### Area of Study: Discovery

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

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

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

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

In their responses and compositions, students examine, question, and reflect and speculate on:

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

**Non-fiction Text:**

Ernesto ‘Che’ Guevara, *The Motorcycle Diaries* (nf)

**Task 1**

Term 4

Week 10

Listening Task

15%
<table>
<thead>
<tr>
<th>Unit Duration</th>
<th>Unit Outline</th>
<th>Resources</th>
<th>Assessment</th>
<th>Registration and Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Weeks 1 - 8</td>
<td><strong>Module A - Comparative Study of Texts and Context – Elective 2: Intertextual Perspectives - Novel and Film</strong>&lt;br&gt;In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer’s choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.</td>
<td>Novel: George Orwell, <em>Nineteen Eighty-Four</em>&lt;br&gt;Film: Fritz Lang, <em>Metropolis</em></td>
<td>Task 2&lt;br&gt;Term 1&lt;br&gt;Weeks 9/10&lt;br&gt;Exam AOS Language (5%)&lt;br&gt; AOS Creative (5%)&lt;br&gt;Module A Viewing and Representing Essay (15%)</td>
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<td>Term 2 Weeks 1 - 9</td>
<td><strong>Module B: Critical Study of Texts</strong>&lt;br&gt;This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others’ responses to the text and how the text has been received and valued.</td>
<td>Play: William Shakespeare, <em>Hamlet</em></td>
<td>Task 3&lt;br&gt;Term 2&lt;br&gt;Week 9&lt;br&gt;Reading/Writing Task 15%</td>
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<td>Term 2 Week 10 - Term 3 Week 3</td>
<td><strong>Module C - Representation and Text</strong>&lt;br&gt;<strong>Elective 1: Representing People and Politics</strong>&lt;br&gt;This module requires students to explore various representations of events, personalities or situations. They evaluate how medium of production, textual form, perspective and choice of language influence meaning. The study develops students’ understanding of the relationships between representation and meaning.</td>
<td>Poetry: WH Auden,&lt;br&gt;- ‘O what is that sound which so thrills the ear’,&lt;br&gt;- ‘Spain’,&lt;br&gt;- ‘Epitaph on a Tyrant’,&lt;br&gt;- ‘In Memory of W.B. Yeats’,&lt;br&gt;- ‘September 1, 1939’,&lt;br&gt;- ‘The Unknown Citizen’,&lt;br&gt;- ‘The Shield of Achilles’</td>
<td>Task 4&lt;br&gt;Term 3&lt;br&gt;Wks 4/5&lt;br&gt;Speech during Trials 15%</td>
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<td>Term 3 Weeks 4-5</td>
<td><strong>Trial HSC</strong>&lt;br&gt;Revision of all modules and Area of Study – classes working on answering questions for exam practice.&lt;br&gt;(REVISION continues after the exam.)</td>
<td>All texts above</td>
<td>Task 5&lt;br&gt;3 sections in Area of Study and 3 Modules, A, B &amp; C 30%</td>
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