### Representation of issues and concepts in texts.

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Representation in news and associated media. Students select a current issue and follow its representation in popular media for 2 weeks.</td>
<td>4 weeks</td>
<td>Analytical essay. 300 words (Written)</td>
<td>Tuesday October 31 (week 5)</td>
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<tr>
<td>Unit 2: Representation in literary texts. Students read a novel and discuss representation of theme and character.</td>
<td>5 weeks</td>
<td>Structured discussion (Spoken)</td>
<td>Tuesday November 28 (week 9)</td>
<td></td>
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</tbody>
</table>

### Literacy Components

- ✔ Speaking and Listening: *verbal and non-verbal analysis.*
- ✔ Reading & Viewing: *study of novels and related texts.*
- ✔ Writing & Designing: structure a formal argument; writing and speaking with detail, variation and economy.

### Numeracy Components

- ✔ Number:
- ✔ Algebra:
- ✔ Measurement: *timing and measurement of speech.*
- ✔ Space:
- ✔ Chance & Data:

### ICT/Technology Components

- ✔ Select and use ICTs in the processes of inquiry and research: *internet based research for information and evidence in support of argument and thesis.*
- ✔ Select and use ICTs to create a range of responses to suit the purpose and audience:
- ✔ Select and use ICTs to collaborate and enhance communication for an identified purpose and audience:
- ✔ Develop and apply ethical, safe and responsible practices when working with ICTs:
- ✔ Use a range of advanced ICT functions and applications: