

# Year 10 Sample Lesson

Term 1: Conceptual Textual Study  
Module-Style Essay Writing

## Lesson Overview

|                     |                                              |
|---------------------|----------------------------------------------|
| Year Level          | Year 10 (Stage 5)                            |
| Term / Unit         | Term 1 — Conceptual Textual Study            |
| Duration            | 60 minutes                                   |
| Syllabus Outcome    | EN5-1A, EN5-2A, EN5-3B                       |
| Curriculum Resource | Skill Mastery — Module Analysis & HSC Essays |

## Learning Objectives

- ✓ Understand the concept of a conceptual thesis and how it differs from a descriptive response
- ✓ Identify the key components of a module-style analytical paragraph
- ✓ Integrate textual evidence to support a conceptual argument
- ✓ Apply critical metalanguage with precision and fluency
- ✓ Draft and refine a paragraph using the PEEL+ structure

## Lesson Structure

|                                                                                                                                                                                                                                                                                                                                              |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Warm-Up — Activating Prior Knowledge</b>                                                                                                                                                                                                                                                                                                  | <b>10 min</b> |
| <ul style="list-style-type: none"><li>✓ Review: What is a conceptual reading of a text?</li><li>✓ Class discussion: How does context shape meaning?</li><li>✓ Quick-write: Identify the central idea of a provided text extract</li></ul>                                                                                                    |               |
| <b>Direct Instruction — Building a Conceptual Thesis</b>                                                                                                                                                                                                                                                                                     | <b>15 min</b> |
| <ul style="list-style-type: none"><li>✓ Introduce the structure of a conceptual thesis statement</li><li>✓ Model examples: descriptive vs conceptual thesis comparison</li><li>✓ Students annotate sample thesis statements using critical metalanguage</li><li>✓ Key terms: conceptual, composer, construct, perspective, context</li></ul> |               |
| <b>Guided Practice — PEEL+ Paragraph Writing</b>                                                                                                                                                                                                                                                                                             | <b>20 min</b> |
| <ul style="list-style-type: none"><li>✓ Introduce the PEEL+ analytical paragraph structure</li><li>✓ Teacher models paragraph construction using shared text</li></ul>                                                                                                                                                                       |               |

- ✓ Students draft their own paragraph using provided stimulus
- ✓ Peer feedback using the Skill Mastery marking criteria

**Independent Task — Refine and Reflect****10 min**

- ✓ Students refine their paragraph based on peer feedback
- ✓ Identify one metalanguage term used effectively
- ✓ Complete a brief reflective journal entry in Skill Mastery workbook

**Wrap-Up — Consolidation****5 min**

- ✓ Share two strong thesis examples with the class
- ✓ Preview next lesson: Integrated evidence and sustained argument
- ✓ Set homework: Read pp. 14–17 of Skill Mastery and annotate

## Sample Student Paragraph

**Task:** Using the provided text, construct a conceptual analytical paragraph that explores how the composer constructs meaning through language and form.

Through the deliberate use of extended metaphor and fragmented syntax, the composer constructs a sense of fractured identity, positioning readers to consider how social expectations constrain individual expression. The recurring motif of "shattered glass" functions as a symbol of psychological dislocation, reinforcing the central concern that conformity demands the suppression of authentic selfhood. This conceptual reading is further sustained by the modal verb "must," which syntactically enacts the coercive power of societal norms, compelling the audience to interrogate the tension between personal agency and communal obligation. Collectively, these compositional choices position the responder to recognise that identity is not fixed but perpetually negotiated within ideological frameworks.

### Marking Criteria — Analytical Paragraph

| Criterion             | Indicators                                                     | Marks     |
|-----------------------|----------------------------------------------------------------|-----------|
| Conceptual Thesis     | Explores an idea conceptually; moves beyond plot summary       | 2         |
| Evidence Integration  | Quotes embedded smoothly; textual references specific          | 2         |
| Critical Metalanguage | Precise use of literary, linguistic and structural terms       | 2         |
| Argument Cohesion     | Ideas build logically; paragraph sustains one central argument | 2         |
| Expression & Control  | Sophisticated syntax; accurate grammar and punctuation         | 2         |
| <b>Total</b>          |                                                                | <b>10</b> |

### Resources & Next Steps

- ✓ Skill Mastery workbook pp. 14–22 — Conceptual Thesis & PEEL+
- ✓ Homework: Draft a second paragraph on a new extract
- ✓ Next lesson: Sustained argument across multiple body paragraphs
- ✓ Assessment: Term 1 Module-Style Essay (Week 8)

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