 HSC Advanced English

Module A: Textual Conversations

Notes from the Syllabus

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.

Prescribed Texts: Shakespearean drama (S) and prose fiction (pf)

* Shakespeare, William, The Tempest, Cambridge University Press, 2014, (S)
* Atwood, Margaret, Hag-Seed, Hogarth/Penguin Random House, 2016, (pf)

HSC Style Questions

1. How has the context of each text influenced your understanding of the intentional connections between them? (Stimulus material here may include quotes, statements and extracts from texts.)
2. To what extent is this statement true in the light of your exploration of Textual Conversations? In your response, make close reference to the pair of prescribed texts that you have studied in Module A. (Stimulus material here may include quotes, statements and extracts from texts).
3. Explain the centrality of the motif of performance in the textual conversation between Shakespeare’s The Tempest and Margaret Atwood’s Hag-Seed. In your response, refer to the quotation and your understanding of the prescribed texts.