# Focus – Conflict

## Course Outline

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts

### Week 1

- **Unit overview**
- **Organisation of English books/files etc.**
- **Task expectations**
- **Written and oral communication standards**
- **English Assessment Policy**
- **Use of portfolios**

Introduction to the concept of conflict and how ideas and information to do with conflict may be represented in texts:

- four types of conflict found in literature
- conflict in society and the world and how ideas about these conflicts are represented in a range of texts and in a range of modes

**Introduction to Task 1 English Journal**

- task outline and marking rubric to be placed into English Journal
- discuss possible number and range of tasks that will be covered
- expectations of work standard
- homework expectations
- first Journal task distributed and discussed

### Key teaching points

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<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus content</th>
<th>Assessment Tasks</th>
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| 1    | Unit overview       | Rationale        | **Semester 1, Week 1**
|      | Organisation of English books/files etc. | Aims | - introduce Task 1, English Journal  
|      | Task expectations   | Organisation     | - Responding 20%  
|      | Written and oral communication standards | Grade descriptions | - Creating 10%  
|      | English Assessment Policy | Glossary | **Semester 1, Week 12**
|      | Use of portfolios   | Assessment Outline | - collect Journal |

Use strategies and skills for comprehending texts, including:

- predicting meaning by interpreting text structures, language features and aural and visual cues
- relating texts to personal life and other texts
- posing and answering questions that clarify meaning and promote deeper understanding of the text.

Consider the ways in which texts communicate ideas, attitudes and values, including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts
- the ways text structures and written and visual language features are used to communicate information and influence audiences
- how conventions of written and visual language shape audience response
- the use of narrative techniques, for example, characterisation and narrative point of view.

Create a range of texts by:

- developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar
- using strategies for planning, recording sources of information and proofreading.
### Narrative Study

**Explore:**
- What is a narrative?
- Different types of narratives/genres
- Narrative elements
- Points of view/Characterisation
- Writing styles

**Pre-reading tasks**
- Vocabulary
- Context
- Prior knowledge
- Personal links to ideas in the text

**Introduction to Task 2 – short responses to novel**

Read novel in chunks – students to do some independent reading but teacher may also choose to read parts of the text to the class

Multiple choice/short answer responses to different narrative elements with a focus on the protagonist and associated conflict/s

- English Journal – on going

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<th>Semester 1, Week 2</th>
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<td>- introduce Task 2, Novel responses 15%</td>
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<th>Semester 1, Week 5</th>
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<td>- collect Task 2 Novel responses</td>
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### Feature articles

- What is a feature article?
- Different types of feature articles – purpose & audience
- Language and structural features of articles
- Annotation, deconstruction and responses to a range of articles

**Introduction to Task 3 – Feature Article**

- Brainstorm possible topics as a class and then brainstorm selected topic individually
- Preliminary reading/research around the chosen topic
- Note-taking – provide note-taking organisers for students and model note-taking skills
- Planning sheet distributed and completed by students
- First draft writing - teacher to confernce students individually to assist with editing
- Finished feature article to be produced

- English Journal – on going

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<td>- introduce Task 3, Feature Article 20%</td>
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<th>Semester 1, Week 8</th>
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<td>- collect Task 3 Feature article</td>
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**Use strategies and skills for comprehending texts, including:**
- predicting meaning by interpreting text structures, language features
- relating texts to personal life and other texts
- posing and answering questions that clarify meaning and promote deeper understanding of the text

Consider the ways in which texts communicate ideas, attitudes and values, including:
- the ways text structures and written language features are used to communicate information and influence audiences
- how conventions of written language shape audience response
- the use of narrative techniques, for example, characterisation and narrative point of view.

**Communicating and interacting with others by:**
- adapting listening behaviours to different contexts

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**Use information for specific purposes and contexts by:**
- locating and extracting information and ideas from texts, for example, skimming and scanning
- understanding how texts are structured to organise and communicate information
- using strategies and tools for collecting and processing information, for example, informational organisers.

**Create a range of texts by:**
- developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar
- using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts
- using text structures and language features to communicate ideas and information in a range of media and digital technologies

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| 9-12 | **Voices’ in documentary**  
**Introduction to Task 4 – Documentary study (listening task)**  
- Discuss the concept of listening  
- Discuss the concept of ‘Voices in texts’ – refer to glossary  
- Ask: What is a documentary?”  
  “What features might you expect to see in a documentary?”  
- Different types of documentaries – purpose & audience  
- Documentary conventions  
- Revision of film techniques/visual codes and conventions – emphasis on audio codes  
- Pre-viewing tasks – context  
- View documentary and complete viewing notes/questions  
- Focus on the ‘voices’ in the text (refer to glossary) and the way different ideas and perspectives are presented | Use strategies and skills for comprehending texts, including:  
- predicting meaning by interpreting text structures, language features and aural and visual cues  
- relating texts to personal life and other texts  
- posing and answering questions that clarify meaning and promote deeper understanding of the text.  
Communicating and interacting with others by:  
- communicating ideas and information clearly  
- adapting listening behaviours to different contexts | Semester 1, Week 9  
- introduce Task 4,  
**Documentary study 15%**  
 Semester 1, Week 12  
- collect Task 4,  
**Documentary study**  
 Semester 1, Week 12  
- collect Task 1,  
**English Journal** |
| --- | --- | --- |
| 13-15 | **Multi-modal presentation**  
- Definition of multi-modal texts (see glossary)  
- Brainstorm examples of multi-modal texts  
- View video clips of songs/movie clips to demonstrate the ability of images and music to promote ideas and create a mood  
- iMovie tutorial  
- Brainstorm the idea of controversy  
  - What is meant by controversy?  
  - What controversial issues are currently in the news?  
  - Who are some well-known controversial figures?  
- Students to create their multi-modal text  
- Students to introduce their iMovie to the class before viewing and to provide an after-viewing commentary | Create a range of texts by:  
- using appropriate language, content and mode for different purposes and audiences in social ...contexts  
- using text structures and language features to communicate ideas and information in a range of media and digital technologies  
- using strategies for planning, recording sources of information and proofreading. | Semester 1, Week 13  
- introduce Task 5,  
**Multi-modal presentation 20%**  
 Semester 1, Week 15  
- Task 5  
**Multi-modal presentation**  
 to be delivered to class |