



THEME: Interpreting Character and Theme

Course Description:

Rationale:

The study of English is central to the learning and development of all young Australians. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The F-10 Australian Curriculum: English is organised in three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The strands are:

Language: involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.

Literature: students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.

Literacy: students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

Course Outcomes:

By the end of this unit you should be able to:

- Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text.
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.

- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
- Evaluate the impact on audiences of different choices in the representation of still and moving images.
- Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects

Students' activities will include:

- Participating in pair and group tasks and presenting ideas and conclusions to the class.
- Brainstorming arguments and developing supporting evidence for issues or topics.
- Reading and exploration of a variety of fiction and non-fiction texts; selected short stories; selected print advertisements and film.
- Writing responses to both print and non-print texts.
- Writing in persuasive mode, using persuasive techniques.
- Writing reflections on learning of new concepts.
- Informal spelling and grammar exercises and tests.

Texts: examples of persuasive writing; short story: 'The Block' by Mark O'Connor; 'National English Skills' textbook, Chapter 6 and Chapter 12; poem: 'The last of his tribe' by Henry Kendall and song lyric: 'Beautiful Child' by Archie Roach; novel extract and film: Red Dog.

Subject Specific Vocabulary:

Persuasive techniques: emotive/persuasive language; argument and counter argument; tone; rhetorical question; hypothetical situation; personal anecdote; repetition; statistics; fact and opinion; figurative language; reader/viewer positioning; character construction; stereotype; dominant and resistant reading; representation; narrative point of view; unreliable narrator; codes: symbolic, technical, audio and written; appeal; main idea; supporting detail.

- Assessment Outline -

Course Assessment:

Wk	Assessment	*Competency based	Area Assessed	Grade
3- 4	Comprehension exercises on text extracts studied in class (Chapter 6 as listed in 'Texts').		Reading	
5	Reader Response to character in given short story.		Reading and Writing	
6	Class Test			
7	Presentation on character construction in the film studied.		Viewing and Speaking	
9	Make a poster that illustrates a theme from a poem or song lyric studied (Chapter 12 as listed in 'Texts').		Viewing and Reading	

*specific marks to be advised

NB: All written assessments must include a fully edited draft and a good copy.