## Year 12 Standard English Assessment Program 2015

### 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.

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<th>Unit Duration</th>
<th>Unit Outline</th>
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| **Term 4**  
**Weeks**  1 - 10 | **Prescribed Text:** Michael Gow, *Away*  
**Task 1**  
**Term 4**  
**Week 10**  
**Listening Task**  
15% | | | |
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<tr>
<td>Term 1 Weeks 1 - 7</td>
<td><strong>Module B: Close Study of Text - Novel</strong>&lt;br&gt;This module requires students to engage in detailed analysis of a text. It develops students’ understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.</td>
<td>Novel: Mark Haddon, <em>The Curious Incident of the Dog in the Night-time</em></td>
<td>Task 2 Term 1 Weeks 9/10 Exam AOS Language (5%) AOS Creative (5%) Module A Essay (15%)</td>
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<td>Term 1 Week 8 to Term 2 Weeks 1 - 5</td>
<td><strong>Module C - Texts and Society</strong>&lt;br&gt;<strong>Elective 2: Exploring Transitions</strong>&lt;br&gt;In this elective, students explore and analyse a variety of texts that portray the ways in which individuals experience transitions into new phases of life and social contexts. These transitions may be challenging, confronting, exciting or transformative and may result in growth, change and a range of consequences for the individual and others. Through exploring their prescribed text and other related texts of their own choosing, students consider how transitions can result in new knowledge and ideas, shifts in attitudes and beliefs, and a deepened understanding of the self and others. Students respond to and compose a range of texts that expand our understanding of the experience of venturing into new worlds.</td>
<td>Poetry: Steven Herrick, <em>The Simple Gift</em></td>
<td>Task 3 Term 2 Week 6 Speaking Task 15%</td>
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<td>Term 2 Weeks 6 - 10 to Term 3 Week 3</td>
<td><strong>Module A - Experience Through Language</strong>&lt;br&gt;This module requires students to explore the uses of a particular aspect of language. It develops students’ awareness of language and helps them understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language.&lt;br&gt;<strong>Elective 2: Distinctively Visual</strong>&lt;br&gt;In their responding and composing, students explore the ways the images we see and/or visualise in texts are created. Students consider how the forms, features and language of different texts create these images, affect interpretation and shape meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of the distinctively visual.</td>
<td>Film: Lee, Ang, <em>Crouching Tiger, Hidden Dragon</em></td>
<td>Task 4 Term 3 Wk 1 Viewing and Representing Task 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. (REVISION continues after the exam.)</td>
<td>All texts above</td>
<td>Task 5 3 sections in Area of Study and 3 Modules, A, B &amp; C 30%</td>
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