking note of:   * structural features * types of questions used to progress the discussion * the language used by the various speakers.   **Focus: The text’s title**  Students discuss the meaning of the text’s title including individual words and the title as a whole. In this discussion, the teacher highlights that:   * the title metaphorically encapsulates notions of memory and past experiences – indicated through ‘Past’ * the title prefaces the setting through reference to the ‘Shallows’, but coupled with the preposition ‘past’ implies movement to some deeper, darker aspects of the human experience.   Students use the ideas expressed through the discussion to compose responses to the following questions:   * How does the title *Past the Shallows* foreshadow the dark human experiences explored in the novel? * How do the closing lines of the novel change our perceptions of what lies past the shallows? * Has your interpretation of the novel’s title remained the same? Explain your response.   **Focus: Setting**  The teacher shows students images of Tasmania’s South Coast. Students use one of the images as a stimulus for a creative vignette. Students write in the first person and focus on using sensory imagery and figurative language to capture the landscape.  Students respond to the question ‘How does Parrett use setting to engage readers in exploring powerful aspects of the human experience?’ Students break into groups and brainstorm the various settings throughout the novel. Each group discusses the significance of one setting in enabling or exploring a significant human experience. Students present their findings to the class using examples from the novel to support their ideas.  Students explore the significance of the ocean as a metaphor for the lives of the characters. Students use a diagrammatic form to plot moments in the storyline that refer to the ocean, identifying how the ocean behaves and how this corresponds with the lives of the characters.  Students select three of the quotes below and explain their significance in providing insight into the experiences of the characters as communicated through the setting.   * ‘There were things that no one could teach you – things about the water. You just knew them or you didn’t and no one could tell you how to read it. How to feel it. Miles knew the water. He could feel it. And he knew not to trust it.’ (p 10) * ‘The cold water bit at his hands and feet as he began the paddle. Winter brought massive swells, awesome to watch and not much fun to be in, but today the bluff was still like liquid mercury. Near perfect three-foot lines. The paddle was easy. The waves were easy. The ocean was at peace.’ (pp 44–5) * ‘Everything fell out of his mind. He could see it all now right in front of him, see the ridges, the curves. See the colour of the water as it moved in the fading light. It was time to do something. Time to make something of his own.’ (p 135) * ‘There was something coming. Miles had felt it in the water. Seen it. Swell coming in steady, the wind right on it, pushing. It was ground swell. Brand new and full of punch – days away from its peak. Joe would be lucky if he made it across the strait in time. It had even made Miles queasy, the way the boat rocked. The way the water rolled up under it. And he never got sick.’ (p 185) * ‘And the water was really moving, deep channels carved between the islands. Silent currents.’ (pp 202–3) * ‘The waves came in sets and in this kind of surf, where the water suddenly hit shallow, you could get rogue waves. Bombs. Sometimes twice the size of the rest. On a board you could see them coming, lines that blocked out the sky and the sun. You paddled out wide or deep, out past the break. If you got caught, you bailed your board, dived as deep as you could, and prayed your leg rope would hold. And if you were lucky, the back of the swell just stroked you, pushed you round a bit, then you could come up for air. But ultimately it wasn’t up to you. This ocean could hold you down for as long as it liked, and Miles knew it.’ (pp 216–17)   **Focus: Analysis of key scenes**  The teacher provides students with a list of ten key moments from the novel and asks students to rank the moments from most significant to least significant. As a class, students decide the basis for what makes a scene ‘significant’. Students discuss their choices with their peers and have the opportunity to reassess their decisions based on the comments made by others. Using the top three most significant scenes on their list, students complete a scene analysis using the following questions as prompts:   * At what moment in the novel is this scene taking place? * What defines this moment as significant or pivotal? * Who are the characters in this scene and what is revealed about them? * What information do we gain about the place, family history and the social milieu from this scene? * How does the author represent individual and collective human experiences in this scene?   **Focus: characterisation**  Students break into groups and each is assigned one of the following characters:   * Harry * Father * Miles * Jeff * Joe * George Fuller * Aunty Jean.   Students use the initial character list developed earlier in the unit as a starting point for the creation of a multimedia presentation in which they:   * describe the character * outline the significance of the character in relation to the novel as a whole * explain how language is used to represent the character * outline the way in which the character contributes to the reader’s understanding of specific human experiences in the novel * identify, analyse and annotate SIX key quotes from the novel that reveal key aspects of the character.   At the end of each presentation, students ask questions of their peers to ensure a holistic and balanced understanding of each character.  **Focus: Narrative voice and writing style**  Students describe the narrative style of the novel. In particular, students explain the purpose of and provide examples of:   * third-person narration that captures the perspectives of Harry and Miles * the frequent use of truncated sentences * highly emotive and reflective language * everyday vocabulary painting powerful images.   **Focus: The motif of memory**  Students examine the motif of memory in the novel. The teacher assigns a moment in the novel where memory, memories and/or remembering are evident. Students work in small groups to analyse the language used in each excerpt. They focus on the way in which memory is highlighted as a powerful emotional force in the lives of human beings and also functions as a narrative element that develops the storyline. The teacher uses the suggestions below or asks students to identify powerful examples from the text.   * pp 8–9 – the night everything changed * p 77 – Miles sees the flowers on the tree * p 87 – Harry gets a haircut * p 90–93 – Grandpa’s treasures * pp 129–30 – Miles relives a conversation with his grandad * pp 166–8 – a photo triggers Miles’ memory * pp 186–7 – flashbacks from the car crash * pp 213­–4 – the dangers of remembering * pp 229–32 – a significant realisation * pp 240–43 – fond childhood memories * pp 247–9 – returning to a moment.   Students consider the tumultuous past of the characters within the novel and complete the following:   * Identify three characters. * For each character, outline how the past has affected them. Use evidence from the novel to support each point. * How does Parrett use memory to draw readers into the raw nature of the human experiences felt by characters? Discuss what this tells us as readers about the significance of the memory itself?   Students compose a written reflection on the nature of memory as a key part of the human experience. In doing so, they consider what they have learnt about memory through the novel. The following questions may be used as prompts for the reflections:   * What impact does the act of remembering have? * What function does memory play in the lives of human beings? * How do memories shape our present?   **Focus: Understanding the human experiences in the novel**  Students explore a statement from the ABC’s *The Book Club* in order to generate conversation about the key ideas in the novel. The teacher presents students with the statement by Jason Steger – ‘It's about survival. It's about them surviving, isn't it?’  Students compose a written response in which they assess how strongly this quote resonates with their understanding of the novel’s themes. Students share their responses with the class which should generate a wider conversation about other key ideas explored in the novel. Students revise their initial response by reflecting on the points shared by other students during the discussion.  In order to delve more deeply into other themes, the teacher assigns the thematic concerns outlined below to various student groups.   * The power and impact of relationships * The unresolved past and its intrusion on the present * Coping with grief * The innocence of childhood * Memory as an emotional driver * The pain of isolation * The interrelationship between people and place.   Using a large sheet of paper, students create a mind map to outline the way their allocated theme is explored throughout the novel. Students support the ideas in their mind map with evidence from the novel.  At the conclusion of the group work, the teacher displays the mind maps around the classroom. Students undertake a ‘gallery walk’ where one member of each group stays with their mind map and explains their group’s ideas to other students from the class. The teacher facilitates a discussion with the class that summarises the various human experiences and the way these are represented through the construction of the novel. Students consolidate their understanding of the text by composing a page of key points relating to conceptual and structural components of the novel.  Students submit their formal assessment task. | ABC’s *The Book Club* –  *Past The Shallows* by Favel Parrett, <http://www.abc.net.au/tv/firsttuesday/s3261543.htm>  ‘CDC Audio Script Writing Guide’, <https://www2c.cdc.gov/podcasts/audioscriptwritingguide.pdf>  Useful phrases in evaluative writing, <http://home.ku.edu.tr/~doregan/Writing/evallangpanova.htm> |
| **EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner  Students:   * recognise that reading, viewing and listening are active and interactive processes in which personal experiences and expectations influence understanding and interpretation * understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others * use writing as a tool to reflect on their own learning, assessing how processes can be adjusted to ensure better learning outcomes * use critical and constructive feedback from others to improve learning, including their composing and responding | Unit evaluation  Students answer the following questions and discuss the answers with a peer:   * Identify three things you learned from this unit. * What was your initial response to the novel? Has your view of the novel changed after the completion of this unit? Explain. * How did the novel provoke you to consider your own personal experiences? * What human experiences were evoked most powerfully by Parrett? Explain using examples to support your response. * How did the novel affect your feelings about yourself, your family and the world?   As a class, students brainstorm responses to the focus questions as a way of consolidating their learning in the unit.   * What are the different aspects of the human experience? * Why is an inquiry into human experiences important? * How do composers use language to represent individual and collective human experiences? * How do our own personal experiences shape the way we interpret texts?   The teacher uses the information gathered from the discussion and written responses from the brainstorm to make decisions about future teaching and learning. |  |
| **Reflection and evaluation** | | |