Year 12 EAL/D – Focus on Writing

# Part two

HSC hub student support session – writing with audience, context and purpose in mind

Resource booklet

## Table of contents

[Year 12 EAL/D – Focus on Writing 1](#_Toc46909097)

[Part two 1](#_Toc46909098)

[Resource booklet 1](#_Toc46909099)

[Table of contents 2](#_Toc46909100)

[Required materials 3](#_Toc46909101)

[Advice to the teacher supporting students 3](#_Toc46909102)

[Advice to the independent student 3](#_Toc46909103)

[Learning intentions 4](#_Toc46909104)

[Success criteria 4](#_Toc46909105)

[Part 2 section 3 – suiting language to purpose and context 5](#_Toc46909106)

[Resource 5 – Refugee Week 5](#_Toc46909107)

[Activity 10 – responding to the stimulus 6](#_Toc46909108)

[Activity 11 – coding the word groups 7](#_Toc46909109)

[Activity 12 – sample text 1 7](#_Toc46909110)

[Activity 13 – exploring language devices 7](#_Toc46909111)

[Resource 6 – useful links for EAL/D 9](#_Toc46909112)

[Resource 7 – more on register 9](#_Toc46909113)

[Resource 8 – the persuasive sample 9](#_Toc46909114)

[Activity 14 – shifting register 10](#_Toc46909115)

[Activity 15 – creative challenges 10](#_Toc46909116)

[Resource 9 – reflect on learning 11](#_Toc46909117)

[Part 2 section 4 – examining sample student writing 12](#_Toc46909118)

[Resource 10 – a highly persuasive extract 12](#_Toc46909119)

[Resource 11 – extracts from the speech 12](#_Toc46909120)

[Activity 16 – checklist for sample response 13](#_Toc46909121)

[Activity 17 – Improving a sample paragraph 14](#_Toc46909122)

[Activity 18 – reflect on learning 15](#_Toc46909123)

## Required materials

Please ensure that students have:

* one or two pieces of your own writing, either class work or completed assessment tasks. These could be any type of text, including persuasive or imaginative
* this resource in a soft or hard copy and access to the PowerPoint presentation
* pens and highlighters.

## Advice to the teacher supporting students

If using in a classroom context you may like to:

* use this resource in a workshop setting with a group or an individual student to work through on their own
* pause the recording and ask students to read, reflect and write
* refer to school-based assessments or classwork as examples for discussion.

## Advice to the independent student

If using this resource at home independently you will need:

* the required materials listed above
* time and space to work on this resource thoroughly. We recommend stopping the recording when prompted and taking the time to complete all activities in this resource booklet.

You may wish to use this resource over two separate learning periods. There are two parts to the resource, each taking approximately 20 minutes of viewing time on the video. Properly completing the activities, however, will take you another 15 to 30 minutes in each part so we recommend having a break between parts.

## Learning intentions

For students to:

* understand the best language for the purpose, audience and context of a writing task
* clarify the types of texts required for writing in this module
* investigate how markers’ feedback can be applied to a student writing sample.

## Success criteria

For students to be able to:

* identify the requirements of Focus on Writing exam questions
* apply a checklist to improve the use of language appropriate to context, audience and purpose
* write a stronger response to a Focus on Writing question.

# Part 2 section 3 – suiting language to purpose and context

Resources and activities for part two, section three.

## Resource 5 – Refugee Week

Visit the [Refugee Week website](https://www.refugeeweek.org.au/) homepage. The [refugee week poster](https://www.refugeeweek.org.au/wp-content/uploads/2020/05/RCOA-Ref-Week-2020-poster-003.pdf) is our stimulus text. It is displayed below but it is worth going to the website and examining the various other website features such as banners and graphics that appear alongside the poster.



Figure 1 [Refugee Week](https://www.refugeeweek.org.au/) © Michele Aboud, 2020. Used by permission of the artist (21 July, 2020).

### Activity 10 – responding to the stimulus

Slides 9-13 in the PowerPoint presentation

In the following table, write your first ideas next to each sample examination style question, and enter some ideas or material from the stimulus that you could use in your answer.

Table 1 – initial response to the stimulus questions

|  |  |  |
| --- | --- | --- |
| Question | Your ideas (brainstorm) | Material from the stimulus you could use |
| **Question 1 – imaginative**Write an imaginative text about starting a new life in a new country. Your imaginative piece will appear in a collection of short stories for Australian teenagers. |  |  |
| **Question 2 – discursive**Write a discursive blog post for your school’s website. The topic is – the challenges and rewards of education in a multicultural school. |  |  |
| **Question 3 – persuasive**You have been asked to speak to your school community. Write a persuasive speech expressing your view on the topic.The topic is – why refugee week is an important time. |  |  |
| **Question 4 – informative**Write an informative text for young people of refugee background who are school-aged and have recently arrived in Australia. The topic is – how to adapt to life in a new school in Australia. Your text will appear in a Department of Education web magazine. |  |  |

### Activity 11 – coding the word groups

Slide 14 in the PowerPoint presentation

Read each question and highlight or colour code the word groups that tell you the purpose (P), topic (T), context (C) and audience (A). You may also just label each with the letters: ‘T’ for topic has been done for you in the first one. Or use the colour-coding from the PowerPoint: purpose (this is in red), topic (this is in blue), context (this is in orange) and **audience (this is bolded)**.

1. Write an imaginative text about **starting a new life** (T) in a new country. Your imaginative piece will appear in a collection of short stories for Australian teenagers.
2. Write a discursive blog post for your school’s website. The topic is – the challenges and rewards of education in a multicultural school.
3. You have been asked to speak to your school community. The topic is – why refugee week is an important time. Write a persuasive speech expressing your view on the topic.
4. Write an informative text for young people of refugee background who are school-aged and have recently arrived in Australia. The topic is – how to adapt to life in a new school in Australia.  Your text will appear in a Department of Education web magazine.

### Activity 12 – sample text 1

Slide 17 in the PowerPoint presentation

**Underline the language devices that help create the type of text:**

Clearly refugees make an invaluable contribution to our school community. Think for a moment about how many of our student leaders are from refugee backgrounds. These students are inspiring role models, showing that with motivation and perseverance we can all overcome challenges in life and achieve our goals.

### Activity 13 – exploring language devices

Slide 22 in the PowerPoint presentation

**Sample two:**

Shayma felt a surge of anxiety as she stood at the front door. For a moment, she felt frozen in place, her breath making small clouds in the crisp morning air.

She closed her eyes for a moment and thought of the words of her father: ‘Be brave. I will always be with you.’

**Sample three:**

If you have trouble with your homework, remember that teachers are there to help you. Understanding instructions in a new language can be hard, but you will find most schools have after-school homework centres where you can go for help. You should also consider asking your class teacher for help at lunch time or after school.

**Sample four:**

We all know how challenging it can be to learn in a second language. However, a recent study has shown that bilingual students have many advantages including advanced problem-solving and, creativity and communication. So, when you’re struggling with a late-night study session, you can feel good knowing that your bilingualism makes you a super-learner.

Table 2 – language devices used in the sample extracts

|  |  |  |
| --- | --- | --- |
| Sample | Type of text | Language devices used (include an example) |
| One | Persuasive | High modality - ‘clearly... invaluable contribution’First person inclusive - ‘we can all overcome’Emotive language - ‘inspiring role models’ |
| Two |  |  |
| Three |  |  |
| Four |  |  |

## Resource 6 – useful links for EAL/D

* [glossary](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/glossary) for EAL/D
* [syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017) for English EAL/D
* [sample examination papers](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017) (further down the syllabus page)
* English EAL/D 2019 HSC [exam pack](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-eald-2019-hsc-exam-pack).

## Resource 7 – more on register

**The glossary in the** [syllabus for EAL/D](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017) **defines register as:**

The degree of formality or informality of language used for a particular purpose or in a particular social setting.

**Thinking about purpose, field, tenor and mode.**

In text 1 – the purpose is to build or maintain a relationship, entertain and educate​.

The field includes shared experiences, things they have experienced or are experiencing together, people, places and events. It is a situation of immediate experience and involves everyday non-technical vocabulary about concrete topics.

The tenor is very familiar, personal and informal (there are few strict rules about how language is used).

The mode is two-way dynamic involving spontaneous spoken conversation (or dialogue).​

For text 2 – the purpose is to reflect and evaluate, perhaps to inspire.

The field is highly specialised – a shared knowledge of abstract and technical concepts between the speaker and her audience.

The tenor is highly formal and impersonal. The audience includes people who are higher in status than the speaker, and people who are not familiar to the speaker – and must therefore be addressed politely and impersonally. There are strict expectations about how language is used. But there are also peers of the speaker and an expectation that the speech will be entertaining and perhaps humorous in sections.

The mode is one-way spoken text which has been planned (that is, written to be spoken) – also known as a monologue.

## Resource 8 – the persuasive sample

Clearly refugees make an invaluable contribution to our school community. Think for a moment about how many of our student leaders are from refugee backgrounds. These students are inspiring role models, showing that with motivation and perseverance we can all overcome challenges in life and achieve our goals.

### Activity 14 – shifting register

Slide 29 in the PowerPoint presentation

The discursive text (sample four from above):

We all know how challenging it can be to learn in a second language. However, a recent study has shown that bilingual students have many advantages including advanced problem-solving and, creativity and communication. So, when you’re struggling with a late-night study session, you can feel good knowing that your bilingualism makes you a super-learner.

### Activity 15 – creative challenges

Slide 31 in the PowerPoint presentation

**Creative challenge one.**

Use this space to rewrite the discursive text above in a ‘more formal’ register.

|  |
| --- |

**Creative challenge two.**

Take a paragraph from a piece of your own persuasive or analytical writing (an extended response for Module B for example).

Can you make it more like a discursive text by paying attention to register? Imagine you have to deliver it as a speech at the school assembly.

How will you connect with the audience?

## Resource 9 – reflect on learning

Slide 32 in the PowerPoint presentation

**Option one – working with the teacher or peers.**

**Generate – sort – connect – elaborate.**

Organise your understanding of the key term ‘register’ by following these instructions.

Use the back of this sheet or take a new piece of paper:

1. Brainstorm a list of ideas that come to mind when you think about the word register.
2. Sort your ideas. Draw a large (one whole page) box. If you think an idea is very important, place it in the centre of the box. If you think it is a bit random, leave it on the edge.
3. Connect your ideas by drawing connecting lines between points that have something in common.
4. Elaborate on ideas by adding something that extends on the initial idea. What is something new you have learnt about this idea? What are you still wondering?

**Option two – for the student working independently.**

**True or false.**

Mark each statement in the table as true or false, then add two more statements about register using what you have learned from the activities here.

Table 3 – true or false?

|  |  |  |
| --- | --- | --- |
| Statement | True? | False? |
| Formal register is used when speaking with people you do not know well. |  |  |
| Texts with formal register usually have more technical language. |  |  |
| Register stays the same for the whole text and never changes. |  |  |
| Informal register is used when the situation could have serious outcomes. |  |  |
| Using formal register is a way of showing respect. |  |  |

# Part 2 section 4 – examining sample student writing

## Resource 10 – a highly persuasive extract

Slide 36 in the PowerPoint presentation

“Our technology that is supposed to take us into the future is holding us back and it’s taking a toll on us. Depression is on the rise. Self-esteem issues are on the rise… Our grades are falling. We have swapped out our books for meaningless technological stimulation 6 hours a day 7 days a week for 52 weeks a year.”

## Resource 11 – extracts from the speech

**Introduction**

“Good afternoon ladies and gentlemen. I want to start off tonight by asking you all a question. When was the last time you read a good book? Or in fact any book at all? Sadly, for most of us here if we’re not reading because we have to, we’re not reading at all.”

**A body paragraph**

“But why do I need to read books outside of school anyway you may ask? Well I’m here to tell you. A recent study done by Professor Williams at Sydney University revealed that reading for pleasure resulted in many mental benefits from mental health to an increased brain capacity for study and learning. His study took two groups of teenagers, one group read for an hour everyday for a month and the other group did not read for pleasure outside school at all and the results are as follows.”

**Two key sentences**

1. “Swap an hour of screen of time for an hour reading a book…”
2. “With our everyday lives being devoured by our smartphones…”

### Activity 16 – checklist for sample response

Slides 40-42 in the PowerPoint presentation

Table 4 – student checklist part one, overall effectiveness

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Features of overall effectiveness | Not evident | Needs to be developed | Good attempt | Highly developed |
| Response to the topic |  |  |  |  |
| Use of the persuasive type of text |  |  |  |  |
| Appropriate to context |  |  |  |  |
| Engaging and interesting start |  |  |  |  |
| Use of ideas from the stimulus |  |  |  |  |
| A personal touch or voice |  |  |  |  |

Table 5 – student checklist part two, structure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Features of structure | Not evident | Needs to be developed | Good attempt | Highly developed |
| Clear statement of position or argument -  |  |  |  |  |
| Use of examples and evidence to support argument |  |  |  |  |
| Engaging and interesting start |  |  |  |  |
| Register appropriate for audience, context and purpose |  |  |  |  |
| Well-developed body paragraphs |  |  |  |  |

Table 6 – student checklist part three, language devices

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language devices | Not evident | Needs to be developed | Good attempt | Highly developed |
| Rhetorical questions to spark thought |  |  |  |  |
| Sentence variety for dramatic effect |  |  |  |  |
| Use of emotive language |  |  |  |  |
| Figurative language to connect to emotions |  |  |  |  |
| Inclusive language |  |  |  |  |
| Repetition for dramatic effect |  |  |  |  |

### Activity 17 – Improving a sample paragraph

Slide 44 in the PowerPoint presentation

**For this paragraph, use a different coloured pen and give it a score on the relevant language devices in activity 15 above.**

“Today I chose to speak about how technology has changed teen reading habit and its impact. I am pretty sure that almost all of us here have used their devices for reading purposes. As we all know that almost every student uses their devices daily whether it is for reading or researching. Now this could be beneficial because it is much easier than reading the whole book which it might take a longer time.”

Activity 18 – reflect on learning

Slide 48 in the PowerPoint presentation

**Option 1 – thinking routine if working in a class or peer situation**

Complete this table to reflect on your learning from this section of the resource.

Table 5 – I used to think…Now I think…

|  |  |
| --- | --- |
| I used to think… | Now I think… |
| I used to think  | Now, I think  |

**Option 2 – for independent students**

Reflect on what you have learnt by completing the table below. For each of the success criteria we set up at the start of this resource, tick how confident you are feeling. If there are any you feel you still need help with, this activity might help you approach your teacher with specific questions which will help you to revise.

Table 6 – levels of confidence

|  |  |  |  |
| --- | --- | --- | --- |
| Success criteria | I feel... highly confident | I feel... confident | I feel like...I still need help |
| I can... identify the requirements of Focus on Writing exam questions |  |  |  |
| I can... apply a checklist to improve the use of language appropriate to context, audience and purpose |  |  |  |
| I can... write a stronger response to a Focus on Writing question. |  |  |  |