

NSW HSC English Advanced:
Critical Study of Kazuo Ishiguro's
An Artist of the Floating World:
Unit of Work

(NSW English Stage 6 Syllabus
for the Australian curriculum:
Advanced - Year 12)

Unit overview and lessons based
on a critical study of the
novel, including analysis
of textual integrity, social
and historical context,
content, language and
key ideas and concepts



SHELLEY MCNAMARA

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Author: Shelley McNamara

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Unit of work:	NSW HSC English Advanced: Critical Study of Kazuo Ishiguro's <i>An Artist of the Floating World</i> Unit of Work	Year:	12 (Stage 6)
Duration:	6 weeks	Assessment:	Essay
Concepts:	Personal critique, textual integrity	Module:	B
English Textual Concepts:	Code and Convention, Context	Course:	(NESA), <i>NSW Syllabus for the Australian curriculum: Advanced Stage 6</i>
Learning experiences:		General capabilities:	
<ul style="list-style-type: none"> • Reading • Writing • Viewing • Creating • Representing 		<ul style="list-style-type: none">  Critical and creative thinking  Ethical understanding  Literacy  Personal and social capability 	
Link to other learning areas:		Other learning across the curriculum areas	
<ul style="list-style-type: none"> • History • Art 		<ul style="list-style-type: none">  Civics and citizenship  Difference and diversity 	

Essential Learning Goal	Overarching Questions
<ul style="list-style-type: none"> How you personally perceive textual integrity is shown through the text's construction, context, language and other features. 	<ol style="list-style-type: none"> 1. What view of reality does this text produce? How? Whose reality? How does it/might it vary according to the gender, race, socioeconomic status, culture, experience of the reader? 2. Where are gaps and contradictions? What might be missing from the picture? 3. Whose interests are served? 4. What are the assumptions about gender/culture/class? 5. Does it reinforce/create stereotypes? 6. How can this text be challenged, criticised, transformed or resisted? 7. What action needs to occur for these changes to take place?

NSW English Advanced Stage 6 Syllabus (Year 12) – Objectives, Outcomes & Content Descriptions

HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.	Outcome 1 A student: independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA12-1	Engage personally with texts	<ul style="list-style-type: none"> evaluate the relationship between responder, composer, text and context 🧠📖 critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 🗣️🌐✎️
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning 🗣️🌐 analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040) 🧠🗣️
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005) 🧠🗣️ judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes 🧠📖
		Respond to and compose texts	<ul style="list-style-type: none"> develop a creative, informed and sustained interpretation of texts supported by close textual analysis (ACELR062) 🧠 compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065) 📖

HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
<p>Objective B</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.</p>	<p>Outcome 3</p> <p>› A student: critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA12-3</p>	Engage personally with texts	<ul style="list-style-type: none"> engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning 🎁👉 ✚ explore and evaluate how mode, medium and form shape and inform responses to texts
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses 🎁✚ use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063) 🎁 make innovative and imaginative use of language features including punctuation and syntax for particular effects (ACEEN051) 🌟
		Respond to and compose texts	<ul style="list-style-type: none"> support critical interpretations of texts through sustained argument and relevant detailed textual analysis (ACELR046) 🎁 analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices 🎁

HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
<p>Objective C</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.</p>	<p>Outcome 5</p> <p>› A student: thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA12-5</p>	Engage personally with texts	<ul style="list-style-type: none"> critically investigate a wide range of complex texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🖐️🌐⚙️🌐
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> evaluate the influence of the contexts of composers and responders on perspectives and ideas 🖐️🌐 engage critically and creatively with a wide range of texts which may be informed by different critical perspectives ⚙️
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> analyse how different language forms, features and structures can be used to represent different perspectives 🖐️🌐⚙️🌐 critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009) ↕️⚙️🌐⚙️
		Respond to and compose texts	<ul style="list-style-type: none"> critically evaluate own and others' arguments, justifications, evidence and points of view (ACELR064) ⚙️🌟 analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts ⚙️📖📄 compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts ⚖️🖐️

NSW Education Standards Authority (NESA), *NSW Syllabus for the Australian curriculum: Advanced Stage 6*, April 2017, pp.43-51

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Content Descriptions: Advanced English	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 Engage personally with texts</p> <ul style="list-style-type: none"> evaluate the relationship between responder, composer, text and context critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 	<p>Significance</p> <p>Background Knowledge Connectedness Narrative</p>	<p>Introducing Kazuo Ishiguro's oeuvre</p> <p><i>A Pale View of Hills</i></p> <p>Guidance</p> <ol style="list-style-type: none"> Explain, discuss or read notes from the worksheet about <i>A Pale View of Hills</i>. Read and discuss and extract from p.9-10. Ask student to complete the task below. <p>Task 1.6: Exploring a PVH</p> <ol style="list-style-type: none"> Analyse how the following are reflected in the extracts from PVH. <ul style="list-style-type: none"> Ishiguro's ideas: How Ishiguro communicates his ideas: How ideas are reflected in AFW: Choose two quotes that reflect similarities between AFW and PVH. Explain how they reflect ideas in AFW. 		<p><i>A Pale View of Hills</i> worksheet</p>

Content Descriptions: Advanced English	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 Engage personally with texts</p> <ul style="list-style-type: none"> evaluate the relationship between responder, composer, text and context critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 	<p>Significance Background Knowledge Connectedness Narrative</p>	<p><i>The Remains of the Day</i></p> <p>Guidance</p> <ol style="list-style-type: none"> Explain, discuss or read notes from the worksheet about <i>The Remains of the Day</i>. Watch the trailer. Discuss how Ishiguro explores ideas about morality and service. Ask student to complete the task below. <p>Task 1.7: Exploring ROD:</p> <ol style="list-style-type: none"> Analyse how the following are reflected in the trailer from ROD: <ul style="list-style-type: none"> the language of his characters key ideas and concepts. Explain how ideas and language in ROD are reflected in AFW. (200 words) One of the more recent film version of Ishiguro's novel is <i>Never Let Me Go</i>. Watch the trailer and take note of the similar ideas and concepts explore in PVH, AFW and ROD. See the link below. https://www.youtube.com/watch?v=sXiRZhDEo8A Are there any common ideas you recognise in PVW, AFW and ROD.? What are they? Write a 300-word paragraph, explaining ideas and concepts explored in Ishiguro's oeuvre. 		<p><i>The Remains of the Day</i> worksheet</p> <p><i>The Remains of the Day</i> trailer</p> <p>https://www.youtube.com/watch?v=L1aCp1Z1gA</p> <p><i>Never Let me Go</i> trailer https://www.youtube.com/watch?v=sXiRZhDEo8A</p>