

Exploring Literary Mindscapes in Gail Jones's *Sixty Lights* Unit of Work

(NSW English Stage 6 Syllabus
for the Australian curriculum:
Extension 1 – Elective 4:
Literary Mindscapes)

Unit overview and lessons based
on an exploration and evaluation
of how *Sixty Lights* invites
engagement with the interior
worlds of individuals and how
they perceive, think and feel and
explores identity and alternative
ways of thinking and being



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EXPLORING LITERARY
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GAIL JONES'S *SIXTY LIGHTS*

Unit of Work
(for the NSW English Stage 6
Extension 1 Syllabus
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Unit of Work:	NSW HSC English Extension 1: Literary Mindscapes in Gail Jones's <i>Sixty Lights</i>	Year:	12 (Stage 6)
Duration:	12 weeks (3 lessons per week)	Assessment:	Essay
Concepts:	Personal critique, Literary Mindscapes, values	Course:	(NESA), NSW Syllabus for the Australian curriculum: Extension 1 Stage 6
English Textual Concepts:	Code and convention, context	Elective:	4: Literary Mindscapes
Learning experiences:	<ul style="list-style-type: none"> • Reading • Writing • Viewing • Creating • Representing 	General capabilities:	<ul style="list-style-type: none"> • Critical and creative thinking • Ethical understanding • Literacy • Personal and social capability
Link to other learning areas:	<ul style="list-style-type: none"> • History • Art 	Other learning across the curriculum areas:	<ul style="list-style-type: none"> • Civics and citizenship • Difference and diversity

NSW English Extension 1 Stage 6 Syllabus (Year 12) - Objectives, Outcomes & Content Descriptions

HSC English (Extension 1) Objectives	HSC English (Extension 1) Outcomes	Content Statements	HSC English (Extension 1) Content Descriptions
<p>Objective A</p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> articulate understanding through speaking, listening, reading, writing, viewing and representing 	<p>Outcome EE12-1</p> <p>A student:</p> <ul style="list-style-type: none"> demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies 	Engage personally with texts	<ul style="list-style-type: none"> appreciate and examine the complex connections between texts, composers, responders and contexts insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> evaluate how complex texts construct meaning and communicate values experiment with a range of literary forms and media in presenting critical and creative responses and compositions use sophisticated metalanguage in textual analysis, including digital elements

HSC English (Extension 1) Objectives	HSC English (Extension 1) Outcomes	Content Statements	HSC English (Extension 1) Content Descriptions
<p>Objective B</p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts 	<p>Outcome EE12-2</p> <p>A student:</p> <ul style="list-style-type: none"> • analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts 	Engage personally with texts	<ul style="list-style-type: none"> • articulate and justify personal responses to representations of a range of complex human experiences in sophisticated texts • use the aesthetic qualities of language in composing complex and original texts for pleasure, reflection and understanding
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> • evaluate how changing contexts and values influence how texts are composed and interpreted
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • use sophisticated, controlled language with clarity in their own compositions to meet the demands of complex thought and expression • manipulate textual form and stylistic features to construct original texts that express an informed perspective
		Respond to and compose texts	<ul style="list-style-type: none"> • create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions • critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses

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<p>Objective C</p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values 	<p>Outcome EE12-3</p> <p>A student:</p> <ul style="list-style-type: none"> independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts 	Engage personally with texts	<ul style="list-style-type: none"> respond to and challenge theoretical perspectives to test their own personal responses to a range of complex texts make judicious choices in the selection of independent research and wide reading
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> critically examine the multiple ways texts are valued in different contexts and by different audiences analyse the ways social, historical, cultural and personal values are inscribed in texts
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices develop sustained, critical arguments, that express deep understanding of complex texts and concepts, using appropriate academic language
		Respond to and compose texts	<ul style="list-style-type: none"> synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses use creative and critical thinking to enhance the quality of their personal responses and compositions

HSC English (Extension 1) Objectives	HSC English (Extension 1) Outcomes	Content Statements	HSC English (Extension 1) Content Descriptions
<p>Objective D</p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> express understanding of how cultural, historical and social contexts are represented in critical and creative texts 	<p>Outcome EE12-4</p> <p>A student:</p> <ul style="list-style-type: none"> critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts 	Engage personally with texts	<ul style="list-style-type: none"> consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context
		Respond to and compose texts	<ul style="list-style-type: none"> strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively

Content Descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>EE12-1</p> <ul style="list-style-type: none"> demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies <p>EE12-3</p> <ul style="list-style-type: none"> independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts <p>EE12-4</p> <ul style="list-style-type: none"> critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts 	<p>Intellectual quality</p> <p>Deep knowledge Deep understanding Higher-order thinking</p> <p>Substantive communication</p> <p>Quality learning environment</p> <p>Explicit quality criteria</p> <p>Students' self-regulation</p> <p>Student direction</p> <p>Significance</p> <p>Knowledge integration</p>	<p>Assessment task</p> <ol style="list-style-type: none"> It is recommended that students are given the assessment task notification and marking sheet at the beginning of the unit. Read and explain the assessment task and marking sheet with the class. The task and criteria for marking are outlined below. <p>The task</p> <ol style="list-style-type: none"> Write a 1000-word essay for the following question: Our internal landscapes define who we are, our motivations and desires. To what extent does <i>Sixty Lights</i> explore this idea? <p>Marking criteria</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> critically explore ways interior worlds are represented in texts in different ways for various purposes, audience and contexts independently investigates, interprets and synthesises texts to analyse and evaluate different ways texts are valued. 		<p>Assessment task notification and marking guidelines worksheets</p>

Content Descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>Outcome EE12-1 Engage personally with texts</p> <ul style="list-style-type: none"> appreciate and examine the complex connections between texts, composers, responders and contexts 	<p>Intellectual quality Deep understanding Metalanguage</p>	<p>Part 1: Introduction to <i>Sixty Lights</i></p> <p>Understanding Literary Mindscapes</p> <ol style="list-style-type: none"> Explain, discuss or read notes from the worksheet about literary mindscapes and the syllabus. You might like to read over the rubric from the NSW Education Standards Authority's (NESA) <i>English Stage 6–Prescriptions: Modules, Electives and Texts, Higher School Certificate 2019–2023</i>, p. 32. Ask student to complete the task below. <p>Task 1.1</p> <ol style="list-style-type: none"> What do you understand the following key words to mean? Jot your ideas down. <ul style="list-style-type: none"> context – personal, social, cultural and historical values evaluate. <p>Task 1.2</p> <ol style="list-style-type: none"> Re-read the syllabus and rubric carefully. Choose three statements from the syllabus that stand out to you as being significant. Complete the following task: <ol style="list-style-type: none"> Write these statements below. These may form the basis for your thesis about Literary Mindscapes. Write what you think these statements mean to you. Refer to notes from the Marking Centre for your exams from last year (when they become available). Pay careful attention to the characteristics of best responses. Consider what the Marking Centre deems valuable. Write notes about the key characteristics that are significant for you when you write your essay. 		<p>Understanding Literary Mindscapes worksheet</p> <p>https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023</p>