HSC English Advanced/Standard
Area of Study: Discovery
Introduction to Discovery week 1, term 4
Introduction to Discovery

Today we are going to overview the concept of discovery and the rest of Year 12 English studies.

It may seem as though it is too early to get stuck into any real work for the HSC, but that isn’t true - we’ll go through some concepts and study tips so that you can get started.

As you probably already know, the requirements for Year 12 English are much greater than they were in your junior years and will require you to engage in extra reading and study on top of completing homework and assignments.

You will need to be disciplined, organised and proactive.
The Dictionary Definition

dis·cov·er·y  [noun, plural dis·cov·er·ies]
1. the act or an instance of discovering.
2. something discovered.
3. (in Law.) compulsory disclosure, as of facts or documents.
4. (U.S. Aerospace.) The Discovery, the third space shuttle to orbit and return to earth.

dis·cov·er  [verb]
1. to see, get knowledge of, learn of, find, or find out; gain sight or knowledge of something previously unseen or unknown: to discover America; to discover electricity.

Synonyms: detect, espy, descry, discern, ascertain, unearth, ferret out, notice.

2. to notice or realise: I discovered I didn't have my credit card with me when I went to pay my bill.

3. (Archaic) to make known; reveal; disclose.

Origin: 1250–1300; Middle English < Anglo-French discoverir, descovrir, Old French descovrir  Late Latin discooperīre. See dis-1, cover
How to use the HSC syllabus rubrics

The English syllabus rubric for each module is similar to the dot-point syllabuses you get for other subjects like Maths or History. It is the master list of all the concepts you are expected to know for that module – it tells you exactly what you will be tested on.

You are expected to **analyse** and **memorise** each of the English syllabus rubrics.

Every time you answer an essay question, you are to view it from the framework of the syllabus you have learned. However, it is not always easy to understand what the syllabus is trying to say.

It is helpful to summarise the notes you have taken today into a **concept list** and **study notes**, so that you can refer back to them later before assessments or tests.

There is a very high correlation between writing study notes and HSC high achievers – so make sure you begin writing and editing your study notes early.

There are four modules to learn, and each of them is more difficult than Discovery, so make sure you know everything you need to know about your Area of Study this term as you probably won’t have time to revise it much later.
Board of Studies HSC Area of Study: Discovery

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual’s discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals’ or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

In their responses and compositions, students examine, question, and reflect and speculate on:
• their own experiences of discovery
• the experience of discovery in and through their engagement with texts
• assumptions underlying various representations of the concept of discovery
• how the concept of discovery is conveyed through the representations of people, relationships, societies, places, events and ideas that they encounter in the prescribed text and other related texts of their own choosing
• how the composer’s choice of language modes, forms, features and structure shapes representations of discovery and discovering
• the ways in which exploring the concept of discovery may broaden and deepen their understanding of themselves and their world.
The HSC Prescribed Texts for Discovery

Students explore the concept of discovery through at least one of the following:

**Prose fiction (pf) or nonfiction (nf)**
- Bradley, James, *Wrack* (pf)
- Chopin, Kate, *The Awakening* (pf)
- Winch, Tara June, *Swallow the Air* (pf)
- Bryson, Bill, *A Short History of Nearly Everything* (nf)
- Guevara, Ernesto ‘Che’, *The Motorcycle Diaries* (nf)

**or**

**Drama (d) or film (f) or Shakespearean drama (S)**
- Gow, Michael, *Away* (d)
- Harrison, Jane, *Rainbow’s End* from Cleven, Vivienne et al, *Contemporary Indigenous Plays* (d)
- Lee, Ang, *Life of Pi* (f)
- Shakespeare, William, *The Tempest* (d/S*)

* In order to satisfy the text requirements of the different English courses, *The Tempest* is classified as a drama text for the Standard course and as a Shakespearean drama text for the Advanced course.

**or**

**Poetry**
- Dobson, Rosemary
- Frost, Robert
- Gray, Robert

**or**

**Media**
- Nasht, Simon, *Frank Hurley – The Man Who Made History*
- O’Mahoney, Ivan, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and *The Response*
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Concepts of Discovery

1. Emotional discovery
2. Creative discovery
3. Intellectual discovery
4. Physical discovery
5. Spiritual discovery

6. New discovery or re-discovery?
7. Unexpected or deliberate process of discovery?
8. Confronting or provocative?
9. Does it lead to new worlds/future speculations/perspectives?
10. Is the discovery transformative for the individual?
11. What are the consequences of the discovery?
12. Worth of discovery reassessed/changed over time?
13. Does the discovery challenge assumptions or beliefs about human experience or the world?
14. How might discovery differ for individuals in different personal, social, cultural and historical contexts?
How to write thesis statements

Figuring out your own perceptions of discovery is something you can begin straight away:

1. Think about your own life and the discoveries you have made. Were they deliberate or accidental? Are you a curious person? How have discoveries changed your views?

2. Once you have a few statements about this – come up with some hypotheticals – what sort of discoveries could change your life or perception? What discoveries have the power to change your community or country? What constitutes a ‘good’ or ‘bad’ discovery?

3. Now, imagine which of these might be the most profound or important to human kind. Create an order of most to least significant.

4. Begin the process of refining and simplifying your ideas about discovery down to 1-2 sentences max.

5. Finally, try to re-word your 2 sentences as one sentence expressed in formal language. Use at least one key word that does NOT appear in the syllabus rubric. Voila! You have a thesis. Keep a record of ALL of these steps though – as you read more texts you might find your thesis about discovery changes slightly over time.
Practice Thesis Statements

Build on the concepts of discovery we have already discussed today to come up with several personal, philosophical statements you might use later as your thesis statement.
### Paper 2: Modules for Advanced English:

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<th>When:</th>
<th>Topic:</th>
<th>Texts:</th>
<th>Exam:</th>
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<tr>
<td>Term 1</td>
<td><strong>Module A:</strong> Comparative Study of Texts and Contexts&lt;br&gt;You look at two texts from different time periods and compare their values.&lt;br&gt;&lt;br&gt;<strong>Elective 1:</strong> Intertextual Connections&lt;br&gt;<strong>Elective 2:</strong> Intertextual Perspectives</td>
<td>2 Set Texts&lt;br&gt;No additional Materials</td>
<td>Paper 2: Comparative Essay&lt;br&gt;(20 marks)</td>
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<td>Term 2</td>
<td><strong>Module B:</strong> Critical Study of Texts&lt;br&gt;You look at characterisation, language, structure, theme and other text-type techniques which make a text stand the test of time.</td>
<td>1 Set Text&lt;br&gt;No additional materials, BUT you may need to look at critic’s essays and varied productions of your text</td>
<td>Paper 2&lt;br&gt;Essay&lt;br&gt;(20 marks)</td>
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<td>Term 3</td>
<td><strong>Module C:</strong> Representation and Text&lt;br&gt;You look at how the text-type of medium of production influences meaning, and how composers shape their texts to manipulate audiences.&lt;br&gt;&lt;br&gt;<strong>Elective 1:</strong> Representing People and Politics&lt;br&gt;<strong>Elective 2:</strong> Representing People and Landscapes</td>
<td>1 Set Text&lt;br&gt;2 additional materials of your own choosing</td>
<td>Paper 2&lt;br&gt;Essay&lt;br&gt;(20 marks)</td>
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| Term 1     | Module A: Experience Through Language  
You focus in detail on language techniques and uses in texts.  
Elective 1: Distinctive Voices  
Elective 2: Distinctly Visual | 1 Set Text  
1 Additional material of your own choosing | Paper 2:  
Essay  
(20 marks) |
| Term 2     | Module B: Close Study of Texts  
You look at characterisation, language, structure, theme and other text-type techniques which make a text stand the test of time. | 1 Set Text  
No additional materials. | Paper 2  
Essay  
(20 marks) |
| Term 3     | Module C: Texts and Society  
You look at the way texts influence or are influenced by society.  
Elective 1: Exploring Interactions  
Elective 2: Exploring Transitions | 1 Set Text  
2 additional materials of your own choosing. | Paper 2  
Essay  
(20 marks) |

Throughout Year 12 you will do a selection of 5 texts from the following:

1 novel,  
1 film  
1 modern drama  
1 Shakespearean drama*  
1 poetry collection  
1 non-fiction or documentary  
1 multi-media or website

* Please note: Contrary to popular belief, Standard is not exempt from Shakespeare. There are TWO Shakespeare texts set on the Standard syllabus: The Tempest, and The Merchant of Venice, so you may have to study one of them under the general category of drama – it depends on the texts your school chooses.
How should I be studying right now?

Find out what texts you will be studying this year

- You can do this by asking your Head English teacher at school. Find out what your texts are for the whole year, not just discovery.
- Then you can look them up or download the text list from the Board of Studies website.
- Find out what module and elective you are studying each text for.
- Get ahead by **getting a copy of your texts early** and reading or viewing them.
- You should also look up the module and elective descriptions on the Board of Studies website and start trying to understand the topics.
Organise a Study Plan

- Create a plan for all of your HSC subjects (not just English). You might like to organise a 2 weekly schedule, or use one of the big wall planners for the whole year.

- Do not make your schedule too insanely studious, or you will never be able to follow it. Include in it the time you spend at school/travelling, tutoring classes, time for meals and sleeping and free time. Create a realistic picture of what you will be able to get done each two week period for every subject.

- Also compile a list of WHAT you are going to do in time marked “Study”. Some ideas might be “practice timed essay writing” “write out notes on the syllabus dot-points” or “Compile notes on the major relationships/characters in the novel”

Look for Additional Material

- Get an idea of what texts you are going to need early, particularly if you are not a very fast reader. Keep an eye out not just for Discovery materials but for other topics as well. There are some rules about choosing additional material which we will look at later.

Summarise your Class Notes

- Rather than compiling your notes at the end of the year when you’re in a rush, set aside time once a week to make a summary of what you’ve learned in class. Include techniques, quotes from text, notes about background and characters etc. Type the notes, use colours to highlight them, and think about the sort of thing you’d want to read over right before you walk into an exam.

Begin Writing your Thesis

- Spend time analysing the Board of Studies rubric, dictionary definitions, and your own experiences to come up with your own thesis. You may want to develop several theses and see which of them continues to be the most relevant as you get into your textual studies.

Begin Writing your Story

- We will have a lesson on story-writing soon but it’s important to get started on your ideas early. Remember, the story is worth exactly the same amount of marks as the essay is – so don’t neglect it!
**Question 2:** Begin writing class notes here.

If you don’t know anything about your text yet, begin writing study notes on the various concepts within *Discovery*. Try to cover all of the ideas mentioned in the syllabus rubric.
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