# **English – Advanced, Standard, Studies – CM- Unpacking the Module statement transcript**

(Duration 21 minutes 08 seconds)

Welcome to the HSC hub student support sessions. This resource is designed to support students and their understanding of the Module statement for Texts and Human Experiences. Therefore, the material provided is relevant for English Advanced, Standard and Studies students.

In this resource we will look closely at aspects of the Module statement, which will help you to write a more personal response for the Common Module.

Advice for teachers and students. This information is in the student booklet. Please make sure you have read this content about how to use this resource. Please note that if you are student working through this on your own, you should consult your teacher if you have any questions or concerns.

Before we unpack the personal response requirements, it is important to revise the Module statement because this is the basis of your study and these ideas should frame your thinking when you responding to the question and writing about the text in the examination. The entire module statement is found in the resource booklet as resource one. Resource two provides some optional modules statement activities. Optional activity one A and one B, that you might want to complete after the end of this presentation to help you become even more familiar with the module statement.

To begin, it is important to recognise that the module statement outlines four areas of focus. These are: representation, reader response, responding and composing, and of course the ideas about human experience. To consider how the module statement can help you prepare for the HSC examination, you need to recognise where these are in the module statement. So, let's take a look. As we work through each paragraph, you'll be asked to colour code it as you examine each aspect. The focus on representation in red, conveys how the composer constructs the text. The focus on reader response in pink conveys how we respond to the text. The words that tell us how you will respond and compose are in light blue. And these two work together, which I'll explain in a moment. Then we will look at the module statement one more time to focus on the ideas per the description in the syllabus. As we go through the module statement, we allocate time for you to highlight your own copy in the resource booklet.

Just before we start looking at the module statement, we should review what we mean by reader response. This concept comes from critical theory, which is interested in the role of the reader. In this case. That's you. This theory considers what experiences, background, feelings and views the reader has when they read or view a text and how each reader is an individual. As the theory goes, it asks readers to examine, explain, and sometimes defend their personal response to a text. Based on this idea, the theory considers how the meaning of a text changes depending on who is reading it. For example, in a novel, one reader might see a character's actions as justified, under some circumstances and based on their own life experiences, whereas another reader might think the character is being cruel. It will depend on the perspective of the reader.

This idea of reader response is reflected in the NESA Glossary. The definition of responder includes a reader, listener, viewer or an audience. Definition of responding is, 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 text to which they respond reflect social context. So therefore, responding typically involves reading, listening, and viewing that depend on, but go beyond the decoding of text, identifying, comprehending, selecting, articulating, imagining, and critically analysing and evaluating. The key aspect, highlighted here in red, that links to critical theory of reader response, is where you asked to critically analyse and evaluate what you have read, viewed or listened to. This information can be found in resource three in your student booklet. We've also included here reference to the English textual concept of perspective as your response to a text will change depending on your perspective. You may like to discuss this idea with peer or as a whole class after this presentation.

Now let's go back and apply this to the module statement, and we're looking at these four areas. As we go through the module statement we will allocate time for you to highlight your own copy in the resource booklet.

Now let's explore paragraph one of the module statement. Here is the first paragraph of the module statement. Remember you have a copy in your resource booklet to read and highlight in a moment. Firstly consider, that within this module statement elements which direct you to develop an understanding of representation reader response and responding and composing. In terms of identifying statements or phrases about representation, you should look for the keyword 'how', because this explicitly asked you to identify the tool, the composer has used to create meaning. I say tool because it could be a range of textual features, forms or structures. When you examine a text start with the form and ask "what has the composer done to convey his or her point?" If the text is a novel in the satirical form, consider how language and characters and structures were manipulated to achieve this satire. Notice that in this first paragraph of the module statement, the focuses on representation and the impact of this representation. That is, on how the representation positions the reader. This is an important part of the module statement and I want you to keep this in mind. Now focus on reader response, which refers to how you engage with the text during your reading of it. This is shaped by the how - the tools that composer uses. The 'reading and responding' words tell you how you examine the text and what skills you apply as you do this. Lastly, consider the words which require you to respond and instruct you on the ways to direct your composing. What are you being asked to do? Leave the ideas as we work on these collectively later.

Pause the recording and highlight the phrases on paragraph one on your copy in the student booklet. The focus on representation in red, the focus of reader response in pink and the words that tell us how you will respond and compose in light blue.

Now check your answers. The words and phrases which indicate representation shown here in red are, "how texts represent", shown there twice, "the ways language is used to shape these representations”, “in a variety of forms, modes and media". Here in pink, "students deepen their understanding" and "appreciate", both convey how we respond to the text. And here in light blue, "examine", "explore, interpret, analyse and evaluate" are the ways you respond in your composition in the examination. You may have also noticed all the ideas about human experiences, but we will deal with these later.

Now let's explore paragraph 2. Let's highlight this paragraph in the same way. In a moment, highlight in red all the words or phrases about representation. Then highlight all the phrases in pink, which suggests that when you read the text in this module, you will be positioned to see the world in a particular way. It suggests that composers have the power to change your outlook on the ideas they represent and that they will stimulate your thinking. This is what reader response refers to. It's an important part of the module and may be used in the wording of the question. For example, in the 2019 HSC question, students were asked to consider how composers invite responders. Similarly, in a moment will give you a chance to locate the sentence about what you would do as you read and compose in this module. You should highlight this one in light blue. Pause the presentation and try to highlight the phrase on your copy of paragraph two in the student booklet. The focus on representation in red, the focus on reader response in pink, and the words that tell us how you will respond and compose in light blue.

Now check your answer. Did you highlight in red the phrase "how text may give insight?" Which is conveying representation? The phrase in pink about reader response, "inviting the reader to see the world differently, to challenge assumptions, ignite new ideas, or reflect personally." This suggests that you may see the world in a different way after studying this text. And the last sentence in light blue. "By responding to a range of text, they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts." This explores your responding to texts and formulating your own considered personal response as a result.

Now let's explore paragraph 3. In a moment, you'll be asked to read this paragraph and colour code your copy of the module statement. This time you're looking for statements or phrases about representation to colour in red. And ones for reader response, which you should highlight in pink. Pause the presentation and highlight the phrases in your copy of the student booklet. We focus on representation in red and the focus on reader response in pink.

Did you get the same colour coding as the one appearing on your screen now? The phrases highlighted in red are "representation of human experiences illuminated in text", and the phrase "how aspects of these texts, for example, context, purpose, structure, stylistic and grammatical features and form shape meaning." The phrases highlighted in pink are "make increasingly informed judgments" and "draw from personal experience to make connections between themselves the world of the text and their wider world." The information in this paragraph reiterates the points I made earlier about representation and reader response, but there's one additional important point. Notice that the last sentence suggests you engage with the text on a personal level and be able to make connections between the ideas in the text and yourself. This is why I've called the response for section two, a personal response. At this stage I also want to draw your attention to important point as you move into the HSC, remember you do not need a related text for the Common Module personal response in the HSC examination. This is only assessed internally in school assessments.

Now let's explore paragraph four. This is the final paragraph of the module statement. This time you are looking for phrases about representation in red. Reader response in pink. And responding and composing in light blue. Pause the presentation and highlight the phrases in your copy in the student booklet.

How did you go? Did you notice that this paragraph continues to focus on what you do as you engage with the module and the text? Representation in red, "how different modes and media use visual, verbal and or digital language elements". Reader response in pink "to express universal themes", "make informed judgments about texts" and "express a personal perspective about a text." Responding and composing in light blue, "comprehending, interpreting and analysing complex texts." "They communicate ideas using figurative language" and "students further develop skills in using metalanguage, correct grammar and syntax to analyse language". Most significantly, carrying the point in the last sentence of paragraph three, the final point made in the module statement is about the personal response you will need to present when you write about your text.

Now that we have finished reading through the module statement to identify what you were doing as you engage with the text in the module, let's look at the main ideas in the module statement. The ideas are shown here listed in the paragraphs in which they appear. Paragraph one individual and collective human experiences. Human qualities and emotions associated with or arising from these experiences. Paragraph two, the anomalies, paradoxes and inconsistencies in human behaviour and motivation, the role of storytelling throughout time to express and reflect particular lives and cultures. And, paragraph four, universal themes. I want to point out that the module statement is not overly prescriptive in the way that it describes what the texts will say about human experiences. That's because there are 14 texts and each text must be studied closely for what it is about. You see, the ideas in the module statement are quite broad and in your study of the text you should dig deeper to unpack more specifically what the text is about. Remember, the 2019 HSC question which had a question for each text that had a different focus. None of the questions use the wording from this slide. However, in your response, you may have been able to use the ideas in the module statement to help you find your thesis. For example, the question for 'The Crucible', asked students to write about love. Arthur Miller says boundless things about love, so students responding to this question had to decide what they wanted to write about. One way to make this decision is to use the ideas listed in this slide. So, if we focus on human qualities and emotions, Arthur Miller shows that love changes our qualities are personality traits. However, if we focus on paradox, the response will be very different.

Now we'd like you to pause this clip and give yourself some time to process this new learning. If you are viewing this at the start of the module or to consolidate your understanding and gain fresh insights, if you are revising this module, one way to demonstrate your understanding is to represent the module statement as a visual. You have your colours to help you and the categories to support your presentation. Representation in red: how the composer constructs a text, reader response in pink: how we respond to the text, responding and composing in light blue: what you will do during the exam as you studied the text, and ideas in dark blue: what the text will be about as per the module statement. Take a fresh shade 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. Pause the recording now and complete this activity.

Will now provide you with a few key reminders regarding text requirements.

We have broken the slide up into two areas. One is for the internal assessment and the other is for the HSC examination itself. It is really important that you understand the differences. In your coursework at school and within your school’s internal assessment, you will study one prescribed text in detail, study a range of short texts and be required to select one related text and explore this in detail. This may be assessed within your assessment tasks for the Common Module, Texts and human experiences. In the HSC itself, you'll examine a series unseen texts in Section One and write in response to these unseen texts and write about your prescribed text in Section Two. For your examination, preparation for the Common Module, this means you must master your knowledge of a prescribed text and be very comfortable analysing the forms, features and structures of a range of types of texts.

We would now like you to think about the following as these been our focus during this session: we hope you are now able to explain what you're learning about in the Common Module. You can articulate the definitions in your own words. You can represent the rubric in another form, for example, a visual organiser or mind map, and you can annotate texts, identifying examples relevant to the module statement.

Now we would like you to pause the presentation and give yourself some time to process these new insights into the Common Module statement. To assist this processing, we recommend completing this thinking routine. I used to think, now I think. There is a space in your student booklet to write your thoughts. You may be able to share your insights with a peer or as a class.

This is the last activity for this presentation and the instructions are in your student booklet. There are two options here. The first is for students who are revising the common module for an assessment or their upcoming examinations. The second is for students who are just starting this common module in the first term of your year 12 journey. You can complete this activity now and come back to complete the other option later, as you gain deeper understanding of your text. Option one, for students who are revising the common module. This is a golden opportunity to consider any new insights into the module statement and how you can apply these to your text. Turn to option one activity in your student booklet and fill in the table. Option two, for students who are at the beginning of their study of the common module. You're at the start of your study of this module, and you may not know your text very well yet. However, this a good time to start thinking about what to look for as you move forward, turn to option two in your student booklet and begin filling out the table. You may like discuss your thoughts with a peer or as a whole class. Remember, you can view this presentation again next year when revising the common module.

This is the end of this presentation. Please look on the HSC hub for other resources for the common module. Thank you.

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