

 Stage 5 English – In their position

In 2012 a number of schools and teachers in NSW were brought together to explore and develop approaches to implementing NSW syllabuses for the Australian curriculum K-10.

We would like to thank Billabong High School and the following teachers for their participation in this project:

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Overview

The unit is concerned with the representations of refugees and asylum seekers in global, national and personal contexts. Students will engage with multiple perspectives and critically analyse the power of language to persuade and position audiences.

Students are encouraged to be critical responders concerning the representation of a key issue in Australia and the world by recognising and analysing how texts can be read or composed from different perspectives which reflect the values and attitudes of a society. They will develop an understanding of how language shapes our perception of refugees and asylum seekers. Students will recognise and communicate how they are being positioned by these texts and they will use this knowledge to evaluate and express their own ideas and the ideas of others.

Students will know how to identify and investigate representations of refugee and asylum seeker issues in a variety of texts and the personal, social and cultural perspectives and values underlying these representations. Students will also be able to recognise and think critically about powerful persuasive techniques, rhetorical devices and manipulations and how they are used to influence and position responders to accept the composer’s perspective and representation of the issue.

Students will be able to exhibit a range of critical thinking skills when approaching a wide variety of texts and to articulate and appropriate the way modes of language are used to frame these perspectives and position an audience. Additional focus on using multimodal texts will develop ICT skills and give students experience of Web 2.0 tools such as Moodle or blog. Using these, they will construct appropriate texts to represent a variety of positions.

Assessment

Students investigate how refugees have been represented in and through various types of texts, with a focus on mass media. They analyse how composers use mediums of production and choice of language and/or image to influence meaning, with a focus on stereotypical portrayals of refugees. There are a number of opportunities for informal assessment such as monitoring student understanding and analysis of modelled and scaffolded texts, class discussion and weekly contributions to the class Moodle or blog.

The formal assessment will involve the creation of a multimedia presentation which represents a perspective on refugees. This presentation is a culmination of students’ learning and skills throughout the unit. Students will utilise the tools of representation to persuade and position their audience and be able to articulate and justify the choices made to create this representation.

Throughout this unit, students reflect on their own perspective of refugees and the power of language and image, as they explore and view a range of perspectives provided by other students’ investigations. Students are also required to complete a peer assessment during the multimedia presentations, allowing further articulation of the skills and knowledge acquired, and reflection on their own and other’s learning. These peer evaluations could provide the teacher with another opportunity to assess learning.

This assessment task provides scope for differentiation depending on the size, ability level and school and community context. Teachers should use their professional judgement to adjust the task. For example, students could work independently or in groups, they could choose or be allocated perspectives, teacher support through scaffolding and guidance could be minimal or adjusted based on student need. Resource 3 is an example of an adaptation made to assist students to access suitable resources.

Outcomes

The focus outcomes for the unit of work are –

* EN5-5C
* EN5-7D
* EN5-9E

Learning across the curriculum area

* Sustainability
* Ethical understanding
* ICT capability
* Civics and citizenship
* Personal and social capability
* Critical and creative thinking

Texts

The following texts are recommendations, rather than a prescriptive set of texts. The proposal is to study from a range of texts, including fiction, audio-visual, film, print media and multimedia.

* Non-fiction
  + [A year of crises – UNHCR global trends 2011](http://www.unhcr.org/4fd6f87f9.html)
* Print advertising
  + [Lego poster](http://www.unhcr.org/cgibin/texis/vtx/search?page=search&comid=4a5489166&cid=49aea93aa0&scid=49aea93a4f&title=lego%20poster)
  + [The ABC of SOS](http://www.news.com.au/national/asylum-seekers-aussie-only-sos-plea/story-fndo4bst-1226436220053)
  + [The Daily Telegraph newspaper front page image](http://img.kiosko.net/2012/07/27/au/au_daily_telegraph.750.jpg)
* Audio-visual, television program:
  + [‘TT's false facts fuel fear’, Media watch, Episode 37, 24 October 2011](http://www.abc.net.au/mediawatch/transcripts/s3346987.htm)
  + See resource 13 – other recommended resources

Rationale

At this stage in their development, Year 9 students are increasingly able, with direction and guidance, to engage with global issues. The differing values, perspectives and attitudes within the world in which they live are reflected in texts and their intended meaning. Investigating differences between facts and perception assists students to identify gaps in their knowledge and understanding of an important issue, as well as develop and communicate their own perspective.

Students at our school are from a homogenous background. There are presently no students who are learning English as an additional language or dialect. The cultural context, as well as the rural setting, has in some ways limited the exposure of students to a range of views on cultural and social issues. This unit provides an opportunity for students to be engaged with a wider range of perspectives as well as further develop their sense of social responsibility.

The unit is also a starting point for consideration of new or key aspects of the NSW English K-10 Syllabus. These include critical thinking and the composition of multimedia texts. Continuity of learning from Stage 4 to 5 is emphasised by a shift to increasingly higher order thinking skills, such as critically considering increasing complex ideas and arguments in texts, purposefully and independently reflecting on learning and evaluating representations of the world. The focus on Outcomes C, D and E provides for the further development of students’ critical thinking skills.

The unit could be expanded to cover outcomes from Objectives A & B by including a more explicit focus on teaching the skills of reading and writing, listening and speaking, viewing and representing involved in the activities detailed in the unit especially the language and other techniques used by composers to represent their ideas about refugees and asylum seekers.

Evaluation

Teacher

* Tool for evaluating a unit of work – Resource 14 (adapted from the NSW DET, 2007).

Students

* Student reflection and evaluation – Resource 16.

Stage 5 content outcomes

Students are able to –

EN5-5C

thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

* related Life Skills outcomes:
  + ENLS-12C
  + ENLS-13C
* engage personally with texts
  + investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
  + engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts
* develop and apply contextual knowledge
  + compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
  + understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
* understand and apply knowledge of language forms and features
  + understand and use the language of argument, such as the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
  + understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses
  + critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
  + explain the ways the language of argument and persuasion can be adapted for different contexts
  + investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning
* respond to and compose texts
  + respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
  + formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently, on issues such as sustainable patterns of living
  + understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies
  + evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level
  + pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts
  + understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity

EN5-7D

understands and evaluates the diverse ways texts can represent personal and public worlds

* related Life Skills outcomes:
  + ENLS-14D
  + ENLS-15D
* engage personally with texts
  + explore and reflect on their own values in relation to the values expressed and explored in texts
  + reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own
* develop and apply contextual knowledge
  + evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
  + understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
  + explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
  + evaluate the social, moral and ethical positions represented in texts
* understand and apply knowledge of language forms and features
  + analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
  + use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability
* respond to and compose texts
  + explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums

EN5-9E

purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

* related Life Skills outcome:
  + ENLS-17E
* engage personally with texts
  + articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving, independent and collaborative work, and establish improved practices
* develop and apply contextual knowledge
  + purposefully reflect on and value the learning strengths and learning needs of themselves and others
  + understand and apply knowledge of language forms and features
  + understand and apply appropriate metalanguage to reflect on their learning experiences
  + adapt knowledge of language forms and features for new learning contexts
* respond to and compose texts
  + understand and confidently integrate their own processes of responding to and composing a wide range of different types of texts
  + choose effective learning processes, resources and technologies appropriate for particular tasks and situations -examine the ways that the processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts
  + use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

Assessment task – assessment as and of learning

English Stage 5

Through their eyes

Part A – representing

You are to create a multimedia digital presentation (using Prezi, Glogster or Animoto) that positions your audience to see the refugee issue from your allocated perspective. A list has been attached. You are required to deliver this presentation in front of the class. Think critically about the ways in which your individual or organisation represents their perspective and utilise a variety of spoken, written and visual techniques within your presentation to achieve your aim.

Part B – speaking

During the delivery of your presentation in class, you are required to provide a spoken commentary explaining and justifying the choices you have made to create your presentation in which you discuss the language, forms, features and structures that you employed in your presentation. The purpose of this part of the task is for you to assess and reflect on the way you have used language, skills and knowledge to compose a text that represents a particular perspective on the refugee issue.

Delivery

Multimedia presentations will be delivered in the classroom environment during Week 5. When you are an audience member for other student presentations, you will be required to complete a peer assessment of other students’ work to enable further development of knowledge and skills, and to reflect on your own processes and understanding of the unit.

Length requirement

Delivery of presentation including guided tour of composition and commentary should be approximately five minutes long.

Outcomes addressed

* EN5-5C
* EN5-7D
* EN5-9E

Criteria for assessment

EN5-5C

* understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses
* critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
* investigate the ways Web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning
* formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living
* understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies.

EN5-7D

* evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
* evaluate the social, moral and ethical positions represented in texts
* explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums.

EN5-9E

* understand and confidently integrate their own processes of responding to and composing a wide range of text types
* choose effective learning processes, resources and technologies appropriate for particular tasks and situations
* use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas.

Marking guidelines

Refer to the attached marking guidelines. During classroom learning and modelling of texts, your teacher will explain and demonstrate what each of the bands looks like and what skills and knowledge you will need to show in your presentation to achieve to the best of your ability.

Value of task in school assessment

As per faculty requirements.

Due date –

List of different perspectives on refugees in Australia

Assessment resources

In the following there are list of resources in different perspectives on refuges in Australia.

Organisations

* Amnesty Australia
* Asylum Seeker Resource Centre
* Oxfam Australia
* The Australian Red Cross
* The Refugee Council of Australia
* UNHCR
* A political party

Individuals

* the captain of a newly-arrived asylum seeker boat
* worker at Nauru, Christmas Island, Villawood or Curtin detention centres
* a newly arrived refugee
* local community member

You may choose other perspectives, but this must be in consultation with your teacher.

Marking guidelines

| Criteria | Assess |
| --- | --- |
| * creates a sophisticated multimedia presentation that communicates a key understanding of the assigned perspective on refugee and asylum seekers. * Discerning selection, organisation and synthesis of a range of text structures, spoken/written/visual language features and persuasive techniques to position their audience to view their allocated perspective. * Confidently articulates and analyses how their language choices and techniques have been utilised to position their audience. | 17-20 |
| * creates an effective multimedia presentation that communicates a developed understanding of their assigned perspective on refugee and asylum seekers. * effective selection, organisation and synthesis of a range of text structures, spoken/written/visual language features and persuasive techniques to position their audience to view their allocated perspective. * clear articulation and analysis of how their language choices and techniques have been utilised to position their audience. | 13-16 |
| * creates a multimedia presentation that communicates an understanding of their assigned perspective on refugee and asylum seekers. * selection organisation and synthesis of a range of text structures, spoken/written/visual language features and persuasive techniques to position their audience to view their allocated perspective. * Commentary concerns their language choices and techniques, making an attempt at analysis and justification. | 9-12 |
| * creates a multimedia presentation that communicates a limited understanding of their assigned perspective on refugee and asylum seekers. * selection, organisation and synthesis of a limited range of text structures, spoken/written/visual language features and persuasive techniques to position their audience to view their allocated perspective. * limited commentary concerning their language choices, techniques and allocated perspective. | 5-8 |
| * creates a multimedia presentation that communicates an elementary understanding of their assigned perspective on refugee and asylum seekers. * selection and organisation of some spoken/written/visual language features and persuasive techniques to present this perspective. * limited commentary concerning their language choices, techniques and allocated perspective. * may not satisfy specified length requirements | 1–4 |
| * non-submission/non-attempt of task. | 0 |

Feedback

Signature of Assessor:

Dated:

Week 1 – refugees – what do you know and what do you think you know?

| Syllabus outcomes/content | Learning and teaching activities | Assessment as/for/of learning |
| --- | --- | --- |
| EN5-5C   * respond to and compose texts   + formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently, on issues such as sustainable patterns of living   + pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts   EN5-9E   * respond to and compose texts   + use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas | Introduction to the unit – assessing student prior knowledge of the issue  Students use resource 1 – scattergram by looking at the stimulus material, images and text, and brainstorm their personal understanding of the various components on the sheet.   * Students label, jot down notes and observations to predict the content and intentions of the unit ‘In their position’. A Think-pair-share style activity allows for discussion, collaboration and ‘teasing out’ of the issue.   + Do you recognise and/or understand the meaning of the images? Label with your ideas/thoughts.   + Do you recognise and/or understand the meaning of the text? Brainstorm your ideas/thoughts.   + Read the title of the unit (yellow box). Does this help give you more clues about your new unit?   + Share your ideas with a partner. Discuss and clarify your ideas together.   + Come together as a class. Brainstorm your ideas about what issues you think you will be looking at in this unit.   + Do some images and text seem to go together/relate to similar ideas?   + Did a particular word or image help you to come up with your prediction about this unit? Explain.   + Did pairing up and then sharing your views within the class help to clarify your own understanding?   Students and teachers can use this as a starting point for discussion concerning the issue of refugees in Australia. The teacher can explain the purpose of the unit is to use this current issue as a way of exploring how people have different perspectives on issues and it is a critical skill to be able to recognise the way in which language is used as a tool to position audiences of these views/perspectives for a range of purposes. | Quality of student discussion and brainstorm |
| EN5-5C   * engage personally with texts   + engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts * respond to and compose texts   + formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently, on issues such as sustainable patterns of living   EN5-7D   * understand and apply knowledge of language forms and features   + use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability   EN5-9E   * develop and apply contextual knowledge   + purposefully reflect on and value the learning strengths and learning needs of themselves and others * understand and apply knowledge of language forms and features   + Adapt knowledge of language forms and features for new learning contexts. | Tracking student learning – unit outline and Moodle or blog  During this lesson, students are given resource 4 – unit outline for students and a copy of the assessment task – through their eyes to explicitly demonstrate the expectations of the knowledge and skills they will acquire and be able to transfer at the end of the unit. In addition to the formal assessment which represents the culmination of the unit, they will be required to actively contribute to the class Moodle or blog site at least three times in this period which will be a more informal assessment of ongoing development. Texts and activities additional to those used in the classroom should be uploaded to allow students to further refine and build on their skills and knowledge.  Introduction to Moodle or blog – teachers may need to model how to access this and how students contribute using this Web 2.0 tool. Once the site/course is set up, students are made aware of appropriate interactions and the etiquette of online contributions. The use of the Moodle or blog will develop student skills and confidence in accessing and using communication technology and the benefits of a collaborative and safe online community. Both students and teachers have greater access to the resources of the course and learning/engagement can be monitored.  A good, safe blog site available for DEC teachers and students is blogED. This is available in your DEC portal and a range of [support materials are available on the DEC intranet](https://detwww.det.nsw.edu.au/it/learnsyssupport/bloged/index.htm) (or you can enter blogED into the search box). Edmodo is another site that is password-protected for students – only those whom the teacher allows can access the site. | Student contribution to the blog |
| EN5-5C   * Respond to and compose texts   + formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently, on issues such as sustainable patterns of living   EN5-7D   * engage personally with texts   + reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own * develop and apply contextual knowledge   + understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication   EN5-9E   * understand and apply knowledge of language forms and features   + understand and apply appropriate metalanguage to reflect on their learning experiences | What I ‘know’ and what I now know about refugees   * As this unit is concerned with looking at and critiquing texts, ideas and knowledge, it is important that students think about the idea of knowledge. Teachers introduce the idea of knowledge being a fluid concept that what we ‘know’ can be based on our experiences, beliefs, facts, perceptions and is thus constructed. * Using resource 2 – Australia, refugees and the world, students are given approximately 15 minutes to fill out the left-hand column of the table. This column assesses their prior knowledge of and exposure to the issue of refugees in Australia and the world. * Students then check their understanding of the issue by coming back together as a class and discussing questions 1-4, then using the UNHCR resource, ‘A Year in crises – UNHCR global trends 2011’ for questions 5–10. * After research has been completed, discuss the results. Ask students to reflect on their original answers to the research. Did they find any surprises? How ‘correct’ were they? Relate this back to the opening discussion about the problematic nature of knowledge. Where did they get their knowledge from? What has shaped their understanding of the issue, i.e. media, parents, community? Can they recognise facts from perceptions? * This research will be used by students later in the unit to identify and investigate differences between fact and perception, critical to understanding how perspectives are shaped and shared.   Possible extension activities   * Students research and explain the difference between an asylum seeker and a refugee and outline Australia’s obligations to these people as a signatory to the ‘1951 UN Refugee Convention’. * Ask students to read the ‘Myths and facts about refugees and asylum seekers’ (Refugee Council of Australia website) and find two examples of the way in which these myths are perpetuated in Australian society. This could be an ongoing activity throughout the course of the unit. | Quality of student response to worksheet discussion and brainstorm  Quality of student reflection |

Week 2 – modelled critical thinking – between lines

| Syllabus outcomes/content | Learning and teaching activities | Assessment as/for/of learning |
| --- | --- | --- |
| EN5-5C   * engage personally with texts   + investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts * develop and apply contextual knowledge   + compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts * respond to and compose texts   + respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity   EN5-7D   * engage personally with texts   + reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own | The process of analysing texts – modelled/guided activities   * Three texts will be analysed as a class to identify and examine how composers position responders to accept their representations of refugees. Purpose, audience and perspectives are considered in concurrence with the tools of persuasion and positioning. The selected texts enable students to experience a range of forms (advertising poster, newspaper article and television program) as well as varying perspectives within and across texts.  Text 1 posters – what’s the difference?; How does it feel?; Spot the refugee; What’s wrong here? [Lego posters – UNHCR](http://www.unhcr.org/cgi-bin/texis/vtx/search?page=search&query=lego&x=0&y=0) Text 2 – The Daily Telegraph, July 27, 2012 article [Asylum seeker’s Aussie-only SOS plea](http://www.news.com.au/national/asylum-seekers-aussie-only-sos-plea/story-fndo4bst-1226436220053) Text 3 – Media Watch [‘TT’s false facts fuel fear’](http://www.abc.net.au/mediawatch/transcripts/s3346987.htm) can be watched and read the transcript at * Resources 5, 6 and 7 are questions and discussion points for each of the above texts which allow for student participation in developing, as well as performing, the process of analysis. Each text should be analysed with teacher direction and modelling adjusted to meet ability levels, class context and student needs. The opportunity to explicitly indicate to students how they can effectively address the criteria within the various bands for the formal assessment task also arises within these modelled activities.   Student glossary of persuasive techniques – ongoing activity  Students create a glossary of persuasive techniques (resource 8) identified and considered in the modelled texts. As a class, students develop a definition for each device and incorporate the examples located in the texts. Students could also add their own examples.  Teacher provides explanation of various terms that are used to refer to how meaning is created in texts: techniques, devices, tools. A glossary of persuasive techniques is also included for teachers to use as a starting point for reference (resource 13). | Assessment for and as learning: students analyse and build familiarity with persuasive techniques |
| EN5-5C   * understand and apply knowledge of language forms and features   + critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts * respond to and compose texts   + respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity   EN5-7D   * develop and apply contextual knowledge   + evaluate the social, moral and ethical positions represented in texts * respond to and compose texts   + explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums | Poster campaign – resource 5  UNHCR advertising campaign, series of Lego featured print media 1997 ([activities have been adapted from Teacher’s notes](http://www.unhcr.org/46a755202.html))   * Teacher is to model how we engage with texts and assess the composer’s perspective on refugees. Distribute copies of the poster ‘What’s the difference?’ and the list of questions (resource 5) to start the discussion and analysis. * The questions have been designed to be accessible for a range of students and class discussion will scaffold and model how to analyse a text for meaning. As the students discuss and state their responses/answers, teachers could give feedback linking back to the marking guidelines for the assessment task. For example, a teacher might stop after the completion of questions 1–3 and suggest that if students only discuss a text in this detail, they are only providing a limited commentary concerning their language choices, techniques and allocated perspective. * As the class continues to discuss the elements of the poster, explain how further analysis and elaboration looks ‘clear’, ‘key’ ‘sophisticated’, etc. They could discuss how the questions explore the visual, layout and written aspects of the poster, ‘range’; and to explain the composer’s perspective by evaluating all these different elements is how we ‘synthesise’. The development and provision of sample responses could also be used by students to use their own judgement in recognising the standard of work that is expected.   Moodle or blog contribution   * Teacher to provide a link to the Spot the refugee poster from the Lego campaign to the Moodle or blog. Students are to write at least a 100 word contribution to the online discussion comparing this poster to the ‘What’s the difference?’ poster. In this discussion, students compare and contrast the techniques used in each poster. How have the Lego figures been used in similar and different ways? Is the message the same or different? How? How does it position us to see their perspective on refugees? What aspects of ourselves does it appeal to in order to position us? Is one more effective than the other in achieving its purpose/positioning the responder? |  |
| EN5-5C   * develop and apply contextual knowledge   + understand how language use can have inclusive and exclusive social effects, and can empower or disempower people * understand and apply knowledge of language forms and features   + understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses   + explain the ways the language of argument and persuasion can be adapted for different contexts   + respond to and compose texts that use inference and figurative language, such as symbolism and allusion, in complex and subtle ways | Newspaper article – resource 6  ‘The ABC of SOS’, Gemma Jones, The Daily Telegraph, July 27 2012, p.1, p. 8 and discussion questions (resource 6).  Students are given a copy of the newspaper article and accompanying questions. Linked to the previous lesson, the class discusses how to analyse the text for meaning and to ascertain how the perspective of the composer is conveyed. It is important to reiterate that these activities are models to increase student confidence and understanding of the skills and knowledge that they will later use with guidance and then independently. Link to the marking guidelines for the assessment. Discuss with students how the poster and article are different and similar in content, perspective and the techniques used to position the responder. Ask students if they can see how the process of evaluating/analysing these texts has been similar. Add any new terms to persuasive techniques glossary.  Monitor student progress and understanding so far using [‘Traffic Light’ your work](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/activity4_4A.pdf). |  |
| EN5-5C   * understand and apply knowledge of language forms and features   + understand and use the language of argument, such as the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses   + understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses * respond to and compose texts   + understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies | Audio-visual – ‘TT's false facts fuel fear’, Media Watch, Episode 37, 24 October 2011.   * In order to further prepare students to consider texts independently, students appraise the ‘Media Watch’ episode. In this text, competing perspectives are explained opposing arguments can be easily identified. * Teacher to guide a class discussion to compare the analysis that the Media Watch have made of the ‘Today Tonight’ program and their own analysis of similar texts. |  |

Week 3 – their position is… group and individual analysis and synthesis

| Syllabus outcomes/content | Learning and teaching activities | Assessment as/for/of learning |
| --- | --- | --- |
| EN5-5C   * engage personally with texts   + investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts * understand and apply knowledge of language forms and features   + understand and use the language of argument, such as the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses   + understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses   + critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts   + explain the ways the language of argument and persuasion can be adapted for different contexts | Group analysis of a text   * In groups, students analyse a text composed by their allocated or chosen individual, organisation or government that depicts a representation of refugees (refer to list within the Assessment task). * Students use their skills of analysis developed in the modelled activities to examine the text, focusing on purpose, audience, perspective and techniques used in the text to position them as responders. To facilitate this group analysis, students should discuss the text in depth by testing and adapting the questions from the modelled texts to their text; refer to their glossary of persuasive techniques; utilise the guide for analysis of texts (resource 9), consider their group knowledge and understanding obtained from their research on the issue of refugees in Australia and the world (Week 1); and seek teacher assistance as required. * On completion, each group presents their findings to the class, providing the opportunity for teacher-directed class discussion, focusing on the effectiveness of each text in positioning the responder. | Group discussion and analysis of a text |
| EN5-5C   * understand and apply knowledge of language forms and features   + understand and use the language of argument, such as the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses   + understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses   + critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts * respond to and compose texts   + respond to and compose a range of sustained imaginative, informative and persuasive texts   + which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity * develop and apply contextual knowledge   + evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences   + understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication | Individual analysis of a text (assessment as and of learning)   * Each student in a group then independently analyses a text from the perspective of their individual, organisation or government (resource 3 or student identified text). * Students are to focus on how they are positioned to accept the representation and perspective of the composer, in conjunction with purpose and audience. * Students should adapt the questions from modelled and group analysed texts to their own text and utilise their glossary of persuasive techniques and the guide for analysis of texts (resource 9). They should apply their personal knowledge and understanding of the issues relevant to refugees and asylum seekers in Australia. | Individual analysis of a text |
| EN5-5C   * understand and apply knowledge of language forms and features   + pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts   EN5-7D   * understand and apply knowledge of language forms and features   + analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts   EN5-9E   * engage personally with texts   + articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving and independent and collaborative work, and establish improved practices * respond to and compose texts   + examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts | Group synthesis  Students return to their group and discuss their group and individual analysis. Each group should clearly identify the perspective of their individual, organisation or government, as well as the purpose and target audiences. They should then collate a range of devices used to position them to accept that perspective and examine their effectiveness to ascertain key techniques that they would use in their multimedia presentation.  Moodle or blog activity: Discussion – challenges and benefits of group synthesis.  Following group synthesis, students contribute to the class Moodle or blog forum. They consider the challenges and benefits of group tasks such as different learning styles, personalities, allocation of roles and support provided. This can be put up on the blog or as a forum thread in the form of a discussion topic or question devised by the teacher. | Discussion and synthesis of group and individual analysis |

Week 4 – producing a voice – creation of multimedia presentations

| Syllabus outcomes/content | Learning and teaching activities | Assessment as/for/of learning |
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| EN5-7D   * understand and apply knowledge of language forms and features   + analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts   EN5-9E   * respond to and compose texts   + choose effective learning processes, resources and technologies appropriate for particular tasks and situations | Playing around with Glogster, Animoto and Prezi  In order to scaffold for and guide students in using the Web 2.0 tools Glogster, Animoto and Prezi in preparation for their assessment task, the introductory lesson(s) in this week will involve teachers exposing students to the compositional opportunities of these programs. Links to information and guides through these resources have been provided; the structure of your lesson(s) will be dependent on teacher context.   * [Glogster](http://www.glogster.com/) – free access for 10 student sub-accounts, Glogster is a social network revolving around the construction of interactive posters known as ‘glogs’/graphics blogs. * [Animoto](http://animoto.com/intro/animoto/22?gclid=CNvL1YnE67ICFQYcpQodDA0Akw) – a video creation service which takes uploaded pictures, video, text and other files and edits to create finished products. 30 second videos are free and limitless; subscriptions available for more access to Animoto resources and technology. * [Prezi](http://prezi.com/) – creates zooming presentations. Good access and privacy is available free to educators and students with educational emails. Subscriptions also available. |  |
| EN5-5C   * engage personally with texts   + engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts * understand and apply knowledge of language forms and features   + understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses   + investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning * respond to and compose texts   + formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living   EN5-7D   * understand and apply knowledge of language forms and features   + use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability * respond to and compose texts   + explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums   EN5-9E   * develop and apply contextual knowledge   + understand the learning purposes, specific requirements and targeted outcomes of tasks understand and apply knowledge of language forms and features   + adapt knowledge of language forms and features for new learning contexts * respond to and compose texts   + choose effective learning processes, resources and technologies appropriate for particular tasks and situations | Group/Independent work on multimedia presentation  For the remainder of Week 4, students create a multimedia presentation using their selected Web 2.0 tool that satisfies the criteria outlined in the unit’s Assessment Task. Students should ensure that they complete both Part A (Representing) and Part B (Speaking), referring to marking guidelines and required length. Depending on the needs of students, teachers monitor and support progress towards completion of the task. |  |

Week 5 – let me show and tell you – group presentations/peer assessment/individual reflection

| Syllabus outcomes/content | Learning and teaching activities | Assessment as/for/of learning |
| --- | --- | --- |
| EN5-7D   * understand and apply knowledge of language forms and features   + use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability   EN5-9E   * develop and apply contextual knowledge   + purposefully reflect on and value the learning strengths and learning needs of themselves and others * respond to and compose texts   + use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas | Group presentations (assessment as and of learning)  Each group delivers their multimedia presentation to the class. As audience members, students complete a peer evaluation and stimulus questions (resource 11) that enable them to informally assess the strengths and areas for improvement relevant to each group’s presentation. They also consider the various perspectives on refugees and related issues, as well as the techniques used to position responders. | P evaluation |
| EN5-9E   * engage personally with texts   + articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving and independent and collaborative work, and establish improved practices * develop and apply contextual knowledge   + purposefully reflect on and value the learning strengths and learning needs of themselves and others * understand and apply knowledge of language forms and features   + understand and apply appropriate metalanguage to reflect on their learning experiences | Student reflection/evaluation – resource 12  At the completion of the group presentations, students reflect on their learning throughout the unit.   * They contemplate skills and content; enabling them to consider and value the processes of learning. Students identify the significance of the unit in terms of further developing their skills, knowledge and understanding. * The focus of the reflection is on transferable skills such as those of critical thinking, analysis of texts, multi-modal composition and communication, as well as highlighting the power of language to persuade and position. * The evaluation component of this task enables teachers to consider student perspective of the unit as one part of reflective practice. Following completion of the student reflection, teachers could facilitate class discussion. | Student reflection |