## 

## Year Twelve ATAR English

### Unit Four Journal Programme 2020

### THE JOURNAL

Journal writing is a powerful tool for thinking, learning and clarifying thoughts. A small number of specific tasks relevant to the course will be set by the English Department throughout the semester as Journal Tasks; however individual teachers may also set Journal activities specific to their class.

Students are also encouraged to write in their Journal on a regular basis and explore their own thoughts on the texts studied and any other text they wish to write about. Journal activities are to be completed in either a book or on loose leaf file paper and organised in a file.

**Marks:** Each of the two Journal Tasks are worth 100 marks arrived at as an on – balance judgement by the teacher.

Your Journal is worth 2.5% of your total marks for the semester.

### Date Due: Monday Week 7

**Task 12 B**

### JOURNAL TASK FOUR, SEMESTER TWO

*1984*

The class will be divided into three groups and each group assigned a section of the novel. You will gather information on the key ideas identified below, which forms the basis of your **multi modal presentation** and a **handout** that is due Monday of week eight. Each person is responsible for a multi – modal presentation and handout for their allocated pages. Presentations will be made in chronological order so please be ready to present.

**SECTION ONE**

Chapters 1-8 (approx. 104 pages)

**SECTION TWO**

Chapters 1-7 (approx. 120 pages)

**SECTION THREE**

Chapters 1-6 The Principles of Newspeak and the Afterward (approx. 100 pages)

Divide the pages of your Section of the novel amongst your group.

Through **close analysis** of the text find evidence, with quotations or descriptions, that **analyse** and **evaluate** the following concepts:

1. The values that underpin the section you have been assigned and how a reader might question them.
2. The attitudes that underpin the section you have been assigned.
3. The perspectives that underpin the section you have been assigned.
4. The assumptions that underpin the section you have been assigned. and how a reader might question them.
5. How might the text as a whole be read differently?
6. How does the novel relate to a particular context?
7. Compare the context the novel was:

* created in
* received in at the time of publication
* received by a contemporary audience.

1. Choose:

* a still image or scene from a film
* one short story
* one nonfiction piece

and draw intertextual links amongst the texts.

1. Complete the ‘Constructing a Reading Chart”

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| **Handout Marking Key** | |
| Comprehensive notes that are well organized, use headings and sub headings | **41 - 50** |
| Competent notes that are well organized, use headings and sub headings | **34- 40** |
| Satisfactory notes that are well organized, use headings and sub headings | **25 -33** |
| Limited notes that are well organized, use headings and sub headings | **16 - 24** |
| Unsatisfactory notes that are well organized, use headings and sub headings | **0 - 15** |
| **Mark** | **/50** |

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| **Multi Modal Presentation Marking Key** | |
| Comprehensive information in all slides | **41 - 50** |
| Competent information in all slides | **34- 40** |
| Satisfactory information in all slides | **25 -33** |
| Limited information in all slides | **16 - 24** |
| Unsatisfactory information in slides and / or not all slides completed. | **0 - 15** |
| **Mark** | **/50** |

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| **Constructing a Reading Chart Marking Key** | |
| Comprehensive annotation **AND** well structured, well written paragraphs. | **9-10** |
| Competent annotation **AND** competently structured and written paragraphs. | **7-8** |
| Satisfactory annotation **AND** satisfactorily structured and written paragraphs. | **5-6** |
| Limited annotation **AND** poorly structured and written paragraphs. | **3-4** |
| Unsatisfactory annotation **AND** poorly structured and written paragraphs. | **1-2** |
| **Mark** |  |
| **Total Mark** | **/100** |