Common Module – Texts and Human Experiences

**HSC hub – English Advanced, Standard and Studies**

## Resource booklet

Unpacking the module statement

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## Recommended materials

It’s important to always visit the NESA website specific to your course even though this is a common section. [Advanced syllabus module](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/modules) statement on the NESA website. [Standard syllabus module statement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules) on the NESA website. [Studies syllabus module statement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/modules) on the NESA website.

**English Advanced**

* access to the 2019 [2019 HSC English Advanced Paper 1](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/english-advanced-2019-hsc-exam-pack) examination paper
* access to the 2018 [NESA English Advanced Paper 1 sample questions paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/ca688818-bb25-407b-b757-0fd9ae0aa7c1/sample-questions-new-hsc-english-adv-paper-2-exam-2019.pdf?MOD=AJPERES&CVID=)
* access to the English [Advanced Paper 1 HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/english-advanced-2019-hsc-exam-pack)

**English Standard**

* access to the [2019 English Standard Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/1262e215-0029-48d9-b749-ff65b2b8fba1/2019-hsc-english-standard-p1.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-1262e215-0029-48d9-b749-ff65b2b8fba1-n4J.0NN) examination paper
* access to the [Sample Questions New HSC English Standard Paper 1](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/0a850596-eb7b-4ece-80fb-0f9703df7098/english-standard-stage-6-sample-hsc-questions-paper-1-2019.pdf?MOD=AJPERES&CVID=) examination paper
* access to the English [Standard Paper 1 HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack)

**English Studies**

* access to the [2019 HSC English Studies examination](https://educationstandards.nsw.edu.au/wps/wcm/connect/2bf3be81-7b18-4560-92d0-3924f67ee394/2019-hsc-english-studies.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-2bf3be81-7b18-4560-92d0-3924f67ee394-mTMOioK) paper.
* Access to the [Sample Questions New HSC English Studies exam](https://educationstandards.nsw.edu.au/wps/wcm/connect/845b27d9-92de-43c1-b825-b77b0bac8eff/sample-questions-new-hsc-english-studies-exam-2019.pdf?MOD=AJPERES&CVID=) paper.
* access to the English [Studies HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack)

**All courses**

* added extra spaces to the answer spaces within the booklet if this is to be printed
* a copy of your school-based coursework, assessments and access to your prescribed text
* pens and different coloured highlighters.

## Advice to the teacher supporting students

If using in a classroom context you may like to: ​

* use this resource in a workshop setting with a group, with the whole class or provide individual students set tasks to work through on their own ​
* pause the recording and ask students to read, reflect and write
* refer to school-based course work, the text and assessments to do the activities.

## Advice to the independent student

If using this resource at home independently you will need: ​

* access to all your school-based coursework, assessments and access to your text
* a copy of the student booklet in either hard copy or digital.

The resources and activities within this resource booklet will help you understand the module requirements for the Common Module – Texts and Human Experiences. You can use this resource to refine your understanding of the module and review your understanding of the prescribed text in relation to key ideas. As this is a module common to English Advanced, Standard and Studies this can be explored by students from all three courses.

Pause the recording to complete the suggested activities.

## Resource 1 – Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

[English Advanced, Standard and Studies Stage 6 Syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english)(2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

It’s important to always visit the NESA website specific to your course even though this is a common section. It’s important to always visit the NESA website specific to your course even though this is a common section. [Advanced syllabus module](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/modules) statement on the NESA website. Standard syllabus module statement on the NESA website. [Studies syllabus module statement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/modules) on the NESA website

## Resource 2 – optional module statement activities

The following two module statement activities are optional. They are each designed to be utilised at different stages of Common Module study.

‘Optional activity 1a – understanding the knowledge and skills required’ can be utilised during the initial study of the module and is particularly useful developing your understanding of the knowledge and skills required in relation to unseen, student selected and prescribed texts.

‘Optional activity 1b – connecting the module statement to the prescribed text’ is recommended for students who have started to study their prescribed text.

Engagement with these activities will depend on your familiarity with the module statement and your prescribed text.

Feel free to complete both activities throughout your study of the module as these will help you define and understand key terminology, identify synonyms and antonyms, the key knowledge and skills required of the module and apply this understanding in relation to your prescribed text.

### Optional activity 1a – understanding the knowledge and skills required

This is an optional activity. Engagement with this activity will depend on your familiarity with the module statement. Feel free to complete this activity if you would like to spend more time identifying the specific content or skills that will be developed throughout this module.

Table 1 – Common Module knowledge and skills required

|  |  |  |
| --- | --- | --- |
| Common Module – Texts and Human Experiences  | What are the key points?  | Skills to develop  |
| In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media. |  |  |
| Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts. |  |  |
| Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world. |  |  |
| By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text. |  |  |

### Optional activity 1b – connecting the module statement to the prescribed text

You will need to copy and paste the key aspects of the module statement into the left column, provide your definitions, synonyms or antonyms in the centre column and your textual evidence in the right column.

Table 2 – unpacking the module statement and selecting textual evidence

|  |  |  |
| --- | --- | --- |
| Extracts from the module statement | Definitions, synonyms or antonyms | Ideas and evidence related to the prescribed text |
| how texts represent individual human experiences  |   |   |
| how texts represent collective human experiences  |   |   |
| how texts represent human qualities associated with, or arising from, these experiences |   |   |
| how texts represent human emotions associated with, or arising from, these experiences |   |   |
| (continue exploring the module statement) |   |   |
| (add a new row for each new aspect of the statement)  |   |   |
| (make sure you connect to specific moments in your text) |   |   |
| (you should include the quote, page or scene number so this is an easy reference for you) |   |   |

### Resource 3 – What is reader response?

#### Critical theory –

* interested in the role of the reader (you as a student are the reader)
* asks the reader to examine, explain and sometimes defend their personal reaction to a text
* considers how meaning changes in a text depending on how each reader sees it
* for example, one reader might see a character's actions as justified, under the circumstances, whereas another reader might think the character is being cruel. It will depend on the experience of the reader.

#### NESA glossary –

Responder

* a collective noun to include a reader, listener, viewer, an audience and so on.

Responding

* The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts.

Responding typically involves –

* reading, listening and viewing that depend on, but go beyond, the decoding of texts
* identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

[English Advanced Stage 6 glossary](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/glossary)

#### English Textual Concepts – perspective

Students understand that perspective is dialogic (that is, shared dialogue/conversation) and a foundation for flexible and self-reflexive thought.

They learn that –

* different perspectives may be adopted for particular purposes
* engaging with different perspectives gives insight into one’s own worldview and how we position ourselves in relation to others
* adopting different perspectives may confirm, challenge or modify other readings
* perspectives in texts may be naturalised\*
* texts may be critiqued and debated through particular perspectives, including perspectives that are theoretically informed\*.

\*Advanced and Extension only

[English Textual Concepts](http://englishtextualconcepts.nsw.edu.au/) Activity 2 – Common Module statement

1. Highlight each paragraph as it is discussed in the presentation. Use the following colours, or a combination of your own, to indicate the following -
* representation in red
* reader response in pink
* responding and composing in light blue
* ideas about human experiences in dark blue.

#### Paragraph one –

* + Highlighting the phrases, representation in red, reader response in pink and words that tell us how you will respond and compose in light blue.

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

#### Paragraph two –

* + Highlighting the phrases, representation in red, reader response in pink and words that tell us how you will respond and compose in light blue.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

#### Paragraph three –

* + Highlighting the phrases, representation in red and reader response in pink.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

#### Paragraph four –

* + Highlighting the phrases, representation in red, reader response in pink and words that tell us how you will respond and compose in light blue.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

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#### A few key ideas about human experiences

**Paragraph 1**

Individual and collective human experiences. Human qualities and emotions associated with or arising from these experiences.

**Paragraph 2**

The anomalies, paradoxes and inconsistencies in human behaviour and motivation (the role of storytelling throughout time to express and reflect) particular lives and cultures.

**Paragraph 4**

Universal themes.

### Activity 3 – represent the module statement as a visual.

1. Demonstrate your understanding of the module statement by representing the ideas as a visual. You may like to use the colour coding you have been utilising or you may like to try a new way.
* Representation in red (how the composer constructs the text)
* Reader response in pink (how we respond to the text)
* Responding and composing in light blue (what you will do during the exam and as you studied the text)
* Ideas in dark blue (what the texts will be about, per the module statement).
1. Take a fresh sheet of paper or a computer graphic program and see if you can make some links between the areas and represent the aspects visually.

This may raise some questions that you can discuss with a peer or as a class.

### Activity 4 – thinking routine, I used to think...now I think...

#### Self-assessment

Do you understand the common module rubric?

* I can explain what I’m learning about in the common module.
* I can articulate the definitions in my own words.
* I can represent the rubric in another form – for example, a visual organiser or a mind-map.
* I can annotate texts, identifying examples relevant to the module statement.
1. Now that you have worked through the module statement in detail. Use this thinking routine to demonstrate your insights into the module statement.

Table 3 – I used to think...now I think... activity

|  |  |
| --- | --- |
| I used to think... | Now I think... |
| 1. |   |
| 2. |   |
| 3. |   |
| 4. |   |
| (expand as required) |   |

### Activity 5 – module statement ideas and relevance to a text

* **Option one** – complete Table 4 utilising the unseen texts you have been studying, if you haven’t explored your prescribed text in detail.
* **Option two** – complete Table 4 utilising the prescribed text. This is for students who have finished or are in the process of revising their prescribed text.

**or**

* Your teacher may allocate you a short text to use for this activity or you could use the texts from the 2019 HSC Common Module stimulus booklet. Map the ideas in relation to the module statement to a short text.

Now apply the module ideas, which are listed in column one, to the text. This is a form of planning that allows you to map the ideas from the module in relation to the question.

Table 4 – module statement idea and relevance to the prescribed text or related text

|  |  |  |
| --- | --- | --- |
| Idea from the Module Statement  | Relevance to your text (applied to the concept in the 2019 HSC question)  | Supporting evidence from your text |
| Individual and collective human experiences |  |  |
| Human qualities and emotions associated with or arising from these experiences |  |  |
| the anomalies, paradoxes and inconsistencies in human behaviour and motivation |  |  |
| (the role of storytelling throughout time to express and reflect) particular lives and cultures |  |  |
| Universal themes |  |  |
| (add other ideas from the statement) |  |  |
| (add a new row for each idea) |  |  |