

Teaching Notes for *Western Australia English: General* *Year 12*

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Overview

The book consists of 15 chapters. Each chapter is one of two types:

- topic focused
- text or text type focussed.

The following chapters are topic focussed:

- Chapter 1 Perspectives on work
- Chapter 2 Leisure
- Chapter 3 Cause advertising
- Chapter 5 Exploring an issue: Shark attacks
- Chapter 6 Possible futures
- Chapter 7 Gender bending
- Chapter 8 Class acts
- Chapter 9 Environment
- Chapter 11 Political animals
- Chapter 13 The future of work
- Chapter 15 Beyond school.

The following chapters are text or text type focussed

- Chapter 4 Short story study 'White Fantasy – Black Fact'
- Chapter 10 Graphic novels
- Chapter 12 Short story study: 'To Build a Fire'
- Chapter 14 Film study 'Mad Bastards'.

The texts in each chapter were selected primarily for their ability to engage student interest and their usefulness in allowing students to practise the skills and develop the concepts required by the syllabus.

The content for Units 3 and 4 of the English: Western Australia General syllabus has not been treated separately but has been integrated throughout the various chapters of this book. This approach is in line with the syllabus requirement that Units 3 and 4 be assessed as a pair, rather than separate units.

Chapter features

Each chapter consists of the following features:

Chapter introduction

This provides a rationale for studying the topic of the chapter.

Table of aims

The general aims are drawn from the content of the Year 11 General syllabus. The specific aims explain **those aspects of the** general aims covered in the chapter.

Explanatory text

This provides explanations of key concepts and skills.

Passages and images

These are used to provide examples of the concepts being explained and to provide opportunities for students to practise important comprehension and analysis skills.

Margin notes

Margin notes are provided for many passages to help students understand unfamiliar vocabulary, allusions or concepts.

Information boxes

These provide additional detail about concepts, skills and texts.

Written activities

These require students to engage in some depth with the ideas and language in the passages provided. Each of the activities is given a heading showing which reading skills students need to apply in order to complete the activity. Such headings include Inferring, Recapping, Paraphrasing, Applying your reading, and Reading with critical awareness. These skills are explained in the first chapter of our Year 11 book. If students are unfamiliar with these terms and the skills to which they refer, then teachers are advised to explain them before asking students to tackle the first chapter. Alternatively, the terms could be explained as they arise throughout the book.

Discussion activities

These provide the opportunity for student discussion of the ideas raised by the passages and images provided. These could take the form of whole class or small group discussion. The discussion activities use many of the same headings as used in the written activities.

Pause and think

These activities are intended to break up the reading of longer texts and allow students the opportunity to consolidate their understanding of what they have read to this point in the text.

Work samples

These provide models of the learning tasks students are asked to undertake. Many of these are accompanied by annotations, explaining key points.

Tasks

At the end of most chapters is a suggested learning task which requires students to put into practice or build on the skills and concepts taught earlier in the chapter. The learning tasks could contribute to students' assessment program.

Possible course outline and assessment program using *English: Western Australia General Year 12*

Units 3 and 4 Content	Assessment tasks
<p>Chapter 1 Perspectives on work</p> <ul style="list-style-type: none"> • use strategies and skills for comprehending texts by applying different reading strategies • consider how different perspectives are presented in texts • suggest the influence of context, purpose and audience on the perspectives presented • categorise and integrate ideas and evidence about specific issues • analyse issues and ideas in texts and explain perspectives and implications • determine the relevance of source material to the context and topic • use appropriate referencing • investigate and synthesise ideas and collate appropriate information from a range of source material • employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. 	<p>Responding (2%): Answers to written activities Creating (6%): Report on job skills and attributes</p>
<p>Chapter 2 Leisure</p> <ul style="list-style-type: none"> • use strategies and skills for comprehending texts by applying different reading strategies • distinguish different perspectives about the main ideas in texts • use personal voice and adopt different points of view and/or perspectives to influence audiences in a range of media • select text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes. 	<p>Responding (2%): Answers to written activities Creating (6%): Text on a leisure activity</p>
<p>Chapter 3 Cause advertising</p> <ul style="list-style-type: none"> • understand the way attitudes and values are presented in texts • explain how texts use language to appeal to the beliefs, attitudes and values of an audience • discuss the way ideas and information are presented in texts. • consider the relationships between context, purpose, and audience in texts • examine the use of media, types of texts, text structures and language features in texts • speak clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts • plan and carry out projects in small groups, sharing tasks and responsibilities • listen actively; being prepared to assert personal views • apply critical thinking and problem solving cooperatively • integrate text structures, language features and visual techniques to engage and persuade audiences. 	<p>Creating (6%): Cause advertising campaign</p>
<p>Chapter 4 Short story study: 'White Fantasy- Black Fact'</p> <ul style="list-style-type: none"> • distinguish different perspectives about the main ideas in texts • understanding the way attitudes and values are presented • explain shifts in perspectives • identify the effect of language choices on an audience. • understand the use of narrative techniques • use personal voice and adopt different points of view and/or perspectives to influence audiences • use and adapt text structures and language features to communicate ideas. 	<p>Creating (6%): Short story</p>

Units 3 and 4 Content	Assessment tasks
<p>Chapter 5 Exploring an issue: shark attacks</p> <ul style="list-style-type: none"> • identify facts, opinions, supporting evidence and bias • understand the way attitudes and values are presented • gather different viewpoints • analyse issues and ideas in texts and explaining perspectives and implications • evaluate the evidence upon which different views are based • consider how different perspectives, values, attitudes and assumptions are presented in texts • categorise and integrate ideas and evidence about specific issues • determine the relevance of source material to the context and topic and use appropriate referencing • investigate and synthesise ideas and collate appropriate information from a range of source material • employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion • use personal voice and adopt different points of view and/or perspectives to influence audiences • express a logical point of view about an idea, issue or event. 	<p>Responding (6%): Article for overseas readers</p>
<p>Chapter 6 Possible futures</p> <ul style="list-style-type: none"> • apply different reading strategies • distinguish different perspectives about the main ideas in texts • consider how different perspectives and values are presented in texts • analysing issues and ideas in texts and explain perspectives and implications • explain how texts use language to appeal to the beliefs, attitudes and values of an audience. 	<p>Responding (3%): Answers to written activities</p>
<p>Chapter 7 Gender bending</p> <ul style="list-style-type: none"> • apply different reading strategies • understand the way attitudes and values are presented • analyse issues and ideas in texts and explain perspectives and implications • discuss the way ideas and information are presented in texts. • speak clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts • listen actively; being prepared to assert personal views • apply critical thinking and problem solving cooperatively • create oral texts that communicate ideas and perspectives • use the language of negotiation, problem solving and conflict resolution. 	<p>Creating (6%): Panel discussion</p>
<p>Chapter 8 Class acts</p> <ul style="list-style-type: none"> • apply different reading strategies • explain shifts in tone • consider how different perspectives and values are presented in texts • analyse issues and ideas in texts and explain perspectives and implications • consider how attitudes and assumptions are presented in texts • analyse characterisation in a visual text • select text structures, and language features, to communicate and present ideas and information • express a logical point of view about an idea, issue or event. 	<p>Responding (6%): Text on the representation of a social group</p>

Units 3 and 4 Content	Assessment tasks
<p>Chapter 9 Environment</p> <ul style="list-style-type: none"> consider how different perspectives and values are presented in texts consider how attitudes and assumptions are presented in texts categorise and integrate ideas and evidence about specific issues determine the relevance of source material to the context and topic investigate and synthesise ideas and collating appropriate information from a range of source material employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion select text structures, language features, and visual techniques to communicate and present ideas and information. 	<p>Creating (6%) Research report</p>
<p>Chapter 10 Graphic novels</p> <ul style="list-style-type: none"> understand the way attitudes and values are presented explore the use of media, types of texts, text structures and language features understand the use of narrative techniques analyse issues and ideas in texts and explaining perspectives and implications consider how attitudes and assumptions are presented through the use of media, types of texts, text structures and language features speak clearly and coherently about ideas and opinions plan and carry out projects in small groups, sharing tasks and responsibilities listen actively, being prepared to assert personal views apply critical thinking and problem solving cooperatively create oral texts that communicate ideas and perspectives recognise when to work with others and when to work independently use the language of negotiation, problem solving and conflict resolution. 	<p>Responding (6%): Oral presentation</p>
<p>Chapter 11 Political animals</p> <ul style="list-style-type: none"> apply different reading strategies analysing issues and ideas in texts and explaining perspectives and implications identify how some perspectives are privileged while others are marginalised or silenced. evaluating the evidence upon which different views are based employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. express a logical point of view about an idea, issue or event integrate text structures and language features to engage and persuade audiences. 	<p>Creating (6%): Text on a political issue</p>
<p>Chapter 12 Short story study 'To Build a Fire'</p> <ul style="list-style-type: none"> apply different reading strategies identify the effect of language choices on an audience. consider the use of narrative techniques in presenting perspectives and values analyse issues and ideas in texts and explaining perspectives and implications. 	<p>Responding (3%): Answers to written activities</p>
<p>Chapter 13 The future of work</p> <ul style="list-style-type: none"> apply different reading strategies analysing issues and ideas in texts and explaining perspectives and implications determining the relevance of source material to the context and topic investigate and synthesise ideas and collate appropriate information from a range of source material employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. 	<p>Responding (6%): Text for younger students on how to be prepared for work in the future</p>

Units 3 and 4 Content	Assessment tasks
<p>Chapter 14 Film study: <i>Mad Bastards</i></p> <ul style="list-style-type: none"> understand the way attitudes and values are presented in texts consider how perspectives and values are presented in texts through the use of media, types of texts, text structures and language features analyse issues and ideas in texts and explain perspectives and implications appreciate the use of narrative techniques express a logical point of view about an idea, issue or event. 	<p>Responding (6%): Series of short answers</p>
<p>Chapter 15 Beyond school</p> <ul style="list-style-type: none"> apply different reading strategies identify how some perspectives are privileged while others are marginalised or silenced in texts investigate and synthesise ideas and collating appropriate information from a range of source material plan and carry out projects in small groups, sharing tasks and responsibilities apply critical thinking and problem solving cooperatively use the language of negotiation, problem solving and conflict resolution. 	<p>Creating (3%) Share house texts</p>

Assessment structure

Responding		Creating	
	Assessment weighting %		Assessment weighting %
Ch 1 Answers to written activities	2	Ch 1 Report on job skills and attributes	6
Ch 2 Answers to written activities	2	Ch 2 Text on a leisure activity	6
Ch 5 Article for overseas readers	6	Ch 3 Cause advertising campaign	6
Ch 6 Answers to written activities	3	Ch 4 Short story	6
Ch 8 Text on the representation of a social group	6	Ch 7 Panel discussion	6
Ch 10 Oral presentation	6	Ch 9 Research report	6
Ch 12 Answers to written activities	3	Ch 11 Text on a political issue	6
Ch 13 Text for younger students	6	Ch 15 Sharehouse texts	3
Ch 14 Series of short answers	6		
Total	40	Total	45

External assessment task: 15%

Chapter 1 Perspectives on work

We recommend that teachers use this chapter to introduce students to the use of a reading journal in which students maintain a record of their answers to written activities throughout the course. The use of a reading journal will facilitate the assessment of students' responses, as per the suggested assessment program on pages 3-5. It should also provide a record of student's progress in the development of comprehension skills.

Chapter 2 Leisure

This chapter is intended to provide a counter-balance to the previous chapter's focus on work. It deliberately focuses on some more unusual leisure pursuits in an attempt to engage student's interest. The activity at the end of the chapter is intended to develop students' writing skills in the belief that students write best when they write about topics related to personal experiences and interests.

Chapter 3 Cause advertising

This chapter builds on the chapter on advertising in the Year 11 book. The task suggested at the end is a group activity in order to address certain elements of syllabus content. However, if your class is not yet ready or sufficiently skilled to work in groups, the task could be easily adapted to require students to work individually, each producing an individual text promoting a particular cause.

Chapter 4 Short story study: 'White Fantasy- Black Fact'

The story was chosen because of its accessibility and its Western Australian setting. Teachers are advised, after undertaking the pre-reading activities with the class, to read the story aloud with students following. The discussion activities which follow the story under **Characterisation and Narrative Point of View** could be undertaken as a whole class discussion or by breaking the class into small groups to discuss the set questions with groups reporting their answers back to the whole class. The written activities under **Attitudes and Values** are best undertaken individually by students, followed by the sharing of ideas in small groups or with the whole class. Teachers will find it will help students to complete the task at the end of the chapter by scaffolding the activity with a brainstorm of groups in society who might have a negative reputation in the eyes of some people.

Chapter 5 Exploring an issue: shark attacks

The skills focus of this chapter is on synthesising and evaluating a range of information and views on a topic in order to arrive at one's own considered opinion. As we explain to students in the introduction to the chapter, the issue of shark attacks was selected because it is a perennially 'hot topic' in Australian society. Teachers will find it useful to supplement the passages provided in this chapter with copies of more recent newspaper, magazine and website articles.

Because students might find some of the articles quite long and dense, students should be reminded of the need to slow down their reading, sometimes re-read and continually monitor their comprehension. They should not expect to take in everything after a quick read of an article.

The task at the end of the chapter is a deliberately challenging one, which students should not expect to be able to complete in one quick draft. They should be reminded of the need to make notes, plan and redraft their work, possibly a number of times.

Chapter 6 Possible Futures

The texts in this chapter could form an introduction of accompaniment to the study of one of the many dystopian films which deal with the threat to humans posed by advanced technology. Teachers could ask students to make notes on answers to the questions in the pre-reading activities as they read the passages, in preparation for the written activities which follow each passage. Before asking students to undertake the final written activity teachers might find it useful to revise the concept of connotative language with students.

Chapter 7 Gender bending

Students should be able to individually read the passages in this chapter. They should be encouraged to make notes while reading on answers to the focus questions set in the per-reading activities for each passage, in preparation for the written activities which follow each passage. The panel discussions which forms the task at the end of the chapter, depending on the nature of your class. One way is to allow students to prepare in some detail by researching their allocated topic. Another approach is to conduct the discussions impromptu with little preparation – this approach would be more successful with students who are reasonably articulate, can think on their feet and are comfortable working with each other.

Chapter 8 Class acts

Issues related to social class can be somewhat touchy for some students so teachers will need to be sensitive to the social backgrounds of their particular students in treating the material in this chapter. Students might need to be reminded before approaching the chapter of the importance of avoiding shallow stereotypes and insensitive putdowns. As terms for discussing social groups can change quickly and vary between places, teachers will find it useful to draw student's attention to terms used to describe social groups other than those used in this chapter which have currency in the students' local social environment. There exist many opportunities for supplementing the passages provided in this passage with viewings of episodes of programs mentioned or programs produced since the chapter was written. These could be accessed via DVD purchase or the Internet.

Chapter 9 Environment

This chapter culminates in a major local research project and should thus be tackled at a time in the school calendar which allows for the project to be undertaken without interruptions. After examining some texts which raise issues about environment in general students are encouraged to research a local environmental issue. The opportunities for choice are extensive but students might need assistance in identifying these, hence the brainstorming activity on page 116. Teachers should supplement student's suggestions in this activity with their own.

Chapter 10 Graphic novels

Teachers will find it useful to have a varied collection of graphic novels available in the classroom or resource centre for students to browse and refer to when studying this chapter and as resources for the task at the end of the chapter. While the initial financial outlay for such a collection can be high, such a collection can be shared between classes and can be a valuable asset for many years, especially if added to on an annual basis to keep the collection up to date. The final task is recommended as a group task in order to address particular syllabus content but it could easily be adapted to become an individual task if students in your class do not work well in groups.

Chapter 11 Political animals

A chapter on politics might initially be greeted by students, and perhaps some teachers, with expectations of dryness and boredom. But a cynical or indifferent attitude to politics is not helpful to the health of Australian democracy. Thus, in this chapter we try to make students aware that politics enters into even the most mundane aspects of our lives and therefore needs to be given serious attention. The aim of the chapter is to interest students in political issues, increase their political literacy – their ability to critically comprehend and analyse political texts (in the widest sense of the word ‘political’) – and to express their own political views in an articulate manner. Some students might find the passage ‘Political engagement among the young in Australia’ especially challenging and difficult to maintain interest in, so it might be worthwhile pointing out the passage is typical of many of the rather dense and somewhat abstract texts they will need to come to grips with in further education and training.

Chapter 12 Short story study ‘To Build a Fire’

This story was chosen because it requires students to grapple with an unusually long short story but one which we hope is of sufficient narrative and setting interest to keep them engaged. Teachers might find it worthwhile to supplement the suggested activities in this chapter with an examination of the earlier version of the story referred to on page 162 under ‘Did you know?’ Students could be asked to consider the effect of the changes which the author made to the first version in order to produce the second version and the possible reasons for these changes.

Chapter 13 The future of work

This chapter extends the thinking about work which students were asked to undertake in Chapter 1. If teachers consider that the first pre-reading activity on page 164 (‘What jobs can you think of that have disappeared or changed dramatically in the last 50 years because of the development of robots and information technology?’) will be beyond their particular students’ awareness, the question could be turned into a research task whereby students gather in information from parents, teachers and other adults. Some of the jobs that might be mentioned include: switchboard operator, bus/train conductor, shorthand typist, teletype operator, telegram deliverer, soldier, sailor, pilot, assembly line worker, typist, accountant, doctor, elevator driver, surveyor, architect, interior designer, bank teller, watchmaker/repairer, graphic designer, cartoonist, camera operator, photographer, police officer, taxi driver, petrol station attendant, farmer. In fact, once students get going with this activity, they might find it difficult to think of any job which has not been affected by technology.

We have deliberately not provided any scaffolding for the task at the end of this chapter, because we believe that by this time of the year students should be able to draw on their own resources to manage required tasks.

Chapter 14 Film study: Mad Bastards

This film was chosen because of its Western Australian setting and because of its innovative production. It also provides an opportunity to expose students to an alternative to the regular diet of blockbuster and special effect films which dominate much of modern cinema. As well as watching the film itself, it would be worthwhile for students to watch some of the extra features and at least some of the director's commentary which appear on most DVD versions. The suggested assessment task at the end is intended to give students a break from essays and allow them the choice of covering a number of aspects of the film which interest them personally.

Chapter 15 Beyond school

While again asking students to think about their futures, this chapter takes the focus off work and asks students to think about other aspects of post-school life. The suggested task at the end is intended as fun, light-hearted activity with which to finish the year. For this reason, we suggest giving it a lower assessment weighting than many of the other tasks.