Year 11 EAL/D teaching and learning program

**Co-designed by H. Santoro, Sydney Secondary College, Blackwattle Bay Campus and the Learning and Wellbeing Team, Student Engagement Interagency Partnerships.**

## Unit Title

Module C: Text and Society

## Duration

30 hours

## Summary of student voice activities

Please note: Student voice activities have been highlighted in grey throughout the unit.

* Teachers use a range of formative assessment strategies to assess student knowledge and inform lesson planning, include assessing and activating prior knowledge and exit slips.
* Students reflect on and evaluate their learning and share this with their teachers.
* Student directed collaborative learning based on interests.
* Student-led class discussions about their areas of expertise.
* Students participate in scaffolded activities which provide choice and opportunities for collaboration.
* Students create resources and present their learning to the class.

## Unit rationale

In this module, students explore, analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings. They investigate how these texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.

Students compare and contrast the types of texts that are used in community interactions, workplace communication and formal learning situations across different disciplines. They identify and explain the purposes, and examine similarities and differences in the language forms and features used, in these types of texts. They consider what the texts indicate and imply about prevailing customs, norms, behaviours and organisational cultures in the social and vocational contexts in which they are used, and the construction of knowledge in particular fields of study and academic disciplines.

Students respond to and compose texts inherent in various settings and roles that are relevant to their needs and interests. Explicit, targeted English language study centres on aspects of language usage for example intercultural communication, technical terminology, semantic fields, appropriacy and jargon, and on analysing how textual forms and features shape meaning and influence responders (the reader, listener, viewer, an audience and so on) within specific situational contexts. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

Student voice is evidenced in that students supplement their study of the module with texts of their own choosing. They record their responses to texts and reflect on their developing skills in reading, listening, viewing and responding in their wide reading journal. The collaboratively create presentations and resources for the class and give feedback on their learning.

## Focus questions

How do composers make a meaningful difference on individuals and society through texts?

**Focus:**

* Sustainability – impact of plastic waste in Australian society
* Sustainability – climate change
* Social issues based on student interest
* Authentic text types – analysing and writing in the target form including: media, feature articles, editorials, political cartoons, images; formal communication – emails

## Learning across the curriculum areas

The cross-curriculum priorities addressed are:

* Sustainability Sustainability icon

The general capabilities addressed are:

* Critical and creative thinking CCT-ICON-critical creative thinking.png
* Ethical understanding EU-ICON-ethical understanding.png
* Information and communication technology capability ICT-ICON.png
  Information and communication technology capability
* Literacy L-ICON-literacy.png
* Personal and social capability PSC-ICON-personal social capability.png

## Outcomes

Source: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017>

* **EAL11-1A**: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
* **EAL11-2**: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* **EAL11-6**: investigates and explains the relationships between texts
* **EAL11-7**: understands and explains the diverse ways texts can represent personal and public worlds
* **EAL11-8**: identifies and explains cultural assumptions in texts and their effects on meaning

| **NESA syllabus outcomes/ESL Scales** | **Teaching, learning and assessment** | **Resources** |
| --- | --- | --- |
| **Outcomes:**  **EAL11-6:** investigates and explains the relationships between texts  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **ESL Scales**  Oral:  **6.1:** Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.  **7.1:** Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.  **ESL Scales**  Reading and responding:  **7.8:** Uses a repertoire of strategies to access and interpret texts and to monitor own reading.  **ESL Scales**  Writing:  **6.9:** Communicates on a range of topics, marshalling ideas through a variety of well-known text types.  **7.9:** Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum. | **Week 1 - Introduction to Module C: Texts and Society**  **Student Voice:** Students work collaboratively with the teacher to identify assessment success criteria and develop an action plan for completing their assessment tasks.  Students are introduced to the module by predicting, discussing and reflecting upon its direction and expectations.  The rubric for Module C: Texts and Society is viewed as a cohort and reflected upon formally and informally*.*  **Activity 1A: Building the field:**   * What are “texts”? What do texts give us? * As a class, students brainstorm a list of different types of texts they encounter in: **everyday life, in their studies, and used within the workforce.** * Students brainstorm the different purposes of these texts. This includes sub-examples of: **to persuade, to inform, and to entertain.**   **Activity 1B: Module C: Texts and Society – Rubric**  Students are given a copy of the module rubric and the deconstruction tables. These will be given digitally for students with a device, and in print for those who require or prefer a hard copy.  As a whole class, the rubric for Module C is read aloud. Teachers can choose begin by reading aloud to model pronunciation, or to give confident readers the chance to read aloud. Key words and unfamiliar vocabulary are unpacked and defined to the students. These include:   * **community, vocational and academic settings:** *larger society and communities, the workforce, schools and university* * **prevailing customs, norms, behaviours and organisational cultures:** *the correct ways of doing things, expectations and rules* * **social and vocational contexts:** *the difference between personal and professional contexts* * **intercultural communication, technological terminology, semantic fields, appropriacy, jargon**   The key statements from the rubric are unpacked together through a teacher guided class discussion. Students note down these ideas onto their deconstruction tables. Through classroom discussion, students describe the expected activities to be conducted in order to engage with the module.  Students reflect on examples of workplace/community texts which are expected to be responded to and composed including:   * Articles and reports * Feature articles * Editorials * Web pages including blogs * Speeches and interviews (including Podcasts) * Advertisements (multimodal and visual) * Cartoons and comics * Formal letters for formal situations * Other relevant texts (brochures, pamphlets, posters, etc.)   **Student Voice: Individual reflection (individual study activity):**  Through reflecting on the points from the rubric, students should develop a list of learning activities they need to focus on beyond the classroom to further supplement their learning. Students may end up reflecting on the need for:   * Regular personal reflection in wide reading of texts in English by writing personal responses to and observations of explored texts such as structure, style, tone, etc., in order to reflect on its ideas. * Noting any similar types of texts they have personally encountered in their own reading or browsing which may be related to the topics of the course * Students meet with teachers to discuss their reflections and establish learning goals. | Teacher-created PowerPoint  **NESA English EAL/D Stage 6 Syllabus (p. 54) – Module C: Text and Society rubric** <https://syllabus.nesa.nsw.edu.au/assets/eal_d/english-eald-stage-6-syllabus-2017.pdf>  Module C: Text and Society rubric deconstruction and reflection tables (**Appendix B**) |
| **Outcomes:**  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **ESL Scales**  Oral:  **6.1** Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.  **7.1** Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. | **Driving question: Do composers make a difference through texts?**  Students are introduced to the driving question of the module which helps guide their development of skills in understanding the engagement of author and purpose.  These ideas will be explored and evaluated in relation to the community issues explored in the program. Questions to discuss this guided question further include:   * What differences do texts make on a personal or individual level? What differences do texts make in a larger collective level (such as within a small or larger community, a society, or a global level?) * What texts have achieved this in a historical level? Within popular culture? Etc. * How do they make a difference? * Why do they make a difference? * To what extent do they make a difference?   **Activity 2:** Students reflect and discuss these ideas with small groups of 2-3. Students may choose to work with the people sitting with them, or peers they work well together. Students’ share and write their ideas into their wide reading journals (exercise book), which are then shared to the class and collated on a document beamed on the IWB to create a starting point for the conceptual direction of the module.  Through these small and larger group discussions, students may end up considering:   * The ways texts are able to make a **difference on a personal level and on a collective level** * The ways texts can **appeal for practical action** on a personal level, which may lead onto a larger effect in the communities they are a part of * The ways texts **appeal to an individual visually, emotionally, personally, pragmatically, logistically, morally**, etc.   Students will need to refer back to these notes and add onto them as they continue to investigate the effectiveness of texts throughout the module. | Teacher-created PowerPoint |
| **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds | **Activity 3: Student Voice – Student choice in themes and topics to be explored**  To optimise engagement and relevance to the student cohort’s personal learning needs, students are given the chance to suggest the kinds of topics they are interested in exploring while developing their knowledge and skills in the effective communication of texts. These topics may encompass:   * Current social issues of personal interest * Effective communication skills within the workforce (such as resumes, cover letters, * Other academic skills: referencing, research skills   A Google Forms survey can be set up by the teacher to be shared as a link on the class’ digital learning platform such as Edmodo or Google Classroom. The questions to be asked on the form may include the following:   * What is your name? * What do you want to learn and achieve by the end of this unit? * What are some current social issues that you are personally interested in? * I am aware about the issues about current issues in Australia about plastic waste, e-waste, and recycling: *Strongly agree, agree, neither agree or disagree, disagree,* * I am aware about how China’s National Sword Policy has affected Australia’s recycling: *Strongly agree, agree, neither agree or disagree, disagree,* * I am aware about the perspectives of climate change in Australia: *Strongly agree, agree, neither agree or disagree, disagree,* * I have read some of the types of texts in my own personal time outside of class (please tick): *feature article, blog, editorial, documentary, news article, speeches, video content, social media posts, commercials, advertisements* * I feel confident writing a resume: *Strongly agree, agree, neither agree or disagree, disagree,* * I feel confident writing a cover letter: *Strongly agree, agree, neither agree or disagree, disagree,* * I can write a formal email effectively with: *Strongly agree, agree, neither agree or disagree, disagree,* strongly disagree * What is the best way you will be able to develop these skills? What can the teacher do to assist you in your learning this term?   The topics and areas of interest suggested will then be collated by the teacher, who will find appropriate articles. Students can also bring in articles of interest. Students may be approached by the teacher to also share any of their expertise to build contextual knowledge for the class prior to exploring example texts.  **Preview of themes:** Possible themes to be explored include:  **The importance of having a voice and making a difference in society/community through texts**  **Community engagement**   * Act locally, think globally * Attitudes between different groups within society – intercultural dialogue * Perspectives and beliefs within different communities and societies * The power of youth   **Sustainability**   * Environmental issues: * Climate change/emissions * Global waste crisis   **Issues in the world of work**   * Finance? Passion? Community? * Rights and responsibilities | Google Forms Survey set up by the Teacher – link to be shared and available on Edmodo, Google Classroom or digital learning platform of choice |
| **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts  **ESL Scales**  Reading and responding:  **6.6.** Relates a text’s format, structure and choice of language to its purpose | **Activity 4: Ways to approach responding to and composing texts: SLAP**  Due to the technical nature of the module which focuses on text types and language, students are introduced to SLAP which reminds students of understanding the difference between types of texts, language applied, and its purposes.   * **S – Structure**: What is the structure of the text that I am writing? * **L – Language**: What language should I use to suit my audience, purpose and context? (formal, informal, persuasive, emotive, colloquial, humorous?) * **A – Audience**: Who will my audience be? (Students? The local community? My boss?) * **P – Purpose:** What is the purpose of this text? What is the situation here? (To entertain? To inform? To persuade? To recount?)   Throughout the module, students will need to identify the structure, language, audience and purposes of a range of different text types in order to interpret meaning and convey own ideas.  Teacher distributes the **“Assessing different text types – tables”** document digitally via the online learning platform and in print as necessary. Teacher explicitly explains the ways that students can use this table to note down the distinct features and purposes of the text types explored in the term as they work through them. This allows students to assess and evaluate the textual integrity of a range of textual forms.  Teacher models the way that this table can be used with the first text type to be explored in the term. (See Activity | **Teacher-derived PowerPoint presentation**  **TABLE: Assessing different text types**  **Exit slip:** Explain the ‘SLAP’ acronym, Likert scale to demonstrate how well they feel they understand it. If students indicate they haven’t understood, reteach. |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning  **ESL Scales**  Reading and responding:  **6.5:** Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.  **6.6:** Relates a text’s format, structure and choice of language to its purpose  **6.8:** Selects reading strategies appropriate to the nature of text and task.  **7.5:** Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.  **7.6:** Considers how the reader interacts with the text to construct its meaning.  **7.8:** Uses a repertoire of strategies to access and interpret texts and to monitor own reading.  **ESL Scales**  Writing:  **6.9:** Communicates on a range of topics, marshalling ideas through a variety of well-known text types.  **7.9:** Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum. | **Activity 5: Ways to approach responding to and composing texts - The four frames**  Students are then introduced to the four frames when responding to and deconstructing images (adapted from Visual Arts):   * Subjective Frame * Structural Frame * Cultural Frame * Critical Frame   Encourage any students who study Visual Arts to take part in the class discussion as a means to share their expertise and knowledge of this skill. As each frame is introduced, students are encouraged to predict or explain what each of them mean by looking at the basic linguistic form of the word in the name of each frame.  **Subjective Frame:**  **Personal Response:** How do I respond to this image?   * 1. What do I **feel**? * 2. What does it **remind me of**? * 3. What is the **composer conveying** in this image about the subject and the times?   **Structural Frame:**  **Techniques:** How does the image make meaning?   * What visual techniques are being used to create meaning? * What elements, symbols are included in the image?   **Cultural Frame:**  **Context:**   * How would this image have been received (responded to at the time it was created)? * How does the image reflect the attitudes and ideas of its time?   1. **Historical:** When and where?  2. **Cultural:** Which culture or society does this image come from or reflect?  3. **Political:** What political views or perspectives are presented through the image?  4. **Social**?  5. **Responder’s context:** In what ways is our context similar or different to the original context?  6. How does this have an **impact on meaning**?  **Critical Frame:**  **Representation:** How could this image be read or interpreted?  1. Gaps and silences – Are there any ideas which are not being represented?  2. Manipulation of image – How has the image been used to fit different purposes?  3. How is the responder positionedto view or interpret the image?  **Using the four frames:**  During the discussion students will be given a Frames Deconstruction handout distributed digitally or physically as necessary, which includes the watercolour painting *Alienation* by Ian Kim (2007). After explaining each frame, students use the guided questions to annotate and develop their approach to responding and deconstructing the image. This is done as a class discussion together as a joint construction activity  As students will be unpacking a range of visual texts during this module, responding and deconstruction questions will be based on these models of the frames to ensure that students develop the process of critically responding to texts in relation to the ideas presented.  **Activity 6: Four Frames - checking for understanding (individual reflection task - flipped):**  For homework, students can find a strong and striking image, illustration, artwork, editorial cartoon, or advertisement that explores the topics of sustainability or one of their own social issues of interest as raised in their Google Forms survey. In their wide reading journal, students are to use the prompts from the four frames to annotate and respond to the image. Selected students may choose to present their annotations in the following lesson. | **Teacher-derived PowerPoint presentation**  **Watercolour painting: Alienation by Ian Kim (2007):** [*http://magspace.ru/uploads/old/2008/06/1213309878\_03\_06\_2008\_0704925001212503004\_ian\_kim.jpg*](http://magspace.ru/uploads/old/2008/06/1213309878_03_06_2008_0704925001212503004_ian_kim.jpg)  **Frames deconstruction table** |
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| **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **ESL Scales**  Oral:  **6.1:** Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.  **7.1:** Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. | **Sustainability: Plastic waste and pollution – context**  Students share their own perspectives and understanding of the issue of the contemporary plastic waste issue. They are encouraged to include their understanding and knowledge from various disciplines (i.e. Chemistry, etc.)  **Activity 7: Building the field: Think-pair-share**  In small groups with the people around them, students discuss and compare the following ideas to share their understanding and knowledge of the plastic waste issue. Students are expected to make small dot points in their wide reading journal which will be shared and discussed with the class:   * How is plastic waste impacting the world? Your home country? Australia? * How is the world, your home country or Australia dealing with this issue?   + (What initiatives are put into place in order to address this issue?)   The sharing of perspectives and attitudes aims to pre-assess students’ prior knowledge and application of jargon/vocabulary. Key words through the discussion will be compiled together and made available for use during individual writing tasks.  Prior knowledge is further developed and supplemented by presenting facts, data and statistics of the causes and impacts of plastic waste, sourced from Greenpeace Australia and National Geographic’s June 2018 issue ‘Planet or Plastic?’ | **Greenpeace Australia – Australia’s Plastic Problem: What, why and how?** <https://www.greenpeace.org.au/blog/australias-plastic-problem/>  **National Geographic: Fast Facts about Plastic Pollution -** <https://news.nationalgeographic.com/2018/05/plastics-facts-infographics-ocean-pollution/>  **National Geographic: 10 shocking facts about plastics:** <https://www.nationalgeographic.com/environment/plastic-facts/#10-shocking-facts-about-plastic> |
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Students are to identify the word “iceberg” and are asked to identify and explain the meaning of the idiom “the tip of the iceberg”. Students may explain that it:   * Suggests that what is seen is only a small part of a larger more complex (often hidden) problem * Often cannot be seen or understood as a whole * What is seen does not necessarily represent the whole issue * The “bulk”--the large, main parts--are hidden “underwater”   Students are then presented with Jorge Gamboa’s digital illustration **Iceberg Plastico** (2017) which has been used on the cover of National Geographic’s June 2018 issue Planet or Plastic. Students are introduced some background information about the artist, the artwork, and the particular issue of the magazine as a starting point before prior to deconstructing the image individually.  **Activity 8: Deconstructing the front cover of National Geographic, June 2018, Planet or Plastic? (Iceberg Plastico, Jorge Gamboa)**  Using a deconstruction table based on the four frames, students brainstorm notes on their initial response and interpretation of the image. For the subjective, structural, and cultural frames, students may write using dot points.  However, when answering responses to the critical frame, students are expected to write in full sentences in their wide reading journal.  A vocabulary list is provided to students to assist them in expressing their ideas clearly. These words and expressions include:   * iceberg, plastic bag, the depth of, visual allusion, reference, global, now - current society/ contemporary society, serious – severe/severity, issue/problem – crisis, become worse – deteriorate/deterioration, plastic waste crisis, manipulation/manipulate/manipulated, the large amount of – the scale of/the magnitude of/the depth of   Students’ responses will be discussed as a class together to guide students’ direction, including the requirements in responding to the text.  The questions are as follows:  **Subjective frame** – What is your first reaction or response to this image?   * How do you feel? * What does it remind you of? * What do you think is the composer’s purpose?   **Structural frame** – How does the image make meaning?   * What visual techniques are applied on this magazine cover? * What effective language features are applied in the title and text?   **Cultural frame** – How does the image reflect the attitudes of its time?   * Which period of history does this image reflect? Where and when? * Which culture or society does this image come from or reflect? * What political views or perspectives are presented through the image?   **Explain and analyse**   * Explain the way language has been applied in the title “Planet or Plastic?” What does this phrase refer to? * How effective is the manipulation of the plastic bag in the image? * Has the Gamboa applied any other effective features/techniques which add to the meaning of the image?   **Evaluate**   * To what extent is the composer’s message effective? Why? (How is the responder positioned to view or interpret this image? How does it affect our understanding of this issue of global plastic pollution?)   **Activity 9: Writing coursework - Practice body paragraph:**  Using students’ ideas discussed through the frames, students are to write a 200-300 word paragraph to be submitted on their digital learning platform, which responds to the following question:  **To what extent has Jorge Gamboa’s digital illustration *Iceberg Plastico* been successfully manipulated on the cover of National Geographic’s June 2018 issue *Planet or Plastic* to make a difference?**  The question is broken down with the class in order to guide students’ approach to their response:   * **To what extent** – How much? How effective? (Make a judgement) * **Make a difference** – How effective is this image in affecting a person’s or larger group’s perceptions/understanding of the global plastic waste crisis? * **Successfully manipulated** – What visual techniques or language techniques have been used? Are there any symbols or allusions? How is meaning created through these?   For this paragraph, students are given missions to include the following in their response:  **Missions:**   * Use formal academic language: * Avoid using first person (“I”) or inclusive language (“we”) * Instead, write with passive voice * Be concise – short, but still detailed. * Apply nominalisation to create complex sentences (-tion/-ment) which includes complex noun groups (which may include adjectives) and verbs   **Structure:**  Students continue to experiment and develop their confidence in using the S.E.X.E, T.E.E.L, or P.E.T.A.L paragraph structures as introduced in the previous modules to evaluate their ideas. A scaffold is provided for students if they require it.   * **Statement:** Address the question (include the key words) + state your position of argument * **Explain:** You may need to briefly introduce and explain * **eXamples:** 2-3 visual techniques * **Evaluate:** How has Gamboa achieved his purpose in making a difference? Why? Explain the impact on the viewer   \***Differentiation**: Lower ability students who are still developing their control and comprehension of language can choose to work on modified version of the task that involves unjumbling different sections of an example paragraph to create a complete paragraph. Some key words may be blanked out and in need to be filled in using a word bank. This aims to assess their reading comprehension and to develop recognition of key words and structures | **Teacher-derived PowerPoint**  **National Geographic, June 2018, Paper or Plastic?** (front cover)  ***Iceberg Plastico*,** Jorge Gamboa(2017)  Deconstruction table with the 4 frames (physically distributed and uploaded digitally onto digital learning platform)  Paragraph submission box with question on digital learning platform  Differentiated task: Jumbled sections from an example paragraph |
| **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts | **Assessing different text types – study task**  Students revisit their notes for each text type and within a matrix table, note the distinct features of the different text types explored using the following guided questions:   * What are the general purposes of this text type? * What are its distinct features? * What makes these distinct features effective? * How is the purpose achieved or executed effectively?   As a joint construction, teacher guides and models the ways students can note the distinct features between texts.  This activity aims to allow students to visually see the differences and similarities between text types. Furthermore, through this comparison, this aims to assist students in creating a conceptual argument about how effectively composers are able to make differences in society through different texts. | **Assessing Text Types - Tables** |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning  **ESL Scales**  Oral:  **6.1** Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.  **6.3** Interprets and creates spoken texts in a way that show a developing control over subject-specific registers.  **6.4.** Uses planning and reflection to improve range, fluency and accuracy of oral language  **7.1** Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.  **7.3** Interprets and creates coherent spoken texts with some control and flexibility over key organisational and language features.  **ESL Scales**  Reading and responding:  **6.5:** Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.  **6.6:** Relates a text’s format, structure and choice of language to its purpose  **6.8:** Selects reading strategies appropriate to the nature of text and task.  **7.5:** Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.  **7.6:** Considers how the reader interacts with the text to construct its meaning.  **7.8:** Uses a repertoire of strategies to access and interpret texts and to monitor own reading.  **ESL Scales**  Writing:  **6.9** Communicates on a range of topics, marshalling ideas through a variety of well-known text types.  **6.11** Writes a variety of coherent texts characterised by a cohesive and flexible use of language.  **7.9** Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum.  **7.11** Writes a number of complex texts characterised by a personal style showing consistent control over textual features. | **Week 3: Editorial cartoons**  Students apply their skills of analysing visual forms and features by analysing political cartoons on the topic of the plastic waste issue and/or climate change.  Before commencing the activities, a few example editorial cartoons are beamed onto the IWB. In a class discussion, students should identify that political cartoons:   * When are editorial cartoons published? What are they created in response to? To make social commentary or critique about a current event or an issue in society (within that context) * Present some sort of perspective on the issue * What are some distinct features of an editorial cartoon (based on what you can see)? Exaggerated features through comedic element * Evoke a reaction as a result   **Student voice activity: Voice, choice, working together**  **Activity 11: Small-group deconstruction (may take up to 2 lessons)**   * In groups of 4, students choose one of the following cartoons provided in the PowerPoint which communicate beliefs or attitudes about plastic pollution and/or climate change. Each group must do a different cartoon. * Using the guided questions below as a guide, students discuss their ideas as a group and create a presentation on Google Slides. These presentations will be presented in the following lesson. * Each group designates a team leader. The group may decide to work on each question collaboratively, or to assign a question to each group member. However, students must discuss and agree upon the ideas for each question. Students must ensure that each group member works equally. * Depending on students’ chosen cartoon, students may need to do a little bit of research based on the cultural context of their cartoon * Once presentations have been completed, students are to share the link to their Google Slides presentations as a comment onto a post/thread on the class’ digital learning platform. Students need to make sure that the share settings for their slides have been set to “anyone with a link can view”. * Students then present their findings to the class as a presentation. * Peer assessment: Other groups give ‘Two stars and a wish’ feedback. (The person or group giving the feedback must identify two things the student has done well (stars) and one specific suggestion for improvement (wish).   **Guided deconstruction questions:**   * Who is the target audience of this particular cartoon? * What belief or attitude about plastic waste or climate change is being communicated? * What specific area of society do you this cartoon is coming from? * Does the cartoon make any references to a specific culture/country or political event? * In what ways is the composer’s message effective? Why? * (This is where you will analyse + interpret at least TWO techniques) * How are the techniques applied? Why? | ***Taking action to reduce rubbish bags*** (Australia, June 2018) by Ditchy  <https://www.inkcinct.com.au/web-pages/cartoons/2018/2018-268P--Taking-action-to-reduce-rubbish-bags,-fish-ocean---ENVIRONMENT-BALLARAT-AUSTRALIA-8th-June.png>  ***Evolution of the Seas***(Brazil, 5 Sep 2012) by Osmani Simanca <https://www.cartoonmovement.com/cartoon/319>  ***Global Plastic Sea*** (Belgium, 12 Feb 2018) by Luc Descheemaeker  <https://www.cartoonmovement.com/cartoon/46667>  ***#BanTheBag*** (Australia, 2016) by Boomerang Alliance <https://www.boomerangalliance.org.au/email_bags>  ***The Ocean’s Inhabitants*** (Latvia, 17 Sep 2017) by Gatis Sluka  <https://www.cartoonmovement.com/cartoon/42902>  ***Plastic Planet*** (Germany, 29 May 2018) by Paolo Calleri  <https://www.cartoonmovement.com/cartoon/49452>  ***Plastic Ban*** (Netherlands, 26 Jun 2018) by Tjeerd Royaards <https://www.cartoonmovement.com/cartoon/50331>  ***Plastics in the Oceans*** (Portugal, 10 Feb 2018) by Vasco Gargalo <https://www.cartoonmovement.com/cartoon/46586>  ***Food in the Oceans*** (Portugal, 1 Jun 2018) by Vasco Gargalo  <https://www.cartoonmovement.com/cartoon/49513>  ***World Oceans Day*** (Italy, 8 Jun 2017) by Tomas <https://www.cartoonmovement.com/cartoon/36662>  ***Therefore*** (North America, 7 Mar 2019) by Drew Sheneman https://www.usnews.com/news/cartoons/2019/02/01/cartoons-on-climate-change-and-global-warming    ***On Top of the Recycling Problem*** (Australia, 14 Mar 2019) by John Ditchburn <https://www.inkcinct.com.au/web-pages/cartoons/2019/2019-117--On-top-of-the-recycling-problem,-recycling-council---ENVIRONMENT-WORLD-AUSTRALIA-14th-March-copy.png>  ***What Next?*** (America, 28 Nov 2012) by Tom Toles (Washington Post) <https://thecomicnews.com/images/edtoons/2012/1128/environment/04.jpg>  ***Future Earth?*** (Jordan, 12 Oct 2019) by Latif Fityani <https://www.cartoonmovement.com/depot/cartoons/2018/10/12/future_earth___latif__fityani.jpeg>  ***He Hasn’t Noticed Yet*** (America, 29 Nov 2012) by Mike Keefe (Denver Post) <https://thecomicnews.com/images/edtoons/2012/1128/environment/01.jpg>  ***Climate Change April Fool*** (England, 1 Apr 2014) by Paul Thomas (Daily Express) [https://www.englishblog.com/2014/04/cartoon-climate-change-april-fool.html#.XMgPdhMzYnU](https://www.englishblog.com/2014/04/cartoon-climate-change-april-fool.html)  ***Climate Change Selfie*** (England, 14 Apr 2014) by Brian Adcock (The Independent) [https://www.englishblog.com/2014/04/cartoon-climate-change-selfie.html#.XMgrthMzYnV](https://www.englishblog.com/2014/04/cartoon-climate-change-selfie.html)  Guided questions (uploaded and shared onto digital learning platform + distributed physically as necessary) |
| **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts | **Week 4: Investigation: Representing the issue of plastic waste through documentary series**  **Building the field – pre-assessment:**  Before viewing the documentary *War on Waste* (Season 2, Episode 1), students begin to consider the forms and features of documentaries. On NearPod, students brainstorm a list of the prosodic features (speech techniques) and film techniques which they already know.  Following investigations of authentic text types, students will come to understand that texts are able to make a difference in a combination of critical and emotional ways.  Students continue their investigation in seeing whether this is true within the form of documentary series.  Through investigation, students will come to understand that:   * The visual and auditory mode of a documentary in emphasises the urgency of an issue by confronting audiences through the senses * Depending on the content, audiences are able to empathise with the idea as it appeals on a personal level through confrontation   By Stage 6, students will need to be able to know the following:   * **Camera angles:** aerial shot**,** Dutch tilt**,** eye level shot**,** high angle shot**,** low angle shot**,** over-the-shoulder shot * **Camera shots:** extreme close up**,** close up**,** medium shot**,** long shot**,** extreme long shot**,** first-person perspective * **Camera movements:** panning shots (horizontal pan and vertical pan)**,** zoom**,** tracking * **Editing:** cut**,** montage * **Lighting:** ambient lighting**,** back lighting * **General:** flashback**,** establishing shot**,** Juxtaposition (contrast)**,** mise-en-scene (composition)**,** symbolism**,** colour * **Sound:** dialogue**,** monologue**,** diegetic sound**,** non-diegetic sound**,** soundtrack, narration | **Teacher-derived PPT** |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **ESL Scales**  Reading and responding:  **6.5:** Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.  **6.8:** Selects reading strategies appropriate to the nature of text and task.  **7.6** Considers how the reader interacts with the text to construct its meaning.  **7.8** Uses a repertoire of strategies to access and interpret texts and to monitor own reading. | **War on Waste (Season 2, Episode 1) – Viewing (may take 1.5 lessons)**  As a class, students watch the War on Waste (Season 2, Episode 1) which focuses on the impact of plastic waste on a personal and larger level in contemporary Australian society.  While watching, students are to consider:   * How do the directors and speakers effectively confront viewers through the form of a documentary series? * How and why did they leave you with a strong impression or reaction?   **Activity 12: War on Waste (Season 2, Episode 1) – Reflection**  At the end of the viewing, check for students’ understanding on the information viewed by debriefing and discussing on the following information including:   * The amount of plastic waste generated globally * Australia’s plastic footprint per minute, per day, per year * The truth about bottled water * China’s National Sword Policy and its impact on Australia’s recyclable waste management * The impact of waste on biodiversity   Once students have finished watching the episode, students use the following guided reflection questions to help them reflect on what they have watched. This aims to develop their reflective writing and explanation skills. These reactions and reflections will be discussed as a class group. Responses will be collated:   1. Describe what you have just watched. 2. What was one aspect of this episode that affected you the most, grabbed your attention or was most confronting? 3. Why was that aspect of the episode memorable or confronting? 4. Describe generally what you think was effective about the way the program was structured or created. 5. This could include the speakers, any quotes, visual images or the way the episode was edited. | **War on Waste (Season 2, Episode 1)**  <https://iview.abc.net.au/collection/1389>  Teacher-derived reflection questions uploaded onto digital learning platform |
| **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | **Prosodic features**  As a student-led class discussion, students consider what makes verbal communication effective. This then leads to a general discussion about what they have noticed about the ways the host, experts, and interviewees in the documentary have spoken. Teacher then explicitly goes over the list of prosodic features, including explanations of how they are used, and how they can be expressed.  **List of features:** tone, pace, pitch, pause, stress (emphasis), volume, exclamation |  |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning  **ESL Scales**  Reading and responding:  **6.5:** Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.  **6.6:** Relates a text’s format, structure and choice of language to its purpose  **6.8:** Selects reading strategies appropriate to the nature of text and task.  **7.5:** Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.  **7.6:** Considers how the reader interacts with the text to construct its meaning.  **7.8:** Uses a repertoire of strategies to access and interpret texts and to monitor own reading.  **ESL Scales**  Writing:  **6.9** Communicates on a range of topics, marshalling ideas through a variety of well-known text types.  **6.11** Writes a variety of coherent texts characterised by a cohesive and flexible use of language.  **7.9** Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum.  **7.11** Writes a number of complex texts characterised by a personal style showing consistent control over textual features. | **Activity 13: Analysing the forms and features of documentary series**  To consolidate students’ skills in analysing the forms and features of documentary/media, students onto the ABC iView app/site to scroll through the episode from War on Waste once again. Students must find one segment or section that left the biggest impression on them or gave them the strongest reaction related to Australia’s waste crisis. Students must screenshot one or a series of strong shots from that segment. For these shots, students must annotate at least one visual technique that is used, and one prosodic or language feature that is used by the narrator, host, or interviewees.  This task aims to enable students to understand the ways composers are able to make a difference by appealing to their audiences. This also aims for students to evaluate how the documentary has affected them on a personal level.  The guided ALARM questions are as follows:  **Identify:**   * What idea or aspect about the plastic waste issue left a large impression on you?   **Describe:**   * Describe the image. What can be seen in the shot(s) which reveal this idea or aspect? * Write down the quote from the speaker   **Explain – technique:**   * What is the name of the strongest visual technique used? What is the name of the strongest prosodic or language feature used? * Why does the composer use this technique here? What is its purpose? * What does it reveal about the attitude of the speaker about the issue?   **Analyse – effect**   * What is the reaction of the audience because of that technique? * How does this position the audience? * How does this affect the audience on a personal level?   **Evaluate (why?):**   * Has the composer been successful in making a difference about Australia’s plastic waste issue through the form of a documentary? * Why? List the factors that make it effective. How are ideas in a documentary communicated effectively?   Upon completion of task, students present their findings to the class as a speech, or upload them onto the digital learning platform for students to view.  **Self-reflection:**  Students return back to their assessing text types table and fill out their observations and realisations about the distinct features of a documentary.  Students reflect on their learning: what are they confident about, what do they need support with, what could they explain to others. | **War on Waste (Season 2, Episode 1)**  <https://iview.abc.net.au/collection/1389>  **Teacher-derived resource:** ALARM scaffold table |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning  **ESL Scales**  Oral:  **6.1** Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.  **7.1** Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.  **7.3** Interprets and creates coherent spoken texts with some control and flexibility over key organisational and language features.  **7.4** Monitors spoken English for relevance and accuracy to link ideas across spoken texts.  **ESL Scales**  Reading and responding:  **6.5:** Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.  **6.6:** Relates a text’s format, structure and choice of language to its purpose  **6.8:** Selects reading strategies appropriate to the nature of text and task.  **7.5:** Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.  **7.6:** Considers how the reader interacts with the text to construct its meaning.  **7.8:** Uses a repertoire of strategies to access and interpret texts and to monitor own reading.  **ESL Scales**  Writing:  **6.9** Communicates on a range of topics, marshalling ideas through a variety of well-known text types.  **6.11** Writes a variety of coherent texts characterised by a cohesive and flexible use of language.  **7.9** Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum.  **7.11** Writes a number of complex texts characterised by a personal style showing consistent control over textual features. | **Week 5-6: Feature articles and editorials**  **Activity 14: Expert groups – Student voice, choice and working together**  By this point in time students should have begun to develop their understanding of the ways texts communicate ideas. The class will be split into two: editorials and feature articles.  To develop students’ leadership, investigation and collaborative communication skills, students will form pairs with a peer they know they can work well with. Each pair will be responsible to investigate the distinct features of their given text type: either a feature article or an editorial.  Each pair must agree on a current social issue of interest and find either a feature article or an editorial/opinion piece which explores that topic from *The Guardian, ABC, SBS, Sydney Morning Herald*, or their own chosen media outlet/publication. (However, students must assess the reliability of their sources).  If students are having trouble agreeing on a topic or finding a feature article/editorial, students can choose to read and explore some of the provided articles exploring sustainability or climate change (in the right hand column and at the bottom of the document).  Each pair will be given a series of guided questions mapped along SLAP and ALARM to annotate the distinct features, and to evaluate the way the composer is able to communicate their angle effectively through that text type.  Students will be given two lessons to find an article on their chosen issue, read it, and break down its features and ideas using the guided questions. Students are also encouraged to create a list of new unfamiliar words which the will define  In the third lesson, students will separate from their partner and form a pair with a peer who has investigated the opposite text type. In these new pairs, introduce the context of their topics before students share their articles with each other. Then, each partner uses the guided questions to verbally discuss their findings, definitions, and observations about their text type and evaluate the extent it is able to make a difference. Students must create written notes about their findings from their second partner.  To consolidate information and assess learning, the activity ends with a class discussion where students verbally report back to the class on the text type they have learnt from their partner. Discussion points are collated onto the IWB. Any additional information gaps are filled through eliciting responses from experts as well as sharing any information.  Through investigating the form of feature articles by reading, discussion and reflections, students will come to understand that a feature article:   * Successfully **grabs the readers’ interest and curiosity** (makes them want to keep reading) from the title and lead * Explores **different aspects of the idea/topic** * Share their insights, attitudes, perspectives, or expertise to make the article more credible (stronger, persuasive, true) * Use a **range of language features** to influence the way **readers will respond to the angle/direction** of the feature article   **Feature article – reading for understanding guided reading questions:**  **Identify and describe:**   1. Describe the composer’s angle towards the topic in this feature article. 2. Explain the purpose of this feature article. (What does the composer want to achieve?) 3. What information or insight does the composer give about this issue?   **Explain (How)**   1. How is this information or insight supported? 2. How have other speakers or experts been included in this article? What does this do to the article? 3. Why and how have including these different individuals in the feature article assisted the composer in achieving their purpose? 4. How does the composer apply language in this editorial to support their purpose and perspective?  * Create a list of the different language techniques that the composer applies in this editorial. You must also include at least ONE example of that language technique.   **Analyse:**   1. Choose one of the examples of language techniques you have identified. Explain why the composer has applied that technique in order to achieve their purpose onto the reader.   **Evaluate:**   1. **Student voice task:** Write a personal reflection which describes your reaction or response to reading this feature article. Your reflection can include:    * Your attitudes towards the issue    * Your reaction/response to reading this feature article    * One strong point in the article that left the largest impression on you. This could be an idea, and/or it could be the way the composer has successfully manipulated the language or structure. How and why?    * Evaluate the effectiveness of this activity for your learning and whether you feel it was appropriately challenging and engaging.    * Share your reflection with your teacher   **Feature article – slap deconstruction questions:**  **Title:**   * What is the title of your feature article? * What makes this an effective title for a feature article? What words, phrases or language features are being used? * What should it show? How can this be achieved?   **By line:**   * What is a by-line? * What should a by-line outline?   **Lead:**   * How does the writer begin their feature article? * In what ways is this effective? * What information could also be given in the lead? * What should or do they achieve through a lead?   **Body paragraphs:**   * How are ideas and information organised in the body of the feature article? * What are some effective aspects to include in an effective feature article body? * How can language be used to achieve the purpose of a feature article? Describe the type of tone and perspective that is included throughout the majority of the article.   **Conclusion/ending:**   * How can the ideas throughout the article be explored at the end? * What can be communicated at the end of a feature article to make it effective? How? Why?   **Editorial**:  Through their reading, exploration, and discussion, students will understand that editorials:   * Present the publication’s opinion on an issue. (An opinionated news story) * Are Usually unsigned (anonymous) * Build on an argument and try to persuade readers to think the same way they do through discussing facts and perspectives * Purposes: explain/interpret, criticise, persuade, or criticise * May provide a realistic solution(s) to the problem that goes beyond common knowledge. Encourage critical thinking and pro-active reaction.   **Identify + describe (what?)**   1. What is the purpose of this editorial? 2. How does the writer of the editorial feel about the topic? Describe the overall tone throughout this editorial. Explain why they have this perspective? 3. What information or insight does the composer give about this issue?   **Explain (how?)**   1. Is the name of the composer of the editorial included in this text? Why do you think this is the case? 2. How does the composer apply language in this editorial to support their purpose and perspective? 3. Create a list of the different language techniques that the composer applies in this editorial. You must also include at least ONE example of that language technique.   **Analyse + evaluate (why?)**   1. Choose one of the examples of language techniques you have identified. Explain why the composer has applied that technique in order to achieve their purpose onto the reader. 2. **Student voice task:** Write a personal reflection which describes your reaction or response to reading this feature article. Your reflection include:    * Your attitudes towards the issue    * Your reaction/response to reading this feature article    * One strong point in the article that left the largest impression on you. This could be an idea, and/or it could be the way the composer has successfully manipulated the language or structure. How and why?   **Editorial – slap deconstruction questions:**  Explain how the structure affects the purpose of the editorial:  **Title:**   * What is the title of your editorial? * What makes this an effective title for a feature article? What words, phrases or language features are being used? * What should an effective editorial title indicate? How can this be achieved?   **By line:**   * Does this editorial have a by-line? * What should a by-line outline?   **Lead:**   * How does the writer begin their editorial? * In what ways is this effective? * What information could also be given in the lead? * What should or do they achieve through a lead?   **Body paragraphs:**   * How are ideas and information organised in the body of the editorial? * What are some effective aspects included in the body of an editorial? * How can language be used to achieve the purpose of a feature article? Describe the type of tone and perspective that is included throughout the majority of the article.   **Conclusion/ending:**   * Describe how the composer ends this editorial. * What can be communicated at the end of a feature article to make it effective? How? Why?   **Self-reflection – Assessing Text Types Tables:**  For students to further consolidate their learning, students return back to their Assessing Text Types table to map out the distinct features of both feature articles and editorials based on their investigation, reading and discussions. | **Feature articles include:**  **The Guardian – Feature Articles:** <https://www.theguardian.com/tone/features>  **Sydney Morning Herald – Features:** <https://www.smh.com.au/topic/feature-articles-1ru>  **ABC Radio National – Features:** <https://www.abc.net.au/radionational/features/>  **SBS – Features:** <https://www.sbs.com.au/features>  ***‘Plastic is literally everywhere’: the epidemic attacking plastic oceans*** by Graham Readfearn (The Guardian, 16 April 2018) <https://www.theguardian.com/environment/2018/apr/16/plastic-is-literally-everywhere-the-epidemic-attacking-australias-oceans> (Printed and distributed to students, AND uploaded onto Edmodo as a .docx file)  ***One year on: where is Australia’s recycling going now?*** By Narelle Towie (The Guardian, 29 January 2019)  ***Greta Thunberg, schoolgirl climate change warrior: ‘Some people can let things go. I can’t’*** by Jonathan Watts (The Guardian, 11 March 2019)  Editorials:  ***‘Plastic bag ban is only the first step in our essential war on waste’*** (The Age, 28 January 2018) <https://www.theage.com.au/politics/nsw/plastic-bag-ban-is-only-the-first-step-in-our-essential-war-on-waste-20180126-h0ovde.html>  ***I collected my plastic waste for a year, and learned the truth about recycling*** by Daniel Webb (The Guardian, 13 November 2018) <https://www.theguardian.com/commentisfree/2018/nov/12/plastic-waste-recycling-throwaway-culture>  The plastic bag ban is not going to kill us. Here’s why Andrew Bolt is so wrong by Gay Alcorn (The Guardian, 27 June 2018) <https://www.theguardian.com/commentisfree/2018/jun/27/the-bag-ban-is-not-an-end-in-itself-its-the-beginning-of-a-revolution>  Reading questions for the feature article (Uploaded onto Edmodo as a .docx file) |
| **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning  **ESL Scales**  Reading and responding:  **6.6:** Relates a text’s format, structure and choice of language to its purpose  **6.8:** Selects reading strategies appropriate to the nature of text and task.  **7.6:** Considers how the reader interacts with the text to construct its meaning.  **7.8:** Uses a repertoire of strategies to access and interpret texts and to monitor own reading. | **Alternative Lesson ideas for Feature articles and Editorials:**  **Deconstructing language forms and features – emotive language**  Emotive language – comparing subjective and objective language in feature articles  In order to understand the ways the feature article form appeals to readers emotionally, students will investigate the way **emotive language and descriptive language** is applied in the text. These two types of features are further categorised into **subjective and objective language**.  Using tables, students categorise the key phrases as either objective or subjective language from their chosen feature article. By visually organising these phrases, this aims to visually represent the amount of emotive language applied in feature articles.  **Example of the tables are as follows:**   |  |  | | --- | --- | | OBJECTIVE LANGUAGE (NEUTRAL) | | | Descriptive language | Jargon (technical words related to the topic) | | “contains tiny microplastic pieces” | “plastic paraphernalia” | | “concentrations of plastics as high as 9000 pieces” | disintegration |  |  |  |  | | --- | --- | --- | | SUBJECTIVE (SHOWS THE ATTITUDES/OPINIONS OF THE COMPOSER) | | | | Emotive language | Figurative language (imagery, simile, metaphor) | Personification | | “epidemic attacking Australia’s oceans” | “hanging from the branches of mangroves like dripping flesh” | “food containers waiting ashore for the liberation of the next tide” | | “decaying plastic bags” | “tsunami of plastics” | “plastic… a driver of population decline” | |  |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning  **ESL Scales**  Writing:  **6.9** Communicates on a range of topics, marshalling ideas through a variety of well-known text types.  **6.10** Takes some account in writing that readers react to written texts according to their experiences, interests and values.  **6.11** Writes a variety of coherent texts characterised by a cohesive and flexible use of language.  **7.9** Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum.  **7.10** Adapts different aspects of writing to take account of context, purpose and reader.  **7.11** Writes a number of complex texts characterised by a personal style showing consistent control over textual features.  **7.12** Plans, revises and refines writing to enhance its overall impact. | **Student choice activity**  **Coursework - Writing a feature article or editorial**  Students consolidate their understanding of the language forms and features of a feature article or an editorial by writing one on a topic of their own choice. Students will research, draft and use the provided checklist and scaffolds to help them in their writing of a sustained text.   * You are a journalist contributing to an online publication aimed for young people which explores current and contemporary issues. * Write a feature article about any topic of your choice that would be published on the publication’s website. * As you are investigating how composers can make a difference through texts, your feature article must explore the issue with a specific angle or direction. * Time allowed: 2 lessons + own study time * Digital submission on digital learning platform | **“Writing a feature article – scaffold and checklist.docx”** (Teacher derived resource uploaded onto Edmodo) |
|  | **Assessment task: Module C – Texts and Society (Task 3) - Listening**  Students will work towards creating and presenting a multimodal presentation based on the following question:  **How are composers able to make a meaningful difference on society’s attitudes towards societal issues through a variety of texts and media? (\*Sample scaffold in Appendix 3 and Sample assessment notification in Appendix 4)**  In your presentation, you must make detailed reference to the documentary series **War On Waste (Season 2, Episode 1)**, OR Greta Thunberg’s UN Speech ‘You did act in time’ (16 April 2019), AND **two other different types of texts** you have studied this term. This may include **visual texts, political cartoons, feature article, and/or editorial**.   * \*How – analyse how language techniques, forms are used to affect audiences (how + why -> impact) * \*\* to make a meaningful difference – to change perspective, to start thinking, to start something in a new/different way, a large positive impact * \*\*\*Analyse the different types of texts studied in class   The question and the marking criteria is deconstructed as a whole class by eliciting students’ interpretation of the question + guiding students towards the expectations of the text.   * Demonstrates a sophisticated understanding of how composers are able to make a meaningful difference on society’s attitudes towards plastic waste (Effective thesis argument + sustained + conceptual -> evaluates the effectiveness of texts) why? * Clearly articulates (language is clear + effective) and  assesses how ideas are represented (evaluating **ideas** related to plastic waste issue) with reference to a wide range of detailed examples of language forms and features (techniques and style are accurate, relevant) – different range across a range of types of texts and media to reflect public and private worlds (explore many different texts – War on waste + 2 different types of text)) * Delivers an engaging presentation with skilful control of expression which includes a range of highly effective modes, media and technologies * Clear speaking * Time limit * Presentation is well made   Presentations will be held during the exam period in the Lecture Theatre. Only students who have chosen to present theirs as a live speech will be required to come into school to present their speeches.  \*Greta Thunberg UN speech on climate change - listening | **Prelim EALD Task 3 – Multimodal presentation** (Assessment Notification) [distributed to students physically]  **Appendix 3 and Appendix 4**  Assessment task notification receipt form (for students to sign)  Google classroom code for students to join and upload tasks – attached to notification, and written on the board |
|  | **Assessing different text types – study task**  Students revisit their notes for each text type and within a matrix table, note the distinct features of the different text types explored using the following guided questions:   * What are the general purposes of this text type? * What are its distinct features? * What makes these distinct features effective? * How is the purpose achieved or executed effectively?   This activity aims to allow students to visually see the differences and similarities between text types. Furthermore, through this comparison, this aims to assist students in creating a conceptual argument about how effectively composers are able to make differences in society through different texts. | **Assessing different text types – matrix table** (teacher-derived resource) |
|  | **Completing drafts and seeking feedback**  In the week leading up to the assessment task, students continue working on their written drafts for their script as well as producing their visual presentation. Students are highly encouraged to seek formal and informal verbal and written feedback from teacher.  **Assessment tasks are submitted, presented and marked**  Live speeches, videos, slideshows are presented during class time in Week 9, marked by a team of teachers in real time. |  |

## Appendix 1 – Record of accommodations and adjustments

**Record of accommodations and adjustments**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year group:\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Term: \_\_\_\_\_\_\_\_ Week: \_\_\_\_\_\_

**Accommodations and adjustments made**

|  |  |  |
| --- | --- | --- |
| Date | Task – Assessment, Assignment or Classwork | Detail of adjustment made |
| date | Name of task | Detail of adjustment made |
| date | Name of task | Detail of adjustment made |
| date | Name of task | Detail of adjustment made |
| date | Name of task | Detail of adjustment made |
| date | Name of task | Detail of adjustment made |
| date | Name of task | Detail of adjustment made |

**Outcome/ Impact of adjustment**

|  |
| --- |
| Insert details |
| Insert details |
| Insert details |
| Insert details |
| Insert details |
| Insert details |
| Insert details |

Class Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix 2: Breaking down the rubric

Below is the rubric for **Module C: Texts and Society**, which has been taken directly from the NESA English EAL/D Stage 6 Syllabus (p. 54)

Respond to the guided questions in the right column to help you rewrite the rubric statements into your own words. This is to help you understand the direction, activities and objectives for the third Preliminary EAL/D unit.

|  |  |
| --- | --- |
| **Module C: Texts and society**  **Statement from the rubric** | **Guided reflection questions** |
| In this module, students explore, analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings.  They investigate how these texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.  \*vocational (adjective): Skills in helping you prepare for work | How many texts will you be exploring in this module? (What is meant by “a selection of texts”?)  What are some learning activities which you expect you will be doing in this module? (How will you be exploring, analysing, responding to, and composing texts?)  What do you think is meant by “information, ideas, bodies of knowledge, attitudes and belief systems… to specific areas of society”? (What are some examples of ideas or attitudes which are discussed currently in contemporary society?) |
| Students compare and contrast the types of texts that are used in community interactions, workplace communication and formal learning situations across different disciplines.  \*discipline (noun): A particular subject area of study. | What kinds of texts will you be exploring in this module? What are examples of:  Texts within the community/society or community interactions?  Texts in the workplace?  Formal texts within the workplace, the community, and academic contexts? |
| They identify and explain the purposes, and examine similarities and differences in the language forms and features used, in these types of texts.  They consider what the texts indicate and imply about prevailing customs, norms, behaviours and organisational cultures in the social and vocational contexts in which they are used, and the construction of knowledge in particular fields of study and academic disciplines.  \*prevailing (adjective): Existing a lot; strong/main | In what ways is it valuable to explain purposes of texts, and to examine and contrast the different language forms/structures and features of different types of texts? (How will this help you and your understanding of the ideas in the module?) |
| Students respond to and compose texts inherent in various settings and roles that are relevant to their needs and interests.  Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose. | You are expected to respond to and compose texts. This includes planning your writing, writing drafts, and refining your writing. What will you be doing more, or differently in this module to make sure you are successful in developing your writing and responding skills? |
| Explicit, targeted English language study centres on aspects of language usage for example intercultural communication, technical terminology, semantic fields, appropriacy and jargon, and on analysing how textual forms and features shape meaning and influence responders (the reader, listener, viewer, an audience and so on) within specific situational contexts. |  |
| Students supplement their study of the module with texts of their own choosing.  They record their responses to texts and reflect on their developing skills in reading, listening, viewing and responding in their wide reading journal. | What do you think are “texts of [your] own choosing”?  How will you be choosing and finding these texts? (What do you need to do to find and choose these texts? What are some things you need to do more outside of school in your own spare time?)  How will you use your wide reading journals in this module to develop your reflection? What sort of responses or entries will you be writing about the texts explored in class and by yourself through your own study?  How will writing reflections at least EACH WEEK be valuable to your study of this elective? |

## Appendix 3: Sample scaffold for EAL/D Module C Multimodal presentation

Sample question: How are composers able to make a meaningful difference on society’s attitudes towards plastic waste through a variety of texts and media?

**Creating your thesis argument:**

Remember that a strong thesis argument **answers the question** by including: **what** (what is your argument?), **why** (why is this your argument?), and **how** (how is this achieved or represented?), **impact** (to what extent are you arguing your point?)

You may end up making or changing your thesis argument **after** you have investigated your ideas from your different texts and examples.

|  |  |
| --- | --- |
| **Creating your thesis argument:** Use the following questions to help you create your thesis argument: | |
| **What? (address the question)**  What differences are made through texts on society’s/the audience’s attitudes towards plastic waste? |  |
| **How?**  Assess the role of text types in influencing these perceptions.  How do the ways composers present their ideas through different text types affect the audience?  You may need to introduce the reactions that the audience (individuals in society? OR a WHOLE society as a collective? OR…?) have to the ideas presented in these text types |  |
| **Why?**  Why do we react this way? |  |
| **Impact?**  Move the question forward - To what extent does this affect the audience’s attitudes towards plastic waste? |  |

**Analysing your texts for your body paragraphs:**

**Text 1: War on waste (Season 2, episode 1)**

Directors: Jodi Boylan and Sandra Welkerling

Presenter: Craig Reucassel

Remember that you need to sustain your thesis argument with every evidence that is analysed in the body paragraph. This means that you have to keep reminding the audience what your argument is, how your example proves this argument, and why it proves the argument! Use the ALARM matrix and S.E.X.E to help you organise your ideas.

* Try to support your argument with THREE (3) examples.
* As documentary is a multimodal text, you need to analyse prosodic features, language features, and/or film/visual techniques as well.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **E. EXPLAIN (IDEA)** | **X. eXAMPLE** | | | **E. EVALUATION**  **S. TOPIC SENTENCE(S)** | |
| **IDENTIFY:**  What i**dea or aspect about the plastic waste** issue is being explored in this text? | **DESCRIBE:**  Describe what is happening in this part of the text.  **If it is a visual or film technique:** What can be seen in the shot(s) which reveal this idea or aspect?  **If it is a language feature and/or prosodic feature:** What is the quote that is being said by a speaker? Who is saying it? | **EXPLAIN – TECHNIQUE:**  **What visual or film technique is applied?**  **What language technique or prosodic feature is applied in the quote?** | **ANALYSE – EFFECT**  What is its **purpose**?  What does it **reveal about the attitude** of the speaker?  How does it **achieve its purpose**? | **EVALUATE (WHY?):**  How is the audience **positioned**?  (What **reaction** does this have on the audience?  **Why** does the audience react this way?) | **APPRECIATE - ZOOM OUT/LINK BACK:**  What **difference** do the directors, presenters and/or speakers make towards attitudes on plastic waste?  **Why** is the documentary form **effective** in making this difference? |
|  |  |  |  |  |  |
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**TEXT 2:**

What is the title of this text?

Who is the composer of your text?

What is the text type?

If it is an editorial or feature article, which magazine, newspaper, or publication was it published in?

\*Remember to sustain your thesis argument.

* You may also want to SYNTHESISE your argument. This means ….?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **E. EXPLAIN (IDEA)** | **X. eXAMPLE** | | | **E. EVALUATION**  **S. TOPIC SENTENCE(S)** | |
| **IDENTIFY:**  What i**dea or aspect about the plastic waste** issue is being explored in this text? | **DESCRIBE:**  Describe what is happening in this part of the text.  **If it is a visual technique:** What element in the image reveals this idea or aspect?  **If it is a language feature and/or prosodic feature:** What is the quote that explores this idea? | **EXPLAIN – TECHNIQUE:**  **What visual technique is applied?**  **What language technique is applied in the quote?** | **ANALYSE – EFFECT**  What is its **purpose**?  What does it **reveal about the attitude** of the individual or composer?  How does it **achieve its purpose**? | **EVALUATE (WHY?):**  How is the audience **positioned**?    (What **reaction** does this have on the audience?    **Why** does the audience react this way?) | **APPRECIATE - ZOOM OUT/LINK BACK:**  What **difference** does the composer make towards attitudes on plastic waste?    **Why** is this form of text type **effective** in making this difference?    Is there a **similarity or difference** you can draw between this text type and the one before? |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Things to consider when creating your Multimodal presentation

**RESOURCES - Tools to help you create your Multimodal presentation:**

* Software to record your screen (if you are going to include a clip from videos into your presentation for educational purposes).
  + Check out these options: <https://www.techradar.com/au/news/the-best-free-screen-recorder>
* Website to rip videos from a video hosting site to include in your presentation (for educational purposes)
* Software or app to edit and compile the visual component of your presentation - whether it is a video OR a slideshow presentation
* SLIDESHOW:
  + Prezi: <https://prezi.com/>
  + Google Slides: <https://docs.google.com/presentation/u/3/>
  + Take inspiration from TED Talks: <https://www.ted.com/talks?sort=popular&duration=0-6>
* VIDEO:
  + PowToon: <https://www.powtoon.com/home/>
* Software (or an app) to record my voice if I am narrating my presentation

## Checklist for EAL/D Module C Multimodal presentation:

**WRITING:**

* I have written my script and have uploaded it onto our Google Classroom submission box.
* I have a thesis argument which ANSWERS the question.
  + My thesis argument states WHAT, WHY, HOW, and an IMPACT.
  + I have sustained my thesis argument throughout my entire presentation.
* Each text is analysed in a separate paragraph.
* I have organised my ideas using the ALARM matrix and/or S.E.X.E body paragraph structure.
* I am using formal language in my presentation.
  + I have written most of my script using third person.
  + I have also included some passive voice (participle verbs).
  + I have used connectives and conjunctions appropriately to smoothly move between ideas.
* I have included examples from each text in the form of quotes if it is a language or prosodic feature.
* I have included examples from each text by describing what can be seen if it is a visual or film technique.
* I have identified effective techniques which support my ideas.
* My examples which I have identified, explained, and analysed support my thesis argument.

**PRESENTATION:**

* I have uploaded my video or slideshow presentation onto Google Classroom.
  + NOTE: You are allowed to upload your video as an unlisted video onto YouTube first, then simply attach an embedded link into the submission box.
  + The file for my video or slideshow is at a reasonable file size (i.e. It does not reach gigabytes [GB] or terrabytes [TB] in size!).
* I have included images in presentation.
  + I have included a range of images to support the ideas I am discussing during the presentation.
  + I [may also] have included video clips from War on Waste in my presentation to support the ideas I am discussing in my narration AND/OR when I give examples of my evidence.
* I have also included text in my presentation.
  + I have included the quotes in my visual presentation - on separate/individual slides OR in the video.
  + OPTIONAL: I have included the quote of a prosodic feature from a video as subtitles or captions while the clip is being played.
* I have myself in the presentation by:
  + Narrating my ideas by recording my voice.
  + OPTIONAL: I have also included some audio (or video) clips from War on Waste for the examples/quotes I am analysing.
  + OR I have included myself in the presentation as a host by recording myself presenting my ideas.
* I have made sure that my presentation is in between 5 to 6 minutes long.
  + If I am presenting this as a live speech, I have practised and rehearsed my speech AND made sure that it reaches within the time limit.
  + I have rehearsed my speech along with my visual part of the presentation by timing how long it takes to change between slides.
* I am speaking clearly in my presentation.
  + This means that I am not speaking too fast or too slow.
  + I am using my tone appropriately when presenting my presentation to engage my audience effectively (I don’t sound like I am just reading).
  + If I am presenting this as a live speech, I have made sure to engage in eye contact with my audience, and NOT just look down and read my script.

## Appendix 4: Assessment Task notification sample

|  |  |
| --- | --- |
| **TASK** | **WEIGHTING.** |
| **TASK 3: Module C – Texts and Society** |  |
| **DUE DATE** |  |
| **Insert due date** | **Insert weighting** |
| **OUTCOMES** | |
| **EAL11-1A:** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  **EAL11-2:** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  **EAL11-6:** investigates and explains the relationships between texts  **EAL11-7:** understands and explains the diverse ways texts can represent personal and public worlds  **EAL11-8:** identifies and explains cultural assumptions in texts and their effects on meaning | |
| TASK TYPE: | |
| **Multimodal Presentation and Reflection Statement** | |
| ASSESSMENT CRITERIA: | |
| * You will be assessed on how well you: * demonstrate understanding on how different texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society * create a multimodal or digital text to analyse how language forms and conventions used in different modes and media influence audiences * analyse how different purposes and contexts influence language choices and meaning * analyse and assess the impact of language and structural choices on shaping own and others’ perspectives | |
| TASK DETAILS (on next page) | |

|  |
| --- |
| **PART 1: MULTIMODAL PRESENTATION**  Students must create a multimodal presentation based on the following driving question using a presentation medium of their choice:  ***How are composers able to make a meaningful difference on society’s attitudes towards plastic waste through a variety of texts and media?***  In your presentation, you must make detailed reference to the documentary series ***War On Waste (Season 2, Episode 1)***, and **two other different types of texts** studied this term. This may include **visual texts, political cartoons, feature article, and/or editorial**.  Students must present their response to the question in their own informed way. The presentation should include the **audio/and or visual presence of the student**.  This means that you may:   * include yourself in your presentation as a **narrator or host** if you choose to create a video presentation * present your presentation as a **live speech** supported with a digital presentation with the inclusion of visuals (images and/or video) and text (writing)   A clear balance of at least **two expressive modes (writing, speaking and/or visual representation)** must be evident. Students should use the following guidelines as well as the marking criteria when composing their presentation platforms.   * The appropriate medium for the presentation should be negotiated with the teacher, but must include the student’s audio and/or visual presence, and directly address its audience. Once the medium has been accepted you may not change your presentation platform. * The presentation must be between 5 to 6 minutes in duration.   Submission upload of all parts of the task must be completed by 1PM on the due date. **This includes the script of your presentation, the visual elements and your reflection statement. Please use your name and class and NOT your NESA student number when submitting task.** Any issues for submission must be dealt with by Mr Pascoe or Mr Warwick-Sharpe in the library. You will receive a link to a Google Classroom designed for this submission. Please understand that failure to submit by this time will mean a mark of 0%.  **Once submission has been completed you may not change or continue to work on your presentation. Any modifications will be noted by IT and you will receive 0% for this task.** You cannot work on the task on the day it is due. You will be randomly allocated a time slot to present your presentation during the exam period. You are expected to be present and punctual for the time allocated for your presentation.  **Students absent from an exam must ring the school before 8:30AM.** Students need to provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Deputy Principal (Ms Cuke) on the first day they return to school. Students should be familiar with the Examination Procedures.  You will be required to show a draft copy of the writing/script at a time designated by your teacher. This is to ensure plagiarism protection. Your teacher will provide feedback on how you can continue to improve your work before submission. **Please note this feedback will not have a mark or a band attached to it and is not an indication of your final mark.** To improve in this elective you must complete all course work given by your teacher and continue to understand and explain the criteria for this elective. It is important that you complete and seek feedback on course work as your teacher will give specific advice on this work and on the standards needed to achieve in this elective.  **PART 2: REFLECTION STATEMENT**  As part of their presentation, students must reflect on their own process of learning, using the following questions as a guide:   * Which resource or strategy did you find most useful in your investigation of the driving question? Why? * Evaluate how effectively your presentation has explored the given question you have researched. * Evaluate the learning influences that have assisted your understanding of this module. (What has influenced you in understanding and engaging with concepts of this module? How has reading, writing and discussing impacted your study of this module?)   The reflection must be between 500-600 words. This must also be submitted online. |
| DISABILITY PROVISIONS |
| Students seeking Disability Provisions for assessment tasks are to communicate with the Course Teacher and Head Teacher **at least two weeks prior to the date of the assessment task.** |
| SUBMISSION PROCEDURES |
| Students are reminded late tasks will not be accepted unless Illness Misadventure Application is submitted to appropriate Head Teacher with a Doctor’s certificate immediately upon your return to school. You must provide medical documentation if you are absent from any lesson during this task process. |
| MARKING CRITERIA |
| Attached on next page |

|  |  |  |
| --- | --- | --- |
| MARKING CRITERIA | ALARM | MARKS |
| Demonstrates a sophisticated understanding of **how composers are able to make a meaningful difference on society’s attitudes towards plastic waste**  Clearly articulates and assesses how ideas are represented with reference to **a wide range of detailed examples of language forms and features across a range of types of texts and media** to reflect public and private worlds  Delivers an engaging presentation with skilful control of expression which includes a range of highly effective modes, media and technologies | Evaluate/Conclude  (this means, make judgement on the question in relation to the text/texts studied)  Conceptualises and appreciates with a critical judgement | **25- 30** |
| Demonstrates a sound understanding of **how composers are able to make a meaningful difference on society’s attitudes towards plastic waste**  Articulates and assesses how ideas are represented with reference **to a range of examples of language forms and features across a range of types of texts and media** to reflect public and private worlds  Delivers a sound presentation with sound control of expression which includes a range of effective modes, media and technologies | Critically analyses  (this means, explains how and why)  Conceptualises with a generalised judgement | **19-24** |
| Demonstrates a satisfactory understanding of **how composers are able to make a meaningful difference on society’s attitudes towards plastic waste**  Demonstrates how ideas are represented with reference to some examples of language forms and features across both texts to reflect public and private worlds  Delivers a presentation with some control of expression which includes a range of some modes, media and technologies | Explores significance of the how and why.  Identifies concepts and techniques | **13-18** |
| Demonstrates a developing understanding of **how composers are able to make a meaningful difference on society’s attitudes towards plastic waste**  Demonstrates how some ideas are represented with attempts to reference by identifying or describing of language forms and features across both texts to reflect public and private worlds  Developing presentation with some control of expression which includes some understanding of modes, media and technology. Problems evident with timing | Describes features and characteristics | **7-12** |
| Generalised presentation with no identified understanding of **how composers are able to make a meaningful difference on society’s attitudes towards plastic waste**  An unprepared response which retells information without displaying an understanding of language forms and features  Limited understanding of modes, media and technologies  Limited or no understanding of presentation techniques evident. | Names and defines.  Retells the story. | **1-6** |

**Marking guidelines: Reflection Statement Standard**

|  |  |
| --- | --- |
| MARKING CRITERIA | MARKS |
| Sophisticated ability to analyse which resources or strategies were the most useful in the investigation of the driving question and why it assisted in the formation of argument  Sophisticated ability to evaluate how effectively the presentation has explored the current issue undertaken for study  Sophisticated evaluation of the learning influences that have assisted your understanding of this module. | 10-9 |
| Sound ability to analyse which resources or strategies were the most useful in the investigation of the driving question and why it assisted in the formation of argument  Sound ability to evaluate how effectively the presentation has explored the current issue undertaken for study  Sound evaluation of the learning influences that have assisted your understanding of this module. | 8-7 |
| Satisfactory ability to analyse which resources or strategies were the most useful in the investigation of the driving question and why it assisted in the formation of argument  Satisfactory ability to evaluate how effectively the presentation has explored the current issue undertaken for study  Satisfactory identification of the learning influences that have assisted your understanding of this module. | 6-5 |
| Developing ability to analyse which resources or strategies were the most useful in the investigation of the driving question and why it assisted in the formation of argument  Developing ability to evaluate how effectively the presentation has explored the current issue undertaken for study  Developing identification of the learning influences that have assisted your understanding of this module. | 4-3 |
| Presentation of some influences but no reflection on learning evident.  Under word limit | 2-1 |