***Year 12 Encountering Conflict Booklet: Every Man In This Village is a Liar***

***TEXTS***

* ***KEY TEXT:*** *Every Man In This Village is a Liar*
* ***CONTEXT FILE TEXTS:*** *YOU Must Undertake RESEARCH about anything to do with conflict. Print out your research and keep it in the same place!!*

***SAC***

* **Creating and presenting extended piece** (Student choice of style and form; 900 – 1200 words; 100 minutes to complete, one A4, one sided page of notes)

***Outcome Work that MUST be submitted***

* *AT LEAST two practice essays*
* *Presentation of a conflict from history and a section of the text*
* *Submission of AT LEAST three context file documents*
* *Personalised vocabulary chart*

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| **Term 2** | **Content** | **SACs and Outcome Work** |
| Week 6  18th May | Encountering Conflict – building the context ; Tuning in to ‘Every Man in this Village is a Liar’ |  |
| Week 7  25th May | Encountering Conflict – ‘Every Man in this Village is a Liar’ | STUDENT CONTEXT PRESENTATIONS (OUTCOME WORK) |
| Week 8  1st June | Encountering Conflict – ‘Every Man in this Village is a Liar’ |  |
| Week 9  8th June | **Queen’s Birthday holiday**  Encountering Conflict – ‘Every Man in this Village is a Liar’ |  |
| Week 10  15th June | Encountering Conflict – Tuning into ‘A Separation’ |  |
| Week 11  22nd June | Encountering Conflict – Tuning into ‘A Separation’ | **Creating and presenting extended piece** (Student choice of style and form; 900 – 1200 words; 100 minutes to complete, one A4, one sided page of notes) |
| **Term 3** | **Course Focus** | **School Assessed Coursework** |
| Week 1  13th July | Encountering Conflict – ‘A Separation’ |  |
| Week 2  20th July | Encountering Conflict – ‘A Separation’ |  |
| Week 3  27th July | Encountering Conflict – ‘A Separation’ |  |
| Week 4  3rd August | Encountering Conflict – Other short texts | **Creating and presenting extended piece** (Student choice of style and form; 900 – 1200 words; 100 minutes to complete, **no notes**) |

**CREATING AND PRESENTING**

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| **Assessment Criterions** | **Success Criteria** | **LOW** | **MED** | **HIGH** |
| 1. Use of ideas and language appropriate to chosen form, audience, purpose and context | * Researched and experimented writing using a variety of different writing forms |  |  |  |
| * Experimented writing for a variety of appropriate audiences using a variety of personas |  |  |  |
| * Practiced changing style/language to meet the selected audience/persona/purpose |  |  |  |
| * Researched and mastered the use of a writing form that plays to your individual strengths as a writer |  |  |  |
| * Adhered to the form of the structure selected |  |  |  |
| * The writing piece has a clear time/place/audience and purpose |  |  |  |
| * The persona is appropriate, clear and sustained throughout (if using one) |  |  |  |
| * The ideas selected are relevant to the FLAP+C |  |  |  |
| * The writing piece delivers an important message to its audience and is NOT merely written for the examiner |  |  |  |
| * Introduce examples in a way that is relevant to the selected form and audience |  |  |  |
| 2. Understanding of ideas and/ or arguments relating to the Context and presented in selected text/s | * Know the ideas raised by the select text in detail |  |  |  |
| * Extend the ideas raised by the select text |  |  |  |
| * Make connections between the ideas raised in the key text and the broader context file |  |  |  |
| * Use the ideas in the text as a springboard to generate bigger/broader/deeper ideas |  |  |  |
| **3.** Ability to draw on and develop these ideas in the creation of a text | * Know the ideas relating to the Context intimately |  |  |  |
| * Create a writing piece where the ideas selected clearly relate to the prompt |  |  |  |
| * Provide unique insight into the ideas raised by the set text and can challenge and   extend those ideas where appropriate   * Research how the text’s ideas relate to broader society |  |  |  |
| * Use examples of events/concepts/people in society who have had experience with the ideas as a springboard to generate deeper discussion |  |  |  |
| * Show a holistic understanding of how the ideas selected for discussion operate within society |  |  |  |
| * Show contemplation of how the ideas selected for discussion have changed over the years |  |  |  |
| * Shown a deep consideration for the complexities of the ideas and where, why, who, what, when and how they affect people/society |  |  |  |
| * Developed and employed a clear, critical and unique authorial voice |  |  |  |
| **4.** Expressive, fluent and coherent writing | * Write in a clear and easy to understand way without sacrificing quality and depth |  |  |  |
| * Sentences are not superfluous/ do not go on and on |  |  |  |
| **5.** Control of the conventions of written English | * Spelled words (especially contextually relevant words) correctly |  |  |  |
| * Use apostrophes correctly |  |  |  |
| * Used punctuation marks correctly |  |  |  |
| * Used punctuation marks to develop an authorial voice and a unique style |  |  |  |
| * Used correct grammar and tense |  |  |  |
| * Master the structure selected but then move beyond its mechanical components to develop individuality and interesting writing |  |  |  |
| 6. An effective written explanation of personal choices relating to form, language, audience, purpose and context, with use of appropriate metalanguage | * Learn and apply the structure of the written explanation |  |  |  |
| * Comment on your choices about the FLAP+C |  |  |  |
| * Explain how you used the set text(s) to develop ideas and then how/why you’ve gone into more detail/what you wanted to achieve |  |  |  |
| * Clearly explain what your purpose/message was and what response you hoped to evoke in readers |  |  |  |
| * Write in a clear and concise manner that adhered to the standards conventions of written English |  |  |  |

**Encountering Conflict Prompts**

**1. Causes of conflict**  
1. ‘Conflicts involve a clash of ideas, interests and expectations.’ 2. ‘Conflict is born of fear.’  
3. ‘Conflict is born of ignorance and intolerance.’ 4. ‘The prime instigator of conflict is fear.’  
5. ‘Fear of what is different or unfamiliar lies at the root of conflict.’ 6. ‘Major conflicts often arise from minor misunderstandings.’   
7. ‘Conflict is often the result of miscommunication.’  
8. ‘New environments create conflict.’  
9. ‘Social hierarchies create conflict.’  
10. ‘Conflict is often the result of differing beliefs.’  
11. ‘Conflict emerges from intensely emotional situations.’  
12. ‘Power imbalances will inevitably produce conflict.’  
13. ‘Conflict is heightened when people are not permitted to speak.’  
14. ‘When values of institutions are at odds with those of individuals, conflict arises.’  
15. ‘Conflict can bring out either courage or cowardice in an individual.’  
16. ‘The clash between reason and emotion lies behind many conflicts.’  
17. ‘The victims of one conflict are often the perpetrators of another.’  
18. ‘Conflict is more likely to occur when reality doesn’t meet our expectations.’   
  
**Key questions raised by this type of prompt:**  
• What are some possible causes of conflict? eg. greed, racial prejudice, differences of opinion, failure to communicate etc.  
• Can a conflict have more than one cause?   
• Why is fear often a source of conflict?   
• Is the cause of a conflict between nations similar to the cause of a conflict between two individuals?   
• What role do different values play in the creation of conflict?

**2. Nature of conflict**  
1. ‘Conflict is inevitable.’  
2. ‘Conflict occurs between the powerful and the powerless.’  
3. ‘Without conflict, there is no progress or change.’  
4. ‘Conflicts from history can teach us many things about ourselves and the times in which we live.’  
5. ‘Social order can deteriorate into conflict and anarchy with disturbing ease.’   
6. ‘Conflict is a destructive force in our lives.’  
7. ‘Conflict is an unavoidable part of being human.’  
8. ‘We need some degree of conflict and tension if we are to experience the richness of being fully alive.’  
9. ‘Conflict is a clash of expectations.’  
10. ‘Conflict is a fear of difference.’  
11. ‘When conflict occurs the group becomes more important than the individual.’  
12. ‘Conflict is not all bad.’  
13. ‘Some conflicts are unavoidable.’  
14. ‘Conflict can be character-building.’  
15. ‘The most dramatic conflicts are often personal.’  
16. ‘There are rarely two clear cut sides in human conflicts.’ 17. ‘Conflict can corrupt.’  
18. ‘Conflict is an inherent part of life; it is not necessarily negative.’ 19. ‘Conflict is a true test of human relationships.’  
20. ‘Conflict is the true test of someone’s inner strength and understanding.’  
21. ‘It is not always easy to distinguish the innocent from the guilty in situations of conflict.’  
22. ‘One conflict always contains the seeds of another.’  
23. ‘History is shaped by conflict.’   
24. ‘There is always more than one side to any conflict.’   
25. ‘Societies that have experienced historical conflict learn how to create social harmony.’   
26. ‘Sometimes we need to close our eyes and minds to reality if we want to avoid conflict.’   
  
**Key questions raised by this type of prompt:**  
• What are the different types and levels of conflict?  
• Is it possible to live in a society without conflict? Or is conflict inevitable?  
• When analysing conflict, why is it important to explore the cultural/historical/social/economic/religious context of the conflict?  
• Do you think that those in positions of power are more or less likely to incite conflict to get what they want? Do the more powerful always win?  
• Are there always two valid sides to every conflict?   
• Taking the long view of human history, does conflict rule, or do consent and harmony? Why?  
  
**3. How individuals/groups react to conflict**  
1. ‘People’s responses to conflict vary.’  
2. ‘Often, how we respond to conflict depends on a variety of cultural factors out of our control.’  
3. ‘Who we are is truly tested and proven when we encounter conflict.’   
4. ‘Conflict can reveal unexpected qualities in an individual.’   
5. ‘An individual’s ability to deal with conflict is determined by their self-knowledge.’   
6. ‘Why conflict occurs is less important than how it affects people.’   
7. ‘It is through conflict that we grow.’   
8. ‘It is how people deal with conflict and what they learn from it that is important.’  
9. ‘Conflict may change a person for the better.’  
10. ‘Conflict brings out unexpected qualities in people.’  
11. ‘The process for self-discovery inevitably involves some kind of personal struggle.’  
12. ‘An encounter with conflict can make you a better person.’   
13. ‘The way we deal with conflict has an impact on how we relate to others.’  
14. ‘Conflict has only negative effects on individuals.’  
15. ‘The best way to deal with conflict is head-on, not by avoiding it.’  
16. ‘Staying true to our core values is the best way to deal with conflict.’  
17. ‘When conflict arises, it is impossible not to take a side. Everyone has a role.’  
18. ‘The initial response to conflict has an important influence on the outcome.'  
19. ‘In times of conflict, ordinary people find themselves capable of great things.’  
20. ‘A person’s attitude to conflict can have a significant impact on its outcome.’  
21. ‘Encountering conflict can cause an individual to reassess their values.’  
22. ‘Heroes often emerge from conflict.’  
23. ‘Individuals will always respond differently to conflicts.’  
24. ‘The way individuals respond to conflict is often determined by past experience/culture/gender.’  
25. ‘It is impossible to fully comprehend conflict as a bystander.’  
26. ‘Conflict makes people act out of character.’  
  
**Key questions raised by this type of prompt:**  
• How does conflict affect individuals differently?  
• Is conflict something we should always avoid?  
• Is a person’s response to conflict always dictated by the cause of the conflict?   
• Are there cultural factors that might contribute to different responses to conflict?   
• Is what we call ‘manners’ really an informal system designed to limit instances of conflict between individuals?   
• What factors influence how a person deals with conflict? (eg. social/cultural/historical/family/political/religious background, nature of the issue)   
• Describe some of the ways people may respond to conflict. (eg. with tact, dignity, concern for others; aggression and hostility, as appalled victim)  
  
**4. Consequences of conflict**   
1. ‘Conflict can be a catalyst for change.’  
2. ‘A conflict’s importance lies not in its causes but in its consequences.’  
3. ‘Conflict can divide and unite the people who encounter it.’   
4. ‘Conflict can challenge a person’s values.’  
5. ‘Conflict can result in a positive outcome.’  
6. ‘Conflict causes growth as well as loss in people’s lives.’  
7. ‘Conflict brings out the best and worst in people.’  
8. ‘National identity is born out of conflict.’  
9. ‘Survivors of conflict are forever shaped by their experience.’  
10. ‘There are no rules for who will survive conflict and who will be destroyed by it.’  
11. ‘Conflict brings out the best as well as the worst in humanity.’  
12. ‘Conflict challenges our values.’  
13. ‘Conflict can have tragic consequences for ordinary people.’  
14. ‘The consequences of conflict are often tragic and life-changing.’  
15. ‘Conflict can create a legacy of tragedy.’   
  
**Key questions raised by this type of prompt:**  
• What are the consequences of conflict?   
• What are the short-term consequences of conflict?  
• What are the long-term consequences of conflict?  
• What are some positive outcomes of conflict?  
• What are some negative outcomes of conflict?  
• Are small-scale conflicts as devastating as large-scale conflicts such as war?  
  
**5. Resolving conflict**  
1. ‘Life is rarely without conflict; it is how we resolve it that matters.’

2. ‘Conflicts may be difficult to resolve.’  
3. ‘Some conflicts have a history that makes them impossible to resolve.’   
4. ‘Conflict cannot be resolved with violence.’   
5. ‘The way that conflict is resolved determines whether we heal and move forward.’  
6. ‘Conflict can only be resolved when both parties are prepared to compromise.’  
7. ‘The search for truth and justice is vital in resolving conflicts.’  
8. ‘Conflict is rarely resolved.’  
9. ‘It is possible to resolve conflict but sometimes we choose not to do so.’  
10. ‘Conflict has the ability to bring people together towards resolution.’  
11. ‘Conflict is more likely to persist than to be resolved.’   
12. ‘Real conflicts do not offer easy resolutions or neat closure.’  
  
**Key questions raised by this type of prompt:**  
• How are conflicts resolved?   
• What types of conflict are the most difficult to resolve?   
• Do you think that there are there some conflicts that can never be resolved?  
• What impact might different solutions to conflict have on individuals?  
• Is there always a solution?  
• Is there a tendency in nature, or in people, to try to resolve conflict? Why?

**Exploring and Defining Conflict: Additional Reading**

It seems humanity has always encountered conflict in all its many forms. Given the prevalence and types of conflict, it is worth investigating to see why this is the case and hopefully one day to make a change.

Common Definitions of Encountering:

* A meeting, especially one that is unplanned, unexpected, or brief: a chance encounter in the park
* A hostile or adversarial confrontation; a contest: a tense naval encounter.
* An often violent meeting; a clash
* To confront in battle or contention
* To meet as an adversary or enemy
* To engage in conflict with
* To come upon or experience especially unexpectedly

Common definitions of conflict:

* Conflict is actual or perceived opposition of needs, values and interests. A conflict can be internal (within oneself) to individuals. Conflict as a concept can help explain many aspects of social life such as social disagreement, conflicts of interests, and fights between individuals, groups, or organizations. In political terms, "conflict" can refer to wars, revolutions or other struggles, which may involve the use of force as in the term armed conflict.
* Conflict occurs when two or more parties, with perceived incompatible goals, seek to undermine each other's goal-seeking capability.
* Conflict involves a clash of interests, values, actions or directions often sparks a conflict. Conflicts refer to the existence of that clash.
* A disagreement through which the parties involved perceive a threat to their needs, interests or concerns
* Peace and conflict research assume that conflicts are the expression of opposing interests that they are characteristic for modern societies that they are endemic in modern societies

**What is conflict?**

On a personal level it is two individuals with opposing views who do not agree about something. Once this has been realised, different pathways appear. People can agree to disagree; others can become challenging and confrontational whilst others may attempt to reach a peaceful resolution. This plays out on a larger scale when it involves groups or organisations.

Conflict does not have to be a negative reality. It can lead us to a better understanding of other people’s needs and realities. We may learn more about who we are and what drives us, when we are in a confronting situation. This can only happen if we are prepared and able to commit to nonviolence and search for a positive outcome for both sides. As history has shown us, this is not easy especially on a global level.

**The nature of conflict**

Conflict is rarely one dimensional or easy to understand. It is complex and hard to avoid in some form or other. Most conflicts involve at least some of these elements:

* Groups or persons feeling they have been wronged and treated unjustly by another
* Both sides in a conflict believe they are right and the other side is wrong
* There is a power struggle between the opposing forces
* Many power struggles leading to conflict involve the powerful versus the powerless
* Conflict can easily descent into acts of violence and war.

Conflict is part of life and does not necessarily need to be avoided. Some conflicts come from ignoring smaller conflicts along the way in the past. Working through conflict enables us to figure out what matters to us in our lives. Learning to effectively manage and face conflict is an essential part of life. CONFLICT SOURCE BOOK Radiant Heart Publishing

**Inner Conflict**

We have all experienced inner conflict at some time or another. Sometimes inner conflicts revolve around trivial matters however other times it is as though we experience an internal war, where there is a clash between aspects of ourselves.

An example of a simple inner conflict could be that we may have chosen to set healthy goals for ourselves that involve an exercise routine or avoiding certain foods. When we do not succeed in reaching the expectations we have set for ourselves we experience guilt, anger over our laziness, depression etc., but live still goes on.

Depending on our circumstances, we may experience great emotional and mental trauma that affects our relationships and the way we behave in the world. A woman who was sexually abused as a child may develop an obsessive compulsive disorder (OCD) leading to a compromised live as she has to wash her hands 300 times a day. All aspects of her life will be affected by her inner conflict.

Even if we do not demonstrate abnormal behaviour, inner conflict can be painful and all absorbing. It can lead to low self-esteem or over rated self-esteem and make life miserable. Inner conflicts may challenge our sense of identity and make us feel we do not belong anywhere. Inner conflict can be so strong it may even push us to external conflict in various forms. For this reason many people seek counselling and/or medication for psychological problems.

**Types of Inner conflict:**

* The struggle between wanting to do something against your values and beliefs
* Feeling depressed and being unable to motivate yourself
* Living in denial about an aspect of yourself
* Believing that you should be a certain type of person when that is not really you
* A sense of inner failure at the end of a relationship or friendship
* Not living up to the expectations of those you respect
* Inner conflict caused by a distorted sense of reality as in mental illness
* Living a lie – not being able to show your real self because of fear of disapproval
* Conflict between your adapted self and your real self

**Conflict in … Every Man in this Village is a Liar**

*Every Man in This Village is a Liar: An Education in War* is a memoir by journalist Megan Stack. It covers her travels and experiences as a foreign correspondent for the Los Angeles Times newspaper in the post terrorist attacks on U.S soil. Stack was stationed in various war torn countries in the Middle East – Afghanistan, Yemen, Iraq, Pakistan, Saudi Arabia and Libya.

Stack’s memoir is filled with the horrors of war, the lies and excuses we make in and for war as well as the horrific conditions many people live in. Stark controversially contends that “only after covering it for years did I understand that the war on terror never really existed.”

Stark is both critical of all those factions participating in wars in the Middle East as well as the United States involvement. She points out that the United States and its allies are in the Middle East for their own purposes – often economic.

**About the Author Megan Stack**

Megan K Stack was a 25 year old journalist for the Los Angeles Times when the planes crashed into the World Trade Centre on September 11, 2001. She has won many awards for her journalism and in 2007 she was a finalist for the Publisher Prize in International reporting. Stack is currently based in Moscow as The Las Angeles Times Bureau Chief.

**What happened on 9/11?**

* On September 11, 2001 terrorists attacked America by hijacking four airplanes in mid-flight.
* Two planes were flown into the two skyscrapers at the World Trade Centre, New York
* These buildings caught fire and collapsed
* A third plane destroyed part of the Pentagon in Arlington, Virginia
* The fourth plane did not reach the hijackers intended destination (White House) because passengers on the flight fought with the terrorists and it landed in Shanks Ville, Pennsylvania
* About 3000 people were killed
* 19 terrorists from the Middle East belonging in a terrorist group called Al Qaeda
* The leader of Al Qaeda was Osama Bin Laden and this group follow an extreme form of the Islam religion.
* Al Qaeda was protesting about U.S involvement in Arab Nations and the values of democratic countries
* In response to the attacks, the U.S and its allies invaded Afghanistan which was run by the Taliban
* The Taliban’s rule was brought done by the U.S and other troops
* On May 1, 2011 U.S troops killed Osama Bin Laden who was hiding in Pakistan
* In 2003 the U.S invaded Iraq due to the threat of war at the hands of the leader Saddam Hussein who was later executed
* Since the 9/11 attacks, security, especially at airports was tightened and the Department of Homeland security was created.

**‘Every Man in this Village is a Liar’ Worksheet**

**Reviews – what they said**

**Write your response to the review extracts underneath the quote and link it to encountering conflict.**

‘We were all stripped of technology. Megan Stack writes, reduced to our ancient selves, to faces found and words spoken in person” and that is the secret of this extraordinary book: Stack removes all the usual nonsense from war reporting. What you read here is the truth, gorgeously rendered in shimmering sentences, but unrelenting all the same. The honesty of her reporting, the clarity of her vision is breath-taking. It is a remarkable piece of work.’ – Joe Klein

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‘Stack’s profound compassion leads her to hold a mirror to all those complicit, from American and Aran leaders to the foreign correspondents who have flocked to the conflict. Her keen eye for contradiction and for the human implications of policy brings her to an unsettling conclusion: there is no truth to this hologram of a war on terror – not for us and not for them.’ – Marla Stone, Los Angeles Times

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‘Stack has soul. Stack gets it. She feels it in her gut and has clarity of thought and boldness of expression that is rare, and delicious.’ – The Times of London

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**Extension Questions**

1. Who was lying? Why? What were the repercussions?

2. Choose 3 memorable personal stripes told by Stack. What do these contribute to the reading of the text?

3. Why does religious fundamentalism so often lead to violence? Has America been guilty of the same kind of self-righteous extremism in its opposing of the Middle East?

4. Discuss 6 incidents highlighting the role of women.

5. It is a problem for the reader. That Stack does not go into too much detail about political and historical background? Discuss.

6. How successful is the book as a memoir?

7. The subtitle for this book is ‘an educational in war?’ what did Stack learn about war? What did you learn about war?

8. How do you think Stack’s voice and choices have shaped and influenced your conclusions about American involvement in Middle East wars in the Middle East

**Locations – ‘Every Man in this Village is a Liar’**

***On the map below, locate the places Stack mentions and writes about by drawing a black circle Or draw in the steps taken in her travels.***



**Questions:**

1. Is Egypt considered a Middle Eastern or African country? Why?

2. On the right border of Pakistan is India. India is an Asian country – is Pakistan a Middle Eastern country or Asian country?

3. What problems and conflicts has Pakistan been involved in over the last decade?

4. Using an Atlas – book or online – find out the population, natural resources and dominant religions of the following 6 countries: Yemen, Libya, Syria, Saudi Arabia, Iran and Iraq. Create a list under each country in your book.

5. Look up some African countries – Sudan, Nigeria, Kenya, Uganda…what characterises these countries?

6. What is the religious significance of Jerusalem?

7. Where is Palestine? Historically, how has Palestine been divided up and why has this been controversial?

8. Why do you think Australia has had a comparatively quiet history with regard to being invaded by other countries?

9. Discuss the impact living in this zone would have on you.

**C+P ESSAY STRUCTURE**

**REMEMBER:** throughout the entire essay you must:

- **Stay on track of the prompt**

**- Analyse and discuss ideas relevant to the key text**

**- Use this text as a means of communicating an important message about society, the prompt and the CONTEXT**

**How to a Written Explanation**

**To explain: to describe your piece of writing/the choice you made as the author and why**

Any piece of writing for Creating and Presenting should include a written explanation (except for in the exam). A written explanation includes the writer’s choices including: form, language, audience, purpose and context.

The written explanation should be in full sentences and in paragraph form. It should be approximately 200-300 words. It should specifically identify:

**Form:** What form have you selected and how has it assisted you in meeting your purpose/reaching your target audience?

**Language:** What language have you used and how does it assist you in getting across your main ideas?

**Audience:** Who is your intended audience and how has the piece targeted them?

**Purpose:** What is the purpose of your piece? How do you want your intended audience to react?

**Context:** What ideas in the Context have you drawn on? What texts from the Context File have you drawn on and how have you used ideas from within them to develop/discuss ideas in your essay? How you have imitated or been inspired by the authors’/artists’ work, as well as the ideas portrayed in our main text(s). Comment on the success of your piece in achieving its intentions and desired impact on the audience.

**Written Explanation sentence starters**

The following is a guide I use to get students to write a fuller, more coherent written explanation. It is by no means exhaustive or definitive in its nature. It is just a guide.

*I have chosen to write in the form of:*

*In this form I have focussed on language that is:*

*I have made an effort to not write in language that is:*

*because the audience may perceive my writing as:*

*(and therefore my purpose will not be as successfully achieved).*

*The structure of the ...form requires me to:*

*I have written my material for the audience of:*

*This audience may be interested in my content because of the following context:*

*The purpose of my writing is to relate to this audience in the following way:*

*My interpretation of the prompt has incorporated ideas that address the following concepts:*

*The text has helped to inspire my writing by discussing the following themes:*

*These themes were raised by the following events in the text:*

*Final summary statement: After reading my writing I feel my audience will learn:*

*and with this information they may feel: Lastly, the things I missed out and did not achieve were:*

**Metalanguage (words you may use in your WE):**

audience purpose structure language

similes metaphors dialogue past tense

formal informal colloquial expose

crisis point theme short sentences persuasive devices

tension conflict resolution descriptive

tone serious analogy experience

reveal infer explicit ideas

sentence length juxtaposed perspective convey

conflict consequences direct speech quotes

text film memoir author

**Written Explanation**

**Aim:** To explain your choices as a writer to the examiner. Approximately 200-300 words.

You must discuss:

* **FORM – E.g. Persuasive/Expository/Imaginative and is it a speech/essay/article…?**
* **LANGUAGE – E.g. Formal/Persuasive Language Techniques/ Specific Language Choices**
* **AUDIENCE – E.g. members of the SG, citizens of Aust, migrants. NOT the teacher/examiner/yourself/teenagers/adults**
* **PURPOSE + - E.g. Your contention – What are you arguing? What is your POV on th e promp?**
* **CONTEXT**
* **\*\*\*\*EXPLAIN THE IDEAS THAT YOU CAME UP WITH AND HOW THOSE IDEAS CONNECT TO OR WERE STIMULATED BY IDEAS FROM ‘STOLEN’.**

**SAMPLE WRITTEN EXPLANATION TEMPLATE**

The writing piece that I have chosen to create is in the form of ….[a persuasive speech]. I have met this form by ……[using persuasive language techniques, introducing myself and my audience and speaking directly to my audience members]. I have used…….[formal, yet, conversational] language so that I could……[persuade my audience to see my point of view and to relate to my experiences] I have decided to write from the perspective of ….. [Anne from ‘Stolen’] and have done this by…… [referring to Anne’s childhood experiences and exploring them in detail]. My intended audience is……[other members of the SG] and I have ……[used relatable experiences, referred to historical events and asked my audience to consider their own experiences so that they can see my POV].(explain what you have done to ensure that this writing piece targets them). My piece is set…[in the 1980s in Ausralia] (Time/place) so that…..[I could use the end of the SG as an example of what society must never do to peoples’ identity again].[Explain why}

My main objective is to get [audience] to see/feel/act/understand/be positioned to…..[purpose]. The way that I formulated my purpose/contention was by considering….[explain what you have considered from ‘Stolen’ and our CF).

My first body paragraph idea is …. and this relates to the idea …(link to ‘Stolen’, our CF or discussions from class). By exploring this idea I have been able to….

Looking back on my writing piece, I feel that…..(Identify any areas where you may have liked to go into more detail and explain how). (Reflect on your writing piece).

***\*\* REMEMBER THAT: There is more information on written explanations in your booklet and there is a completed student sample.***

**How to Unpack a Prompt**

**Topic Sentence that DOES NOT Connect to the Key Text**

**The harsh and devastating nature of conflict prompts people to act instinctually and stand up or protect those closest to them regardless of the cost.**

**Topic Sentence that DOES Connect to the Key Text**

**The harsh and devastating nature of conflict can leave individuals feeling isolated around those who have not had the same experiences and consequently seeking conflict at any cost.**

**Step 1:** Underline the key terms in the prompt

**Step 2:** Brainstorm synonyms for the key words

**Step 3:** Questions all parts of the prompt

**Step 4:** Use the answers to these questions to develop topic sentence – ensure that the TS relates to the ideas raised in the key text

**Step 5 –** Plan – find evidence to support your TSs.

**INTRODUCTION SAMPLES: Expository/Hybrid and Persuasive**

**Introduction features (Guide ONLY):**

* **Introductory sentence:** Something that hooks the reader.
* **Prompt link:** Statement about the prompt - clearly connect to the prompt
* **Clearly state** your point of view **(contention)** on the topic
* **Signpost:** do not go into detail - Outline your main ideas (fluently)
* **Concluding comment: Get your reader thinking about your POV. Ensure it connects with the prompt and your driving purpose.**
* Your introduction must ground your audience in the time/place. Your persona/audience/context MUST be clear and there MUST be a driving purpose behind your writing piece

***Sample Prompt: In times of conflict ordinary people can act in extraordinary ways (2008)***

**INTRODUCTION SAMPLE 1:**

In times of conflict ordinary people can act in extraordinary ways. It is human instinct. Some people respond by seeking revenge, others are paralysed by it and some amazing individuals act heroically. In the book ‘Every Man in This Village is a Liar’, Megan Stack analyses the different ways people react to conflict.

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**INTRODUCTION SAMPLE 2:**

Conflict changes the status quo of an environment and threatens the way of life of the people within it. As such, it triggers an instinctual response in individuals to protect the things that they value most. Generally speaking, their response is one of extreme force, extreme resilience or extreme courage. The moral disparities between individuals and their commitment to their beliefs, ultimately determines the magnitude of the consequences of their actions; albeit good or bad. Sadly, when individuals feel justified in their actions, fail to consider the consequences of their response, or simply do not care; the consequences of their actions shatter those around them.

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**INTRODUCTION SAMPLE 3:**

Conflict has the power to reveal the moral polarities between individuals and their subsequently differing responses to conflict. When a person’s way of life is threatened, they react instinctively and with the objective or surviving or protecting what they hold dearest to them. Ultimately, it is the relative strength between the two parties, a calculation of possible atrocity and the level of passion and righteousness a party has for their cause that determines the magnitude of their response. Sadly, when parties allow their emotions to take control, their reaction to the conflict often causes more harm than good.

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**INTRODUCTION SAMPLE 4:**

An individual’s true temperament, or the temperament of a society, is revealed by the way that they respond to conflict. Some individuals thrive in conflict, some do anything to avoid it and some respond in remarkable and unexpected ways to protect the people or things that they hold most dearly to them. Regardless of whether the person is the victim, offender or bystander, the way the individuals respond to that conflict have overwhelming consequences for the society that they belong to. Sadly, the disconnection of communities in modern society means that many people ignore the conflicts around them. In the West, we revel in superficial comforts and feign indifference about the raging conflicts in the East. Rather than following in the footsteps of people like Martin Luther King, Rosa Parks or Mahatma Ghandi we have become complacent to violent, futile and unjust conflict and until something changes we will be a world divided.

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**INTRODUCTION SAMPLE 5 – PERSUASIVE:**

For me, the falling of the two twin towers was a symbol of the end of a chapter of life we had become too accustomed to in the Western world. A chapter where our understanding of the conflicts in the Middle East, and other parts of the world, were fictional examples we understood only through pop culture. For too long we were satiated by our superficial comforts and ignorant to the years of violent conflict in the Middle East. 9/11 thrust conflict into the lives of the Western world and provided us with the opportunity to stop being the complacent bystander; to develop a universal aspiration of a better life for all. Sadly, America fell into the same trap that many do when hit by conflict. They allowed their self-righteous title as the ‘victim’ to justify blind vengeance and further bloodshed. Now it’s time we learn from this universal mistake and stand together to peacefully protest for a better future.

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**BODY PARAGRAPH SAMPLES: Expository/Hybrid and Persuasive**

**Body Paragraph features (Guide ONLY):**

* **Topic sentence:** Clearly state main idea for this paragraph No evidence
* **Elaborate:** Further explain main idea.
* **Evidence 1:** Use a real life example or dicuss a philosophical concept and use it to go into much more detail with your idea. Exaplain/Analyse/Engage in an interesting of the Context and society.
* **Evidence 2:** Connect Evidence 1 to an aspect of the main text OR to another societal example/concept. Use the evidence as a SPINRBOARD to generate further discussion.
* **Link:** Link the main idea in this paragraph into the next paragraph or back to the prompt.

**Sample Prompt: In times of conflict ordinary people can act in extraordinary ways (2008)**

**BODY PARAGRAPH 1 SAMPLE:**

In times of conflict people can act in extraordinary ways like sticking up for what they believe in. In every man in this village is a liar Atwat Batwar stands up for what she believes in even though she has to risk her life. She is very brave and this is just like other people in society who stand up for what they believe in like Martin Luther King and Rosa Parks. It is good that some people stand up for what they believe in because otherwise the conflict would just keep going. Conflict is very dangerous so it is especially good when people have the courage to do this.

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**BODY PARAGRAPH 2 SAMPLE:**

In times of conflict some people stand up for what they believe in and some people don’t. This is because some people are stronger than others. An example of this is someone called Emmeline Pankhurst who fought for the right to vote in the United Kingdom. Evern though women weren’t given many rights she believed that was wrong and fought against her society to bring the right to vote for women. This is similar to Atwat Batwar in the novel ‘Every man in the Village is a Liar’. Arwar Batwar is a journalist and a female and even though she is looked down upon by certain groups in the Middle East she continues to fight for what she believes in. People like this are necessary in a society to ensure societal progression. What is so extraordinary about Atwar Batwar and Emmeline Pankhurst is they are brave.

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**BODY PARAGRAPH 3:**

It is those individuals who act defiantly, and yet non-violently, in a regime that tries to repress them that must be recognised for their nobility. The horrific and suppressive nature of conflict has the ability to suspend individuals in fear and immobilize any chance of societal progression. It is this paralysis that oppressors in a conflict rely on to ensure that they can maintain the way of life that they demand. All around the world we have, and can still see oppressive regimes that do not allow for individuality, human freedoms or social growth. In many countries, people remain divided by their differences. In countries like Malaysia, different laws apply for Muslims and non-Muslims, in Australia homosexuals still do not have the right to marriage and in the Saudi Arabia and other Middle-Eastern countries there is raging religious and gender inequality. Sadly, when these inequalities are supported by the laws of the country, they become ingrained in the culture of the country and very difficult to change. It is only those individuals who have the courage, strength and commitment to their beliefs that fight to change the injustices that they see. Individuals with the courage and the strength to challenge this status quo act extraordinarily to bring about societal change. However, if individuals are blinded by the rage of the injustice their defiance often only brings more violence and conflict; it is those who can put aside their emotions and subtly challenge the status quo that are often the most successful.

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**BODY PARAGPH 4 SAMPLE:**

It is those individuals who act defiantly, and yet non-violently, in a regime that tries to repress them that must be recognised for their nobility. The horrific and suppressive nature of conflict has the ability to suspend individuals in fear and immobilize any chance of societal progression. It is this paralysis that oppressors in a conflict rely on to ensure that they can maintain the way of life that they demand. Megan Stack’s memoir, ‘Every Man in This Village is a Liar’, she documents the ongoing religious conflict in Iraq, a country “united in fear”. She exposes the degradation of women and the divide between Iraqi Sunnis and Iraqi Shiites. Western readers are overwhelmed by the violent and bloody history of Iraq and are confronted with the peculiar perception that it is an accepted part of life. However, Stack challenges this perception and shows that just as in any conflict, there are insurgents that are essential to leading the way for societal advancement. Atwar Bahjat, a female, Iraqi reporter, is symbolic of a united Iraq; undivided by religious differences. Regardless the restraints put on her as a woman in a patriarchal society, Bahjat used her access to the media as a means to stimulate discussion of an alternate future for Iraq. Although Bahjat’s death may be perceived as a failed attempt for change, her presence in Iraq was essential to stimulate discussion and demonstrate the courage required to peacefully challenge the status-quo.

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**BODY PARAGRAPH 4 SAMPLE: Persuasive**

When hit by conflict, people have three choices: sink into paralysis, revenge or, use the conflict to stimulate political growth. Sadly, the horrific and violent nature of conflict often stimulates tempestuous responses and individuals usually fall into one of the two first categories. In doing so, people use their label as the ‘victim’ in the conflict to justify their inaction or monstrous reaction. It is only those individuals who remain committed to achieving their beliefs without stimulating further violence that truly light the path to a resolution, and thus, social change. Generally speaking, the reaction of America to boldly declare ‘War on Terror’ in the Middle East was seen as a justified. An extraordinary action equal to the extraordinary conflict placed at their doorstop. However, in her memoir, ‘Every Man in This Village is a Liar’, Megan Stack unpatriotically confronts the futility of such as response and now, fourteen years on, society is questioning, what was the point? Atwar Bahjat, a female, Iraqi reporter is in direct contrast to America. Unlike America, Atwar Bahjat has been oppressed in her home country since birth; largely because she is a woman and also because she refuses to identify as either a Shiite or Sunni Iraqi. Unlike America, Bahjat is symbolic of the hundreds of thousands of women in Iraq, and other areas of the Middle East, that are under constant threat, with no superpower to protect them. However, Bahjat’s peaceful approach to changing the ingrained religious and gender injustices in Iraq were arguably more powerful than that of America. Rather than rousing more violence, Bahjat used her bravery and courage to report unbiased news in Iraq without religious motives. As a result, Bahjat was recognised as a symbol of the possibility of a better future for Iraq. Although, Bahjat did not bring about immediate change, we must recognise that her fearlessness will leave a last imprint in Iraq, and alike other insurgents who have been successful in their fight for justice, she will inspire other activists to continue her fight.

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**SAMPLE ESSAYS**

**SAMPLE ESSAY 1**

***Prompt:*** ‘The experience of conflict changes people’s priorities.’

***KEY TEXT:*** The Rugmaker of Mazar-e-Shairif

Humans exist by specific behavioural patterns. On an individual level we may decide to set our alarm clocks at a specific time in order to maximise our productivity. Perhaps we could decide to eat a certain cereal for sustenance over a more glamorous muffin which is overpriced. On a societal level we may value marriage and child-bearing as the primary duty of women and thus, the pattern of society may be structured around allowing women to fulfil this role. However, what happens when even our alarm clocks and social expectations cannot prepare us for the inevitable force of conflict? Are these patterns indelible and infinite or do they bend to the will of circumstance? History suggests that when individuals and society encounters major conflict, these behavioural patterns and priorities are forced to conform in one way or another to a change that conflict bringst

Conflict’s destructive nature can restructure the way people live by questioning the validity of a greater social ideology. The Western world had relentlessly endured this so called ‘war on terror’ as declared by George Bush in his address after the September 11th terrorist attacks of 2001. Although it was presented to us as the advocacy of “freedom” over terror, the changes in the national security of American, the UK and Australia highlight the depths to which this tragedy struck. No longer was “America the brave” an invisible symbol of democracy and freedom, the images on the news suggested that it was as vulnerable as any other man made entity, and too could be brought to ruins. Indeed, it is arguable that the physical effects of 9/11 were ephemeral compared to the irreparable psychological damage it inflicted upon millions who began to question the very idea of freedom. Suddenly terror was tangible. Destruction was definite. Conflict had confronted the west, on its own shores. This episode in our history undoubtedly affected and continues, to a large degree, to affect our perception of terror and our desire for freedom. But has it changed our culture?

During times of conflict people are forced to re-evaluate what is important. The cultures and traditions are vastly different within the growing multicultural populations of the democratic world however, within the age of globalisation; our innate human similarities are even more obvious. Procreation, security and fulfilment are universal ideals, reinforced by the International Declaration of Human Rights and also the Cairo Declaration of Human Rights. These documents influenced respectively by Judeo-Christian and Islamic values reveal an innate desire for security and prosperity within humanity. However, these are the very things that are threatened in times of conflict. The Hazara refugee Najaf Mazari reveals in his memoirs that his people “married and built houses” despite living in a state of perpetual war. This reveals that as well as security and peace being an international desire, the lack thereof does not necessary mean the destruction of tradition and culture. Rather, it is in these times of uncertainty, of conflict and brutality that communities hold-fast to these social ideals. Hence, conflict does not necessitate the destruction of culture; it can instigate the preservation of it.

On an individual level priorities can be subverted during the process of reconciling one set of beliefs with another. Perhaps more so in ethno-religiously diverse societies, individuals are confronted with often contradictory ideologies. To the liberal this means pluralism and may even be perceived as a utopia. This view may even be supported by the very notion of social evolution being linear; gradually progressing, with religious tolerance at the zenith of this social ideal. However, to the stanchly religious, the pluralism may breed internal conflict. They may struggle to consolidate their own beliefs with those of society and seek refuge in religious fanaticism. A recent example of this was the beheading of a British soldier in Woolwhich by a Muslim man who claimed that the act was justified by violent “British foreign policy”. Though to most of society, including Muslim communities, this was a heinous and inhumane act, it is emblematic of the increasing inability for individuals to reconcile their beliefs with contradictory ones. Michael Adebolajo’s “religious radicalisation” is not mutually exclusive to his discomfort towards British foreign policy and perhaps British culture itself. The internal conflict that is born of an individual’s struggle to accommodate opposing views suggests that rearranging priorities does not necessary produce fruitful outcomes.

Therefore, conflict can instigate a change in the manner in which people live by challenging the ideology upon which their lives rest. Though conflict does not necessary obliterate social values and culture, it can adversely affect social interactions. In a world of pluralism and ideological differences, we must ask ourselves; to what extent must our priorities change to avoid or accommodate the changes that conflict brings.

**SAMPLE ESSAY 2**

***Prompt: ‘Conflict causes harm to both the powerful and the powerless.’***

***KEY TEXT:*** The Rugmaker of Mazar-e-Shairif

**EXAMINER FEEDBACK:** *This response shows a genuine attempt to engage with ideas of the prompt and uses textual knowledge to make conclusions and offer insights. Effective use of text is not consistent, however, and some of the ideas are not well developed. The student works to create a sense of cohesion with the piece. There is some control of language, but there are a number of expression weaknesses. It is typical of an upper–middle script, and its strength is that it works with the prompt from start to end. The nominated text is Every Man in this Village is a Liar.*

Conflict is like a raging fire, it is often unexplainable, random and devestating. These mercyless qualaties often mean that damage is done to both the powerful and powerless. Although fire does not choose which houses it burns, the powerful may be able to delay the fire. Ultimately conflict will cause some kind of harm to the powerful and to the powerless, so in accepting this harm we can learn about the conflict and rebuild again.

Due to its personal nature, conflict often results in damages to the powerful and the powerless. Conflict has the ability to strike us deeply and then we are hurt we often fight back. Megan Stack recounts the differences between powers in her journalistic account Every Man in this Village is a Liar. Muammar Gudaffi has a strong hold on power with this extreme scheme to ‘rule on terror’, this means that the victims, the people, can not speak out with fears ‘of being shot’. Although they are powerless, the people yell in the only place they can ‘a soccer stadium’. Eventually over 40 years Gadaffi was overthrown by a revolt of these people. Although it often takes longer and can sometimes be unrelenting, Conflict when inflicted upon personal behaviour will eventually cause damage to both the powerless and the powerful.

External forces in conflict often cause harm to both the powerful and the powerless. External forces such as war can lay devestation randomly and forcefully. Stack’s entrance to Kurdistan was surrounded by devestation as Stack witnessed scenes ‘Like a hurricane was locked in’, children powerless were attached by the unforgiving nature of war. Stack’s role as a journalist even though had minimal power was still ‘threatened as she tried to convince herself ‘it was not blood.’ Stack found ‘it was getting harder and harder to find a dry piece of ground’ and even with the little power she had, she lost it as she eventually ‘wound up nowhere.’ Simillarly Pyke’s confrontation of Fowler in ‘The Quiet American’ was surrounded by the force of war. Fowler attempts to convince himself he is degage, a ‘clean, safe…distance’ away from war yet still he is affected by it. Upon witnessing a ‘river’ of corpses Fowler is disturbed and as much as he is convinced he is ‘distant’ reveals, ‘I hate war.’ Conflict’s external force means it often does not choose its victims. Often even with the little power we have, it is used against us as we also become the one harmed.

Although, through accepting the harm associated with conflict the powerless often become the powerful. Mahatma Gandhi who grew up in a strict Hindu religon was subject to much racism and abuse. In England studying as a lawyer Gandhi became the powerless; he was beaten for not removing his turban in court, subject to the qualms of the seemingly ‘powerful’ English. Yet Gandhi accepted this beatings and more then that questioned as to why these views of religons exist. Instead of backing away Gandhi approached the harm through understanding it as a politician. This acceptance led him to reveal ‘All religons are equal and all are helpful to one another’ possibly turning him into the iconic figure of wisdom he is today.

Gandhi accepted harm when he was powerless and in doing so gained the power he is known for today. As Newton keenly suggested in the world of Physics ‘to each force, there is an equal and opposite force.’ This is often not the case in conflict due to the prescence of external forces such as war and emotion, this fact can cause greater harm to those that witness it. Although harm can often come to the powerless, when we accept it and fight to understand it is often when the most lasting solution is found, ultimately resulting in status as the ‘powerful’.

**2014 EXAMINER REPORT**

Writing in Context The task in each Context required students to write an extended piece for a specified purpose and audience, exploring ideas and using detail from at least one text selected from the English Text List 2, published in the VCAA Bulletin VCE, VCAL and VET.

All students were able to produce a piece of writing as described in the instructions, and it was clear that some very interesting approaches and interpretations to creating and presenting were studied in classes. Assessors were not looking for a specific response or approach. Most students demonstrated that they had gained a number of insights about the Context they studied, and many demonstrated the capacity to present those insights in a controlled, fluent and well-written manner.

Assessment was based on the interrelationship among:

• the quality of writing in relation to the specified purpose

• the quality of ideas (formed by the study of the Context and from the texts studied)

• the handling of the prompt.

Most pieces of writing could be described as expository, although it seemed that more students were prepared to attempt more varied approaches to writing. Many successfully employed a heading and wrote with a lively voice that was appropriate for the piece itself. Many of the more imaginative pieces were successful, but those pieces that did little more than tell a story without exploring the ideas of the prompt were not successful. Responses with a singular textual approach tended to be awarded low marks. It was pleasing to see the varied and imaginative ways that students were able to explore the Context, the nominated text and the prompt.

There is no good writing without good ideas. Students who have spent the year exploring the ideas of their selected Context should have thoughtful insights into both the Context and to what their texts have offered in relation to that Context. High-scoring students were able to explore sophisticated ideas that had emerged from their study and from the prompt.

While students are free to create a response that is ‘an expository, persuasive or imaginative piece of writing’, the piece itself must explore the nominated Context and respond to the prompt offered for that Context. In addition, the instructions are clear about the expectation of the connection of the response to the student’s nominated text: ‘Your writing must draw directly from at least one selected text that you have studied for this Context and be based on the ideas in the prompt.’

It is a requirement of the examination that the piece of writing be informed by the nominated text in ways that are apparent to the reader. This does not mean that the text must be referred to directly, but must draw from the text. Those who compose creative pieces with little exploration, simply labelling one of their characters or demonstrating little connection to the nominated text have not fulfilled the requirements of the task.

Students may not come into the examination and write whatever they wish. Some students composed stories or narratives that seemed to have no connection to the ideas that the text offered in relation to the Context and the prompt. Assessors make every effort to discover the relationship between the piece of writing and the nominated text, but ultimately the onus is on the student to ensure that the connection is discernible. There is no provision for a statement of intention or a reflective commentary in the examination, so students must make the connections between text and prompt clear.

Students who completed excellent scripts responded to the prompt. They used their understanding of text(s) and concepts from their Context study to inform the ideas they explored within their writing. Weaker scripts did not show critical thinking about the idea the prompt was communicating or ignored the prompt altogether. The more successful responses explored the core ideas of the prompt instead of treating it like a text response. Students need to be reminded that there is an important distinction between the Context they have studied and the task they have to complete in the exam. They are asked to ‘explore the idea’ that is represented in the prompt; students should not present prepared responses that relate to the concepts/issues central to their Context study and ignore the idea the prompt is communicating. While the prompt can be seen as a springboard for effective writing, the ideas of the prompt must be explored. It is important to demonstrate an understanding of the core of the prompt.

The most successful responses drew thoughtfully from the text; the least successful only used a scene or a character in a superficial way or retold the plot of the text. These approaches were not always relevant to the prompt. There can be no definitive advice about the success of relying on a single text or employing both of the studied texts. Some students used the two texts expertly to demonstrate exceptions and qualifications, while others did little more than use the second text to add more of the same examples. When students used more than one source for illustration of their ideas, the best pieces had a strong sense of unity and purpose. This cohesiveness was contrasted by pieces where one idea followed the next, as students went through their list of examples. The product was more a plan for an essay than a thoughtful, finished piece.

***Advice for teachers and students.***

• Formulaic approaches were limiting.

• Avoid memorised responses.

• Students should use texts as vehicles for exploring/stimulating ideas, not as the centre of the task. • Avoid retelling the plot of the text and presenting it as a piece of writing.

• Work on the transference of ideas offered by the texts.

• Students should practise writing using a range of approaches. If they become too comfortable with just one approach, they may find that it does not suit the task and prompt in the examination.

• Ensure there is adequate practice and strategies for exploring the prompt.

• Aim to develop greater sophistication with creative pieces.

• Work on developing well-crafted pieces.

• Discourage superficial personal stories that offer little depth to the piece of writing.

**Guided unpacking of prompt – Expository Essay**

**1. WRITE DOWN THE FULL TOPIC/QUESTION.**

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*E.g. Conflict has negative consequences.*

**2. WRITE DOWN KEY WORDS/PHRASES IN THE TOPIC.**

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*E.g. Conflict, negative, consequences*

**3. WRITE DOWN SYNONYMS FOR THE KEY WORDS/PHRASES.**

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*E.g.*

*Conflict:*

*Negative:*

*Consequences:*

**4. WRITE A PARAPHRASE OF THE PROMPT BY DIRECTLY SUBSTITUTING SYNONYMS FOR THE KEY WORDS/ PHRASES.**

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*E.g. Disagreements have damaging outcomes.*

**5. COMPLETE THE FOLLOWING SENTENCE:**

In order to respond to this prompt, I must think and write about . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**6. LIST YOUR OWN QUESTIONS ABOUT THE PROMPT AND CONSIDER POSSIBLE ANSWERS.**

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**7. COMPLETE THE FOLLOWING SENTENCE**

When I read the prompt, it makes me think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_about the society I live in. If I could communicate one message about this prompt it would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I would tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I would write a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I might take on the persona of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**8. USING A COMBINATION OF WORDS AND PHRASES FROM YOUR RESPONSES ABOVE, WRITE A SENTENCE STATING YOUR POINT OF VIEW AND AT LEAST 3 IDEAS (HOW? WHY? EFFECTS?).** Consider the past, how society has changed and what you want society to be like.

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E.g. Conflicts have immeasurable outcomes and are an essential part of evolution.

1. When conflict is born out of a desire to rule another, their outcomes are violently devastating.
2. The consequences of conflict cause a domino effect that are everlasting; although their short term effects may be negative, their long –term effects are immeasurable.
3. Disagreements should be seen as a welcome part of societal advancement.

**8. LIST THE EVIDENCE YOU COULD USE TO SUPPORT YOUR POINT OF VIEW.**

***Idea 1:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Idea 2:***

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***Idea 3:***

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**9. WRITE YOUR INTRODUCTION**

* **Intro comment on Context**
* **Rewording of Prompt/Contention**
* **Idea 1**
* **Idea 2**
* **Idea 3**
* **Concluding Comment**

**10. WRITE YOUR 3 TEEEL PARAGRAPHS. Use the checklist below to ensure you have the necessary elements of each paragraph.**

* **Clear and concise topic sentence**
* **Ideas are clever, specific and detailed**
* **Evidence is used by analysing: philosophy, examples from society or examples from CF texts.**
* **All ideas CLEARLY relate to the ideas raised by the set text**
* **All ideas stay on track of the prompt**
* **Audience/time/place/context are maintained throughout**

**11. WRITE YOUR CONCLUSION**

* **Contention**
* **Idea 1**
* **Idea 2**
* **Idea 3**
* **Concluding Comment**

**Vocabulary and Concepts in ‘EM’**

**Al Qaeda:** An international Islamic organization which attacks military and civilian targets, with the aim of ending foreign influence in Moslem countries.

**CIA:** American government organization that gathers information about the activities of other nations, and also about the activities of individual people of interest.

Fundamentalism: The strict adherence to a basic set of principles or beliefs. The term is often used in reference to religions.

Hamas: A Palestinian Sunni Islamic organization which also has a military wing. It has formed the government in the Palestinian Parliament since 2006. This election win caused the Palestinian Civil War, between Hamas and its rival, Fatah, who both regard themselves as the true representatives of the Palestinian people. The USA, Israel, Canada, Japan and the European Union regard Hamas as a terrorist organization.

Hezbollah: (from the Arabic – ‘Party of God’) A Moslem political party and militia formed to oppose Israeli forces that have occupied south Lebanon.

**Humvees:** The High Mobility Multipurpose Wheeled Vehicle (HMMWV), known as the Humvee. It is a four-wheel drive military vehicle. It serves as a troop carrier, cargo carrier, weapons platform, ambulance, missile carrier, prime mover, air support vehicle and other roles. There is also a civilian model (Hummer).

**Islam:** A religious faith, followed by Muslims, founded by the prophet Muhammad, and taught by the Koran.

**Jihad:** (from the Arabic – ‘a conflict’) A war that Moslems regard as holy and which must be undertaken as a sacred duty to defend the Islamic faith.

**Koran:** The central religious text of Islam. Moslems believe it to be a revelation from God and protected by God from distortion or corruption.

**Laram:** The 8th month of the Afghan calendar, of 30 days, from late October to late November.

**Muslim Brotherhood:** The Society of Moslem Brothers is an international religious and social movement. It aims to instil Islamic principles in the lives of individuals, communities and nations.

**Ramadan:** The 9th month of the Muslim year, of 30 days, during which strict fasting is observed from sunrise to sunset. Salafi Creed That the first three generations of Muslims, who were Muhammad’s companions, and the two generations after them, are examples of how Islam should be practiced.

**Shia:** The second-largest denomination of Islam, which believes that the prophet Muhammad’s son-in-law, Ali, is Muhammad’s successor in the Caliphate. The Caliphate is an Islamic state with a single political and religious leader (Caliph) who is regarded as the successor to all the Prophets of Islam.

**Sunni Islam:** The largest denomination of Islam, and also the largest denomination of any religion in the world. It is sometimes regarded as the orthodox version of Islam.

**Zionism:** A Jewish nationalist movement whose aim is to establish a Jewish state in an area of the Middle East that corresponds to geographical references of passages in the Bible.

**CHARACTERS IN ‘EM’**

Stack is the key character in the text. She comes into contact with a number of individuals, none of whom, with the exception of Raheem, appear in more than one chapter. Stack uses these figures to embody particular places, views or experiences; they are as much symbols or representations of certain attitudes and beliefs as they are characters.

**Megan Stack**

Stack is the one constant presence in the narrative. This is the story of her education in war. A youthful reporter when the book opens, her ‘education’ is less about the mechanics of war than it is about war’s effects, her country and herself. (Indeed, for a book about ‘war’, it is notable how little actual fighting there is.) Her experiences take her from an innocent idealism about America’s place and purpose in the world to a disillusioned realism about how it conducts itself and what effects this has. The twin narratives of personal journey and political analysis closely shadow each other: Stack’s political insights are often arrived at through personal experience, while her analysis of a given situation averts our gaze from its effects on her. Though she is often guarded about how particular incidents have impacted upon her, by the closing chapters she is struggling to function, and at the book’s conclusion she suffers a form of breakdown.

**Mohammed Zaman**

Zaman is an Afghan warlord newly returned to Afghanistan from exile after the years of Taliban rule. Zaman provides fighters in the search for Osama bin Laden; in return, he seeks arms and money from the Americans that he will use to claim a position of power in the new order emerging in the country. His past is shrouded in mystery: he is rumoured to be a heroin trafficker and a legendary fighter who killed his enemies with his bare hands. He is a wily, hardened survivor whose alliances are built on convenience, not principle. Stack relies on him for access to information on the hunt for bin Laden but later breaks with him.

**Raheem**

Stack’s translator in Iraq, Raheem is a former teacher who spent many years in exile from Saddam Hussein’s regime. Quiet, sober and dignified, he is a consummate professional, deeply committed to his job and the responsibilities it entails. He is a believer in the American intervention and the freedom it has brought to Iraq. Though his is later shot and killed by American soldiers – a random victim of a careless military – Raheem retains a cautious but steadfast commitment to the possibilities of the new Iraq.

**Nora**

A young Jordanian woman educated in the United States, Nora accidentally becomes Stack’s translator during her time in Amman. For girlish and privileged Nora, the demonstrations in Jordan subsequent to the US invasion of Iraq lend a frisson of participation in a greater cause without any of the inconveniences of sacrifice or significant danger. A believer in the idea of America, she is appalled by the photographs of American abuse at Abu Ghraib prison and articulates a broader dismay at America’s failure to live up to its espoused ideals.

**Atwar Bahjat**

An Iraqi journalist, Bahjat was a television newsreader under Saddam’s regime, later working as a war correspondent for news organisations Al-Jazeera and Al-Arabiya. A fearless witness to her country’s descent into chaos, she did not identify with either of the main religious sects, Sunni or Shiite, but saw herself merely as an Iraqi. Embodying the ‘mad hope’ (p.195) for a better Iraq, her fate suggests just how delusional this hope was: she is murdered while covering the bombing of the Al-Askari mosque, one of the Shiites’ holiest shrines, in Samarra.

**Ahmed**

Looking for a way to tell the story of a city (Baghdad) and a country (Iraq) descending into chaos, Stack seeks out a representative subject and finds Ahmed. A young Shiite, Ahmed lives on the margins, his perfect English wasted in a menial job, his physical frustrations expressed through his obsessive running. His involvement with Stack possibly leads him to a grisly end – we never know, and neither does she. Though Stack intends for Ahmed to be a symbol of thwarted Iraqi hope, he ends up embodying the costs of careless US involvement in Iraq

**CHAPTER NOTES: SETTING AND UNKNOWN WORD LIST**

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| **CHAPTER** | **SETTING** | **EXTENSION VOCABULARY AND UNKNOWN WORDS LIST** | | **NOTES** |
| **Prologue** |  |  |  |  |
| **Chapter One: Every Man in this Village is a Liar** | * Afghanistan | * Proximity to death * Complex alliances * Ruthless opportunist * Hollowness * Vulnerability * Hyper-sensitivity * Political necessity | **Lechery:** excessive or offensive sexual desire; lustfulness  **Conqueror:** victor over enemy  Misunderstood forces  **Pious land:** Devoutly religious land  **Homoeroticism:** homosexual eroticism  **Paradox:** Something absurd or contradictory | * Truth is a servant of political necessity during times of conflict. I.e. truth goes out the window during times of conflict. * Zaman is an emblem of the contradictions of Afghanistan. He is riddled with charm and menace. |
| **Chapter Two: Chasing Ghosts** | * Afghanistan | * Moral polarities * Proxy * Tribal bonds * Manifests * Targets become elusive ghosts | * **Triumvirate**: a group of three men who together were responsible for public administration or civil authority in the government system of ancient Rome * **Tempestuous:** frequently turbulent and giving rise to many emotions * Insurgent: rebel * **Moral authority** * **Prosecute:** Take legal action against somebody * **Disarming:** give up weapons or win somebody over * **Victorious:** * **Sultry:** giving a suggestion of underlying passion and sensuality * **Pantomime of war:** humorous theatrical entertainment * **Surrender** | * During times of conflict, friends and foe are indistinguishable. Peoples’ alliances change for strategic purposes and not for the purposes of friendship. E.g. The US allied with Afghanistan after Sept 11 in order to flush out terrorists. * People in conflict become so consumed by it that they are unable to see whether it has had successful results or not. E.g. The US presence in Afghanistan was supposed to bring liberation and freedom. However, in most parts of Afghanistan nothing changed. Women were still secluded and exploited. |
| **Chapter Three: As Long As You Can Pay For It** | * America | * Country transformed * Radical discontent * Irrevocable effect of war * Distorted views * Alien way of life | * Remnants * Impending violence * Continuum * War marks you | * War marks people irrevocably * When people engage in a self-righteous conflict it blinds them from seeing themselves as an aggressor with damaging behaviours |
| **Chapter Four: Terrorism and Other Stories** | * Israel | * Hardened by experience * Assumptions underlie seclusion * Oppressing * Inhumanely * Hasidic (an Orthodox Jewish sect that stresses kindness and religious enthusiasm) * Administer power morally | * Hasidic * Pious * Zionist * Intifada * Brutal * Merciful * Dubious * Cruelty * Reverence * Innocuous * Vitriol * Oxidized * Islamic Jihad * Zionist group * Sheikh * Intifada * Oslo Accords * Yassir Arafat’s Ramallah headquarters * Arafat * Innocuous * Vitriol * Dubious * Nablus kanafeh * Liberal * Compassion * Vigor * Intensity * Determined to ignore * Masada * Dead Sea * Petulant | * The exercise of force can be as equally detrimental to those who inflict it as it is to those who it is inflicted upon * Is it possible to exercise force or to engage in damaging behaviours, in the name of staying safe, while still remaining morally upright or true to humanity? |
| **Chapter Five: Forgive us Our Trespasses** | * Baghdad, Iraq | * Overpowers * Retribution * Disbanded * Vengeance * Predation | * Corpus * Banylon * Karbala * Unpropitious * tigris * corpus | * After Suddam Hussein is removed from power, Baghdad falls into anarchy. This suggests that even when a corrupt figurehead is removed; if the corrupt and violent way of living has seeped into the culture of everyday life it will be impossible to end the conflict. |
| **Chapter Six: The Living Martyr** | * Karbala, Iraq | * Intoxicated with new freedoms * Pilgrimage * Torrent of repressed grief * Reclaim self-respect | * Arab potentates * Qaddafi * Fortuitously * Quixotic * Baathist * catharsis * Truculence * Shiite pilgrim * Kabala * Righteousness | * Do feelings of vengeance, hatred and shame ever disappear after conflict or do they reignite conflict? Stack is shocked by the overwhelming feelings of justice, anger and shame which still exist in the Shi’ites as they commemorate the Day of Ashura after the removal of Hussein. |
| **Chapter Seven: The Leader** | * Libya | * Dictatorship * Live in terror | * Abaya * Grievance | * During times of conflict, people overlook their guiding principles. Winning becomes everything and prompts individuals to develop allies with those who embody different ideals to them if they are willing to support their cause. In other words, during conflict, people want lots of supporters and they will take them in any shape or form. Eg. The US criticized Hussein and brought about his removal from power. However, they tolerated Qaddaffi who was just was bad, simply because he claimed to support them and did not pose a threat to them. |
| **Chapter Eight: Sacrifice** | * Kurdistan, Iraq | * Sectarian violence * Blind faith * Living principle that shapes the conduct of disputes in the Middle east * Cultural rite * Endeavour * “Doing God’s will” | * Self-righteous * Blind faith * Capricious | * When conflict or violence is seen as a cultural rite it leads to ongoing devastation for all. Eg. The sacrifice of the calf is parallel to the way of life of the Iraqis, where they murder and believe it their cultural rite. Stack realises that no matter how hard she (or anyone else) tries that the “blood would stain [her] too” pg. 105. |
| **Chapter Nine We Expected Something Better** | * Jordan | * Repressive state * Feign indignation * Resistance * Rebellion * Comfortably removed * Coddled * Compromise * Universal aspiration for a better life * Collective hope | * Allegiance * Tumultuous * Censorship | * Stack questions whether morally sound individuals actually exist. In the past, the US was seen as a morally sound and leading example for other countries. However, after reports are made about the way they tortured people at Abu Ghraib prison, it is revealed that this is simply an illusion. Nora is extremely disappointed by this and loses her faith in the America she wanted to belied in. Stack, on the other hand, is not so surprised. She is learning that what she is witnessing is a part of human nature and the decent into moral corruption is a side effect of conflict. |
| **Chapter Ten: A Question of Cost** | * Saudi Arabia | * Superficial comofrts * Inequality of power * Trapped * Indignities * Coiffed * Braided together | * Warremed * Ensconed * Aramenco * Cacophony * Marginalisation of women * Liberation * Sensationalistic * Perpetuated * Ingénue | * During conflict, opposing parties are forced to compromise in order to better their position in the conflict. These compromises ensure that, to some extent, all parties come out a loser. Eg. The US and Saudis are braided together because they both benefit from their relationship with one another, but give up an important part of themselves to do so. |
| **Chapter Eleven: Loddi Doddi, We Likes To Party** | * Yemen | * Anodyne * Penetrate * Mask of falsehood * Embracing cultural heritage * Oblivion * Aversion | * Solicitous | * People lose their values during conflict. Eg. Stack notes that the IS used to lead the human rights and promote itself as a defender of democractic freedoms but are in gave not prepared to overlook himan rights violations where its strategic or business interests are at stake. |
| **Chapter Twelve: A City Built on Garbage** | * Beruit, Lebanon | * Conspicuous * Bitterly antagonistic factions * Alternative vision * Extinction | * Dissent * Regime * Democracy * Zionists * Sectarian * Mythology * Hezbollah * Protectorate * Schism * Revolution | * Where conflict has become a part of life it is impossible to end. People become so accustomed to conflict that they lose sight of who is their friend and who is there foe. Eg. In Lebanon, “they weren’t living in the same country anymore; they had become divided until they couldn’t even recognise one another” pg. 29 |
| **Chapter Thirteen: The Earthquake Nobody Felt** | * Egypt | * Loyal ally * Bastion * Growing disillusionment * Piety * Reflection of moral values * Farce * Despotism | * Muslim Brotherhood * Evangelical * Divine intervention * Preach * Globalization | * In countries that are corrupt, justice is not possible. Furthermore, the conflict will continue because those in power will do anything to supress those who seek justice or rise against them. E.g. The elections in Egypt were a farce. * Stack questions if the US support is futile because of the deep rooted corruption. What would happen if the US did/did not intervene? |
| **Chapter Fourteen: All Things Light, and All Things Dark** | * Iraq | * Slaughter * Extinguishment * Liberated | * Vengeance * Convoy * Minarets | * Common loss or extreme devastation can bring two feuding parties together. E.g. Atwar Bhajat was a journalist in Iraq that symbolised the peoples’ hope for a better future (regardless of their side). Therefore, her death was symbolic of the failure of her country to achieve this and have feuding parties a common language to discuss the plight/state of their country. |
| **Chapter Fifteen: There Would Be Consequences** | * Baghdad, Iraq | * Futility * Corporeal * Vulnerabilities * Guilt-stricken * Intervention * Indifference |  | * Sometimes a third party intervention into a conflict is not helpful. This may be because the third party does not fully understand or are indifferent to the further travesty it causes. E.g. This notion is symbolised through Stack and Ahmed’s relationship. Stack is a symbol of American intervention into the lives of those in the Middle East. The fact that Ahmed’s future is uncertain suggests that this intervention is harmful and that the US is often indifferent to the effects it has. |
| **Chapter Sixteen: Killing the Dead** | * Lebanon | * Litani River (Acheron – the river in Greek Mythology that marks the border between the lands of the living and the dead) * Extremity * Realisation * Bombardment * Disembodied voices of fear and suffering | * Indoctrination * Interminable * Martyr | * Sometimes violent conflict or violent intervention can only incite anger in those that remain; rather than bringing an end to the conflict, it further stimulates it. * Attempts to destroy your enemy during conflict is futile (pointless) because it often increases the opponents anger and fuels their commitment to their cause. E.g. Israel’s (supported by the US) bombing of the Hezbollah only further infuriated them and refuelled their hatred and desire for retribution/ |
| **Chapter Seventeen: I Thought I Was a Salamander** | * Lebanon | * Lunatics * Detachment * Purposeless slaughter * Search of a sense of security that no amount of killing can ensure | * Pasteurized * Sterilised | * Conflict that is born out of a search of security is futile because there is no intervention that can guarantee security. * War has everlasting effects on those that witness it because the amount of bloodshed, cyclical nature of conflict and futility of it makes a toll on individuals that is impossible to get rid of. |
| **Epilogue** |  | * Abandoning * Uncertain Future | * Redemption |  |

**KEY READINGS FROM ‘EM’ and Discussion Questions**

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| **CHAPTER** | **KEY READING** | **DISCUSSION QUESTIONS** |
| **Prologue** | **All** |  |
| **Chapter One: Every Man in this Village is a Liar** | **Pg. 11-12:** Mohammed Zamam brings down the bodies of eight guerrilla soldiers from the mountains after a US bombing. The media in the US doesn’t report honestly about it. | * **What role does the media and government play in conflict?** * **If we can’t trust what we read in newspapers, how does it shape society’s response to conflict?** |
| **Pg. 13-14:** Stack describes the nature of war and the Afghani response to warfare.  “The dying were worse than the dead” pg. 11  “They looked at his white hair and slowly lowered their weapons in defence to his age and gender. Like lion clubs, they responded to shows of dominance”. Pg. 13  “War cannot be innocent, but sometimes is it naïve. At first the sight in Afghanistan felt finite and comprehensible. There had been an attack, and act of war, and America responded with conventional warfare against an objectively violent and repressive regime” pg. 13 | * **Discuss concepts of war being exhilarating for some.** * **Is it okay to respond to conflict with conflict? Is this moral? Have we done this in the past? What was the result? What was the difference when the conflict was approached peacefully?** * **What’s the problem with the Afghani commander’s response to conflict?** |
| **Chapter Two: Chasing Ghosts** | **Pg. 17:** Stack describes the “self-congratulatory” features in American newspapers after Kabul had been taken by the Northern alliance and there was hope for a divide in power in post-Taliban Afghanistan. | * **What point here is Stack making about conflict and how people in the West feel/react to it? What will be the Outcome of this?** |
| **Pg. 19-22:** The exploitation of women and the way they fought back.  Pg. 23: (An Afghani soldier) “I never went to school, and I don’t know how to do anything. Just fighting” | * **Can we compare this to current oppression of women in these countries or in our own?** |
| **Chapter Three: As Long As You Can Pay For It** | **Pg. 30 + 35-37:** Stack temporarily returns from war.  “It’s the oldest story going: you head off to make a mark on the world, but in the end the world marks you, instead. It happens to me, and it happened to the people I knew, and I believe it happened to the country too.” Pg. 36 | * **Compare to WWII soldiers and possibly war poetry** |
| **Chapter Four: Terrorism and Other Stories** |  |  |
| **Chapter Five: Forgive us Our Trespasses** | **Pg. 59-62:** Stack is overwhelmed with shock and guilt at the children’s hospital. | * **Could show pictures of mass graves and ask how people recover from seeing such a thing/to show that we have done this in history and haven’t learnt from it – so what’s the point of Stack reporting on it?** |
| **Chapter Six: The Living Martyr** | **Pg. 63-66: S**tack is shocked by the overwhelming feelings of justice, anger and shame which still exist in the Shi’ites as they commemorate the Day of Ashura after the removal of Hussein. | * Do feelings of vengeance, hatred and shame ever disappear after conflict or do they reignite conflict? * Iraw has been torn by conflict, is it ever actually able to recover? Even though the Shi’ites have been persecuted for many years they still keep their faith. Is this a good thing or not? |
|  | **Pg. 74-77:** Hussein speaks about how he survived the mass shooting at the mass grave. He is later killed when he travels to court to speak out against Saddam and that government. | * Is it okay for the civilians to want Saddam’s corrupt government officials dead * Could link Hussein’s execution to the modern day example of the execution in Russia of the Van Puten’s party opposition who spoke out about Puten’s corruption. |
| **Chapter Seven: The Leader** | **Pg. 79:** “We heard that the war had been necessary because of our rigorous American ideology and morals. Saddam was an oppressor and a tyrant and so we had deposed him. But other Arab dictators still sat among their riches and torture chambers”. | * **Whose responsibility is it to step in to the conflict of others? Should impartial bodies step in? If so, at what point is the right point to step in? Should there be a policy which states when a party can/ cannot step in?** |
| **Pg. 83** (When Stack asks Miloud Mehabdi), the centre’s director of foreign relations what the lesson was with American’s intervention in Iraq he says “It showed there is no democracy, no international law, no human rights. It’s your own selfish interests you should pursue. You should not give a damn about anything else” | * **Does the world actually operate in this way? What implications for conflict and the world are there is this is the case?** |
| **Chapter Eight: Sacrifice** | **Pg. 96-97:** Stack discusses the nature of violence, conflict and suicide bombings. | * **Is this an accurate portrayal of conflict?** |
| **Pg. 98-99:** Stack describes the aftermath of a suicide bombing and suggests that the violence and tragedy is so terrible that the human mind cannot comprehend it without coparing it to pop culture. |  |
| **Pg. 103:** Stack retells the story of the Old Testament where Ibrahim is willing to sacrifice his son for his God. | * **Is faith enough to excuse the stain of violence?** * **Is blind faith a good or bad thing?** |
| **Pg. 105:** The sacrifice of the cow |  |
| **Chapter Nine We Expected Something Better** | **Pg. 109:** Stack describes Jordan. | * **Jordan is symbolic of a country that has been shaped and determined by the countries surrounding it.** |
| **Pg. 113: Stack meets Nora and goes to a demonstration in Jordan.**  **“In every Arab country, crowds of young men rush into the street to holler about sacrificing soul and blood for a dictator.”** | * **Is this blind patriotism what causes conflict? This sense of patriotism was also used to enlist men during the first world war. What about in countries that are corrupt, where if people don’t pledge their allegiance they will be killed?** |
|  | **Pg. 120-122:** Nora’s perception of the US is ruined when she finds out what they have been doing in Abu Ghraib prison.  There’s a key quote on pg. 122 where Stack compares the injustices she sees in the Middle East to the religious, ethnic and class conflicts that exist in rural America. Don’t these conflicts and injustices exist in every country? |  |
| **Chapter Ten: A Question of Cost** | **Pg. 128:** The relationship between the US and Saudi Arabia is representative of the relationship between two enemies who remain acquaintances for personal gain. | * **Does the relationship between the US and Saudi Arabia suggest that all conflicts could be avoided if enemies were willing to compromise?** |
|  | **Pg. 131:** Stack describes the unfair mistreatment if women in Saudi Arabia and complains that America overlooks this because they want their oil. | * **Is it ever okay to overlook your moral principles because of what you will get out a situation?** |
|  | **Pg. 137:** In Saudi Arabia, Stack is told by the official that because she is a woman she cannot stand in front of the bank where she can be seen. When her acquaintance returns he is neither outraged nor surprised. | * **What does this show about how conflicts continue? What are some modern say examples of injustices that society has accepted?** |
| **Chapter Eleven: Loddi Doddi, We Likes To Party** |  |  |
| **Chapter Twelve: A City Built on Garbage** | **Pg. 162:** “Whatever he did in life would be nothing compared to what his death could achieve. There was nothing Hariri’s followers wouldn’t do in the name of his blood” | * **Devastating conflict can have a polarising effect on people. For some it suspends them in place and time, whereas, for others, it can motivate them. Is this a good thing? Doesn’t this only cause more conflict?** |
| **Pg. 170:** Stack comments on the Hezbollah chief’s ordering of his followers into the streets of Lebannon (Sayad Nasrallah). “They see only their sectarian mythology, the stories they tell themselves. They are wrapped in dreams, believing only the narratives of their own creation” | * **If people can only see things through their own lens how will this prevent them from fixing the conflict?** |
| **Chapter Thirteen: The Earthquake Nobody Felt** | **Pg. 178 and Pg. 180:** Stack compares the non-violent Muslim Brotherhood to Christian movements in the US. The only difference is that the Muslim Brotherhood endorses Sharia Law which is against Western principles. | * **Should the superpowers of the world be able to impose its views onto other countries? E.g. The US did not recognise the Muslim Brotherhood as a legitimate political party and made it clear that they did not want them to force women to wear the hajib.** |
| **Chapter Fourteen: All Things Light, and All Things Dark** | **Pg. 185-186:** Stack covers the corrupt elections in Egypt. The ballot count turns into a riot and Stack finds that some of the artillery being used was made in America. | * **What is Stack suggesting about impartiality and referees? Does impartiality actually exist? Is there any point getting involved in a conflict you can’t win because of the corruption within the country?** |
|  | **Pg.** 193, 195 and 196-197: Stack describes Atwar Bhajat and her desire to have Iraq seen as one Iraq: not divided by Sunnis or Shi’ites. Atwar Bhajat was a journalist in Iraq that symbolised the peoples’ hope for a better future (regardless of their side). Therefore, her death was symbolic of the failure of her country to achieve this and have feuding parties a common language to discuss the plight/state of their country. | * **Are the sectarian problems the real cause of the problems in Iraq?** * **How significant is it that Atwar, an independent feminist begins wearing the hijab?** |
| **Chapter Fifteen: There Would Be Consequences** | **Pg. 207:** Stack meets Ahmed, a University student in Iraq. Ahmed continually runs which is representative of his infuriation with the state of his country. Stack is a symbol of American intervention into the lives of those in the Middle East. The fact that Ahmed’s future is uncertain suggests that this intervention is harmful and that the US is often indifferent to the effects it has. | * **When a third party gets involved in a conflict is it a good or bad thing? Can they ever truly understand what they are stepping into?** |
| **Chapter Sixteen: Killing the Dead** | **Pg. 217:** Stack explains how the conflict between Israel and Lebannon is reignited when Hezbollah guerrillas attack Israeli Humvees. She explains the relationship between Lebannon and Israel and shows how conflict between two parties can be kept at bay if there is no escalation. | * **What ideas about conflict are raised by the relationship between Lebannon and Israel?** |
| **Pg. 224:** Stack details how horrible bombing is during war. | * **Does Stack’s description of the helplessness of people who are being bombed share any links to the way people may feel during all types of conflict?** |
| **Pg. 230:** Stack sees a sign as she goes deeper into the belly of the war which reads, “Resistance in our national duty” | * **What are the implications of this phrase? Have we seen this type mentality elsewhere?** |
| **Pg. 235.** “People think we like to fight. They don’t think we want to live with our children and raise them. If you live without your dignity it’s a dog’s life…There is a bright side and a dark side. You stay with one or another. There is no gray side. The gray side is the dark side. Tomorrow they will come and give us a few dollars and say, okay, let’s forget everything, let it pass” | * **If you remain a bystander then are you doing the wrong thing?** * **What is being said about America’s way of fixing what they have done?** |
| **Chapter Seventeen: I Thought I Was a Salamander** |  |  |
| **Epilogue** | **Pg. 249:** Stack finds out the Raheem’s innocent son was killed by US soldiers. He doesn’t nurse resentment for the US and is able to channel his anger specifically toward those soldiers who shot at a civilian. | * **Is Stack suggesting that if people forgive others for the conflicts they cause that they will be able to recover from conflict? Is it that easy?** |
| **Pg. 250:** Stack reflects that she has not been able to recover from war. She comments on its futility. | **Is the overarching message of this novel that all conflicts are futile? Is it just conflicts in the Middle East? If so, why?** |

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|  | **INTRAPERSONAL CONFLICT** | **INTERPERSONAL CONFLICT** | **EXTRA-PERSONAL CONFLICT** | **LOCAL CONFLICT** | **NATIONAL CONFLICT** |
| **CAUSE** |  |  |  |  |  |
| **RESPONSE** |  |  |  |  |  |
| **RESOLUTION** |  |  |  |  |  |
| **EFFECTS** |  |  |  |  |  |
| **EXAMPLES** |  |  |  |  |  |

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|  | **INTERNATIONAL COFLICT** | **RELIGIOUS CONFLICT** | **ECONOMIC CONFLICT** | **CULTURAL CONFLICT** | **SOCIAL CONFLICT** |
| **CAUSE** |  |  |  |  |  |
| **RESPONSE** |  |  |  |  |  |
| **RESOLUTION** |  |  |  |  |  |
| **EFFECTS** |  |  |  |  |  |
| **EXAMPLES** |  |  |  |  |  |

**PROMPT:**

**CONTENTION/PURPOSE:**

**TIME/PLACE:**

**AUDIENCE:**

**PERSONA:**

**VOCABULARY:**

**MAIN IDEA 1:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**MAIN IDEA 2:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**MAIN IDEA 3:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**PROMPT:**

**CONTENTION/PURPOSE:**

**TIME/PLACE:**

**AUDIENCE:**

**PERSONA:**

**VOCABULARY:**

**MAIN IDEA 1:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**MAIN IDEA 2:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**MAIN IDEA 3:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**PROMPT:**

**CONTENTION/PURPOSE:**

**TIME/PLACE:**

**AUDIENCE:**

**PERSONA:**

**VOCABULARY:**

**MAIN IDEA 1:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**MAIN IDEA 2:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**

**MAIN IDEA 3:**

**EVIDENCE/EXPLAIN 1:**

**EVIDENCE/EXPLAIN 2**