**YEAR 12 ATAR – NOVEL**

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|  | **MONDAY (JOAN)** | **TUESDAY X 2** | **THURSDAY** | **FRIDAY** |
| **WK 4** | Hand out assignment front cover sheet and go through with students, including the novel journal  Discussion on novel  Hand out Dolly the Clone  3D Printers  Cultural Subsets  Intertextuality  Viewing Retrieval Chart  Students can read this in class  Remind students to find 3 x science fiction posters,  Look at pictures that have a name and an artist | Go through powerpoint | Go through powerpoint | Go through powerpoint  Outline that we are going to look at feature films, hence review viewing theory – making meaning from visual texts.  Remind students of previous handouts:  Hand out ‘Why study films’ and explain this has to be finished for homework as part of their study file.  Hand out the  1 Construction of feature film codes and conventions  2 Feature film |
| **WK 5** | Watch the beginning of three films and fill in a retrieval chart that outlines central ideas and attitudes that are foreshadowed and  Film language used to shape viewer response to these ideas and attitudes and how the context of science fiction shapes the reader’s understanding of future societies. | Powerpoint on Never let me go and watch film  NB THIS HAS BEEN PUT HERE TO ENSURE STUDENTS HAVE DOUBLE PERIOD TO WATCH FILM, YOU DO NOT HAVE TO PLAN IT THIS WAY. | Finish film from yesterday and discussions if need be  display | Go back to Powerpoint on 1984  In class game, remember: I went to the shop and I bought an apple, I went to the shop and I bought an apple and a banana, etc. Then do this with reading theory and then do this with quotes. This is a memory game designed to assist students with the retention of knowledge around the novel  Hand out essays and have students work in groups of three to answer the question as a placement. students then share answers with class.  Have each group work on different areas within the questions:   * social context and future societies * the values of an individual or group are * different groups of people studied in different texts and then look at their values and how they are portrayed. |
| **WK 6** | Put students into pairs and randomly assign a past exam question to them.  Students work in pairs to present their assignment  Go through assignment and ask students if they have any questions on it. | Students work on assignment | Students work on assignment | Students work on assignment |
| **WK 7** | ASSIGNMENT PRESENTATIONS | ASSIGNMENT PRESENTATIONS | ASSIGNMENT PRESENTATIONS | Hand out and go over new assignment front cover sheet  Preparation in class and at  home, final task in class.  Students hand in a multimodal presentation on the course content given so far. This is a fantastic assignment as it caters to ensure students have studied in-depth |
| **WK 8** | Work on Assignment | Work on Assignment | Work on Assignment | Hand in Assignment |
| **WK 9** | Present Multimodal task | Present Multimodal task | Present Multimodal task | EXAM PREPARATION |
| **WK 10** | EXAM | EXAM | EXAM | EXAM |
| **WK 1** | Exam review | Exam Review | Exam preparation | Exam Preparation |
| **WK 2** | Students last day | Students Leave |  |  |