English Stage 5: Novel study

This resource supports the core question: How is the study of fiction relevant to the world we live in? The tables provided can support any novel study and will allow the teacher to focus on the ETC context and/or character. Using these tables will also guide students towards higher order thinking about the text, using the principles in ALARM.

In a learning from home context, teachers can upload these tables to the class online platform, such as a Microsoft Teams channel for the class. This resource may also need to be sent home to facilitate completion of the task for students who do not have access to a device/the internet. These tables can be set for completion in a synchronous or asynchronous context.

An understanding of the English Textual Concepts ‘context’, ‘character’ and ‘theme’ is necessary for successful engagement with the resource. These tables are designed to support the learning processes connecting, understanding and engaging critically.

### Core resources and texts:

1. Class novel
2. Table 1: context
3. Table 2: characterisation
4. Table 3: Theme

Learning intention

Students will deepen their appreciation of the relevance of the novel they are studying through a deeper understanding of the role of context and the crafting of character to represent theme.

#### Success criteria

Students will demonstrate the following learning processes:

* **Connecting:** students connect the text to their own world to create meaning.
* **Understanding:** students interpret and explain how language forms and features communicate thematic concerns and characterisation.
* **Assessment**: assess the value of the text you have studied in class to the world we live in today.
* **Engaging critically:** students critically analyse and evaluate the value of a text to the current context.

#### Syllabus outcomes

The following teaching and learning strategy will assist in covering elements of the following outcomes:

* **EN4 1A:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* **EN5- 4B**: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
* **EN5 5C**: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

Syllabus outcomes are from [English K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

#### Outcome content

* **S502DA1** interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
* **S504PE2** analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
* **S505DA6** critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing

(The coding for this content point comes from the English Textual Concepts and Learning Processes resources for Stage 5 English – Stage 5 [englishtextualconcepts.nsw.edu.au/portfolio](http://englishtextualconcepts.nsw.edu.au/portfolio)).

Resource 1

### Context table

Table 1: context

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identify  Name and define the significant areas, events and or parts required to gain deep understanding | Describe  The features, characteristics and/or language techniques used to represent context | Explain  The purpose and/or function of the technique/feature of the text? | Analyse  How does this technique/ feature of the text reflect the context? | Analyse –  How purpose shapes the composition | Critically analyse -  How is the text a reflection of the composer’s concerns about his/her context? | Evaluate –  Have you gained an enhanced understanding of and engagement with the text? |
| Areas to consider: | Describe the specific context of the novel?  Provide evidence of the impact of this context - for example: setting, character, language choices. | What is the composers main reason for using a specific setting, character type, or language in the text? | How does your understanding of context add to your understanding of the way the text is composed? | To what extent does the context make the text engaging for you (by making it relevant to your world)? | What is the composer saying about their context through the representation of ideas in the text? | Apply the novel to your world and explore how these connections deepen your appreciation of the text. |
| Social context: for example the kind of society in which the characters live, and the one in which the composer's text was produced. |  |  |  |  |  |  |
| Historical context: refers to the social, religious, economic, and political conditions that existed during a certain time and place |  |  |  |  |  |  |
| Cultural context: looks at the society the characters live in – the unique world mirrored/created in the text. |  |  |  |  |  |  |

Resource 2

### Characterisation

****Table: characterisation****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| * Identify * List character(s) in the text who are particularly engaging and relevant to your world. (Add a new row for each character.) | Describe  How has the composer created a relevant and or engaging character?  Examples – what they say/do and what others say about them. | Explain  Identify a feature of language used by the composer and explain what it tells us about the character. | Analyse  Does each example provide a clear picture of the character?  Why are they relatable and/or engaging? | Critically Analyse  What does the composer want us to think about the character? Why? | Evaluate  What is the value of these characters to the creation of the text and to a reader today? |
|  |  |  |  |  |  |

**Note:** Identify characters and then respond to each question or task. Add a new row for each character.

Resource 3

Theme table

Table: theme

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| * Identify * What are the main themes that arise from your reading of this text? * Identify the theme and then respond to each question or task in columns 2 – 6. * Add a new row for each theme. | Describe  What are the main ways the composer has made these themes clear?  Consider examples like characterisation, structure, plot development and so on. | Explain  How each theme is developed throughout the text.  Provide specific examples of the way the composer’s message about the theme is developed throughout the novel. | Analyse  How are the examples or themes represented to engage the reader?  Consider specific compositional choices. | Critical Analysis  What do we learn from the exploration of the theme?  Relate the theme to your world, making connections to issues in your time. | Evaluate  What is your personal response to the representation of this theme? Are there positives and/or negative impacts of exploring the theme today? |
|  |  |  |  |  |  |

## Resource 4

### Engaging critically table

Table: engaging critically

|  |  |  |
| --- | --- | --- |
| Critically Evaluate  Effectiveness  Quality  Value | To what extent is the composer successful/unsuccessful in capturing ideas/characters relevant to the purpose/audience context? | Answer  Synthesise ideas you have tabulated in the context, character and themes tables. |
| Conceptualise Topic  Value in context | What is the main message that is being conveyed throughout the text and why is it valuable? |  |
| Appreciation  significance | What is the importance of this text in conveying ideas relatable to the world we live in? Why? |  |