

Year 11 Area of Study – Change

Week 1-3 Lesson Overview

1. Overview of course, Area of Study, types of change: self, perspective and worlds
2. Issue and discussion of Area of Study Instruction Booklet
3. Metalanguage booklet: synonyms for change, formulas, inverted triangle of learning (content, analysis, application) etc
4. Deconstruction of *Sky High* – by Hannah Robert
 - Reading of the text
 - Deconstructing or breaking into note form down by using the Big 5 and T.O.O formulas
 - These notes will be used to write a paragraph(s) explaining the meaning of the text
5. Group work – issuing of Text 2 (each group has a different text type to deconstruct using the Big 5 and the T.O.O)
 - The groups' purpose is to create a power point that teaches the rest of the class the this text
 - Groups are required to establish initial notes using the Big 5 and T.O.O
 - These notes will be used to write a paragraph(s) explaining the meaning of the text
6. You have been asked to look for texts of your own choosing that are about change. I have recommended film as there are literally millions of films that explore the topic
 - You are required to write initial notes using the Big 5 and T.O.O
 - These notes will be used to write a paragraph(s) explaining the meaning of the text
7. Paragraph scaffold and writing (micro scaffold version of essay – hamburger motif)

Currently we are working on two strands of the course simultaneously

Stand 1 – Skill focus of

- Identifying change in a variety of texts
- Deconstruction of texts using two formulas
- Writing this information into paragraphs

Stand 2 – Essay building

- We are writing essay paragraphs on every text that we study
- These paragraphs are going to be used down the track in your half yearly exam

Week 4 Lesson Overviews

1. Construction and presentation of power points
 - Teaching the class your text reinforces the skills required in this module – identifying & analysing change in texts
 - You will be required to do a power point assessment task in yr 12 – knowing your ability now allows me to weave further skills in this areas throughout yr 11 if needed
2. Writing and publishing paragraphs for: Sky High, Text 2 (group text) and a piece of related material

Week 5 Lesson Overviews

1. Further essay work using paragraphs and assessment task question
2. Preparation for assessment task 1 – reading – short responses to texts

- I am in the process of uploading our course and lessons onto MOODLE (ephoenix) for your essay access.

Basic Essay Scaffold

Introduction (outlines your question, your texts and composers, your techniques and your angle on change)

- contextual statement
- restate question
- title of texts and composers
- techniques used to convey change

Body (make a statement, provide examples and evidence, use quotes and link to question)

- Topic sentence – text 1 and technique 1
- Example from a text about change
- Analysis of the technique used to convey change
- Summative sentence – sums up point and links information to question

Conclusion (outlines your texts and composers, your techniques and your understanding of change)

- restate question
- title of texts and composers
- techniques discussed to show change
- contextual statement about belonging based on a common thread of your texts

General Essay Tips

- always get your ideas down first – worry about structure and language second
- once you get your ideas down – start to organise using scaffold
- name the change that takes place
- avoid personal language
- use synonyms to avoid being repetitive
- use an elevated vocabulary
- use the language of the question in your topic and summative sentences
- the order of mentions of texts and techniques is the order of the paragraphs
- when using quotes remove the quote marks and the sentence should make sense on its own
- always check you are answering the question (this should be evident if your scaffold is right – topic and summative sentences)
- draft, draft and redraft

Types of change: self, worlds, perspective, forced, voluntary, positive, negative etc

How do the composers of the texts you have studied in the Area of Study depict change and its effect?

Change can either have a negative or positive impact on individuals. It is a process that everyone will experience sometimes in their lives and the effect can be long lasting. The short narrative, 'Sky High' by Hannah Robert conveys the restrictions the composer feels placed on her by the process of growing up. (*Insert Information of other texts*) Although each text comments on change, each composer has employed a variety of techniques in the construction of their texts ranging from descriptive language to imperative and personal language.

At just 18, Hannah Robert uses descriptive language and personification to reflect on her childhood experiences and the forced change that has taken place. The physical environment of her backyard with the 'small nectarine tree' and 'bird bitten fruit' is the place where Robert measures the inevitable change of growing up. By contrasting her perception of the yard from her younger self to her current older self, the composer allows the responder to be drawn into her childlike word of 'frilly...pink...bathers'. She describes the clothesline using personification 'skeletal arm' where she feels the freedom of 'flying'. This childlike memory is contrasted with the reality of growing up and despite a 'pilot light burning somewhere inside', Robert comes to the realisation that she has outgrown the clothesline and with maturity comes responsibility and there are 'too many things tying her to the ground'. It is through the use of descriptive language and personification the writer explores the inevitable change of maturity that everyone experiences in their lives.