

Stage 6 English: Working with the Area of Study 2004-5 : JOURNEYS by Katherina Lathouras, Knox Grammar.

The Area of Study (AOS) in the common content for Stage 6 English. For the last three years the AOS was 'Change'. The AOS for 2004/5 will be 'Journeys'.

The AOS is a mandatory module of work. Standard and Advanced candidates both complete this study. You must understand how many types of texts impact on the way we perceive different concepts or ideas. The assessments and examinations will be based on your understanding of the core text, the stimulus booklet and a range of related materials that you collect over the duration of the course. These related materials must cover different types of texts.

Possibly the best way to keep all your notes together, showing the development of your understanding of the Area of Study, is through a Journal or Learning Log. Keep this as you would a travel journal – as you move through the study, you record the results of your changing or developing thoughts and findings.

"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". (*English Stage 6 Syllabus*, p. 32, *English Stage 6 Prescriptions: Area of Study Electives and Texts*, p.9) These documents can be accessed through the Board of Studies website www.boardofstudies.nsw.edu.au. Check this defining statement regularly. Are you heading towards this goal during your studies?

When studying the Area of Study, you will be guided to ONE particular area of focus with a core text set for your study, but it is essential that you are aware of all three areas of focus. This will assist your understanding of the interrelationships and the texts' relationships of the wider context of the Area of Study. The various points of view that you can consider in this Area of Study (2004 – 2005) are:

Physical Journey

Imaginative Journey

Inner Journeys

The Board of Studies has also produced a Support Document for the Area of Study – Common Content (to be found on the Board of Studies website). In this document it is suggested that the Area of Study is completed through three different phases. The following activities are designed to go through each phase. By going through the Area of Study in this way, you can develop a stronger understanding of the Area of Study. You will need your core text, the stimulus booklet (set by the Board of Studies) and any related materials that you find on your own. During the phases, you will have consolidated all the materials, giving you a deeper understanding of 'Journeys'. This will ultimately change from a first phase to a second phase. By the end of phase 3, you will have an overall deeper understanding of the Area of Study.

PHASES OF TEACHING AND LEARNING

PHASE 1 – SUBJECT MATTER OF TEXTS AND IDEAS

This phase considers WHAT the texts say. This can be found in several ways.

ACTIVITY: Create a mind map of the Area of Study to develop your understanding. Use the visual cues to write words that come to mind about the Area of Study.

ACTIVITY: Highlight the key words in each of the following definitions. Consider how these key words provide a meaning for the particular aspect and the Area of Study in total.

PHYSICAL JOURNEYS

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 (*English Stage 6 – Prescriptions: Area of Study, Electives and Texts 2004 – 2005*, p. 9).

IMAGINATIVE JOURNEYS

These journeys take us into worlds of imagination, speculation and inspiration. Students should explore a range of imaginative journeys, from journeys of intellectual discovery to those of pure imagination (*English Stage 6 – Prescriptions: Area of Study, Electives and Texts 2004 – 2005*, p. 10).

INNER JOURNEYS

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 (*English Stage 6 – Prescriptions: Area of Study, Electives and Texts 2004 – 2005*, p. 11).

ACTIVITY

1. Add these highlighted terms to your original mind map.
2. How have all these terms added to the meaning of the Area of Study?
3. Write a paragraph defining 'Journeys' for you.

Once you have an understanding of the Area of Study as a concept, develop this understanding through the Stimulus Booklet and its texts. The Stimulus Booklet has seven different types of texts. You should take into account

whether the following key features are appropriate to the particular texts in the Stimulus booklet:

- context
- purpose and register
- text structures
- stylistic features
- grammatical features
- vocabulary

These features of the composition are integral to your response of the 'how' – the **techniques** used by the composer. If you are unsure of the meaning or how they are used seek the assistance of your teacher who will go through it with you.

ACTIVITY: Answer the following questions on each of the texts set in the Stimulus Booklet – Journeys.

1. What is the text about?
2. What is the position of the composer (this relates to the composer's purpose)? Do you agree with this point of view? Justify your response.
3. What counter argument could you present to the composer of this text?
4. How effectively do the language and structure of texts achieve its purpose?
5. What does the text do to appeal to its attended audience?

Consider the table on page 60 (Table 1) as a way of identifying all the features used by the composers of the Stimulus booklet in a concise format.

LANGUAGE AND THE TEXTS

The above questions and table SHOULD be used for your core text and the related materials that you find to support the Area of Study. After you complete all the questions/table, you should REFLECT on and further define your definition of 'Journeys'.

According to the syllabus document, this Area of Study requires you to also explore the ways in which the concept of the journey is considered and expressed in and through texts. By this time you should be going beyond the Stimulus booklet. At this time you should be adding your core text and several related materials of

your choice.

In responses and compositions students should 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 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

ACTIVITY

Use the table on page 60 (Table 2) to assist you to develop your understanding of the Area of Study.

EXAMINE, QUESTION AND REFLECT

The texts in the Stimulus Booklet provide students with opportunities to explore, assess, analyse and experiment with:

- meaning conveyed, shaped, interpreted and reflected in and through texts
- ways in which texts are responded to and composed
- ways in which perspectives may effect meaning and interpretation
- connections between and among texts
- how texts are influenced by other texts and contexts

(Introduction – English Stage 6 – Journeys – Stimulus Booklet for the Area of Study HSC 2004 –2005)

ACTIVITY: Answer the following review questions to consolidate the activities that you have just completed.

1. What are 'Journeys'? (This response should include your thoughts drawing on your core text, the stimulus booklet and other related texts of your choice)
2. What are the attitudes of 'Journeys' in my community? (This response should include your thoughts drawing on your core text, the stimulus booklet and other related texts of your choice)
3. What is my attitude towards 'Journeys'? (This can be through your response to texts and/or composition through different types of texts)

PHASE 2 – EXPLORATION AND OPERATION OF TEXTS AND IDEAS

This phase looks at **HOW** texts **MEAN**.

This is where you are expected to identify and explore connections between, and among, texts to learn explicit connections between texts develop and refine the meaning of a concept.

ACTIVITY: Use the following table to make this connection.

TEXTS AND IDEAS

ACTIVITY: Answer the following questions using the notes from the table above on texts and ideas.

1. What are the points of similarity in the texts?
2. How are the concepts of 'journeys' developed in a similar or different ways in

the different media?

3. What do the similarities/differences suggest about the context?

4. How do the similarities/differences influence responses?

5. How are different perspectives related in the texts?

6. How is the meaning of one text, indicating a gap in another?

When considering each aspect of the Area of Study, there are three points that a candidate must answer each time:

- examine the underlying assumptions about the journey
- how the power of the journey challenges the your thinking
- in what ways does the journey broaden your understanding of the world and yourself

ACTIVITY: Answer the following review questions to consolidate the activities that you have just completed.

ONE

How would your understanding of 'Journeys' be different if you had only read your core text?

TWO

How has your thinking of 'Journeys' developed through the exploration of the texts?

THREE

How has the exploration of techniques and structures in the texts question the

nature and process of 'Journeys'?

FOUR

What are the various perspectives of 'Journeys'? How are they represented?

FIVE

How do these perspectives relate to your experience of the world?

PHASE 3 – THE CONCEPT AND ITS REPRESENTATION

This is where you consider HOW a concept is REPRESENTED in texts.

A student explores, considers and reflects on ways of representing the concept in the Area of Study.

You might want to consider:

- how selection of content affects meaning
- how choice of language, forms and media affects meaning
- how a text positions a responder
- whose interpretation of events is privileged in a text and what other interpretations are possible or suppressed

Some activities that you may want to consider to achieve this:

- identifying the assumptions about ideas in texts
- recreating a text
- invert the assumptions in a text
- parodying a text
- composing a narrative/poem/documentary from a series of images/pictures/ articles related to the concept of the Area of Study

ACTIVITY:

Answer the following review questions to consolidate the activities that you have just completed.

ONE

How do the representation of 'Journeys' imply that 'Journeys' are important?

TWO

Do you agree with these kinds of representations?

THREE

What kind of journeys are meaningful?

FOUR

How are meaningful journeys represented in texts?

	Core text:	Stimulus Booklet:	Related material of your own choice:
Subject			
Theme			
Type of text			
Concept			
Effect			
Influence responses			