

## Area of Study, Focuses and Texts for the Common Content of Standard and Advanced Courses

The Area of Study and its focuses must be considered in the context of the Area of Study description in the syllabus, course objectives, content and outcomes. (Reread *English Stage 6 Syllabus*, p 32 and pp 35–38; p 50 and pp 53–56.)

### Area of Study

In the Area of Study, students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

### Area of Study: The Journey

This Area of Study requires students to explore the ways in which the concept of the journey is considered and expressed in and through texts.

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

- their observation and understanding of the portrayed events, people, ideas and societies that they encounter in and through the prescribed texts and texts of their own choosing related to the Area of Study
- the assumptions underlying the representations of journeys
- the ways in which they perceive the world through texts and speculate about it
- the ways they consider and express their own journey experiences.

They consider texts contained in the prescribed stimulus booklet *Journeys* (Board of Studies, 2003), which offers various points of view from which the Area of Study can be introduced. THIS APPLIES TO 2006 AND 2007 HSC ONLY. They also consider at least **one** of the texts prescribed for study and additional texts of their own choosing.

Students explore the concept of the journey through **one** of the three following focuses.

#### Focus: Physical Journeys

Through this focus, students explore the ways in which texts depict physical journeys and their impact. Physical journeys involve different types of obstacles and movement to new places. They provide opportunities for travellers to extend themselves physically, intellectually and emotionally as they respond to challenges and learn more about themselves and the world around them. Students examine the underlying assumptions about these physical journeys and consider the power of the physical journey to challenge their thinking. In their responding and composing, students reflect on the ways these physical journeys broaden their understanding of the world and themselves.

**Focus: Imaginative Journeys**

Through this focus, students explore the ways in which texts depict imaginative journeys. These journeys take us into worlds of imagination, speculation and inspiration. Students explore a range of imaginative journeys, from journeys of intellectual discovery to those of pure imagination. Students examine the underlying assumptions about these imaginative journeys and consider the power of the imagination to challenge their thinking. In their responding and composing, students reflect on the ways imaginative journeys broaden their understanding of the world and themselves.

**Focus: Inner Journeys**

Through this focus students explore the ways in which texts depict journeys of the mind and spirit. Inner journeys involve the exploration of the self, as individuals review their growth and development in the light of experiences which challenge and inspire them. Students examine the underlying assumptions about these inner journeys and consider the power of the inner journey to challenge their thinking. In their responding and composing, students reflect on the ways these inner journeys provide new insights and understanding of the world and themselves.