# Sample Unit – English EAL/D – Year 12

| **Unit title** | Year 12: *Focus on Writing* | **Duration** | Whole course (studied concurrently – 30 indicative hours) |
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| **Unit description** | In this concurrent module, students develop and refine their knowledge and skills in writing, speaking and representing. They design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts.Students analyse, evaluate and reflect on the expressive, aesthetic and imaginative qualities of the written, spoken and multimodal texts studied in their other HSC modules. Using these texts as models and inspiration, they experiment with techniques, styles and forms in a range of modes and media to produce their own crafted works, for example creative, imaginative, critical, discursive, persuasive and informative texts. Through the process of writing students generate ideas, experiment with techniques, styles and forms, and reflect on the strengths and areas for improvement in their compositions and their emerging proficiency as English language users.Students develop and apply effective editing processes, including the use of assistive technologies, to plan, draft, revise, refine, proofread and publish texts. Explicit, targeted English language study includes research and referencing skills, and implementing and maintaining ethical practices and standards when responding to and composing texts. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for the audience, context and purpose.This unit contains a range of resources and teaching and learning activities. It is not an expectation that all texts or activities are to be completed in order to achieve the learning intentions of this module. Teachers may select what is appropriate and relevant for their students. |
| **Outcomes****EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure**EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts**EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts**EAL12-6** investigates and evaluates the relationships between texts**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds**EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |
| **Focus questions*** Why do we write? Why is it important to learn how to write effectively for different purposes, contexts and audiences?
* How do we write about our own and other people’s experiences?
* In what ways are language and texts important for personal and cultural identities?
* In what ways can we express our responses to texts?
* How do we research the personal, social, cultural and historical contexts of a text? How do we record and document this research?
* What are the techniques and conventions we use when writing critical and analytical responses to texts?
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| **Course requirements**The selections of texts for the *Focus on Writing* module do not contribute to the prescribed text requirements.In selecting specific texts for study, teachers should consider the school’s policy relating to the use of film, DVDs, websites, TV materials, computer games and other media. | **Assessment overview**Students submit a sustained writing text that has been developed over the Year 12 EAL/D course. Students include at least two drafts of this text that demonstrate evidence of close editing. |

| **Content** | **Teaching, learning and assessment** | **Resources** |
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| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* engage with texts in a range of forms, modes and media, and explore and evaluate different ways of responding to texts
* identify and describe the effect of those elements of a text which reflect context

**EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contextsStudents:* recognise the differences between spoken and written communication

**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* recognise and explain the influence of context on the selection of language and form to communicate meaning

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* evaluate the manipulation of text structures and language features for different purposes, audiences and contexts

**EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaningStudents:* generalise about the effects of language experiences and culture on responding to and composing texts

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* evaluate and articulate their own learning in English and of English
 | **Introducing the concept**Why do we write? * Students brainstorm different types of texts we compose in our everyday lives and the different purposes for writing.
* The teacher shows images of different types of writing, eg a street sign, a hazard sign, a billboard, graffiti, a timetable, a television guide, a map, an SMS message, an email, Facebook entries, tweets, a news report, a form, a contract, a résumé, study notes, an essay, a bibliography, a novel, a biography, a dramatic script, computer code language, musical notation and a sports scorecard. Students consider how these texts are used to achieve various purposes.

Students read the Wikipedia pages on ‘Writing’ and ‘Text’. In small groups, they discuss various notions and examples of writing and texts, and the different purposes, audiences and contexts of different forms of writing. They reflect on writing practices in different cultures and historical time periods, and new forms of writing and new types of texts that have emerged in recent times. They collaborate to compose a group definition of the term ‘writing’.**Reflection activity**Students view the Ted-Ed video ‘How miscommunication happens (and how to avoid it)’. In small groups, they consider how the issues and information about spoken communication presented in the video apply to written communication. Students reflect on this text and their learning so far to respond to the question, ‘Why is it important to learn how to write effectively for different purposes, audiences and contexts?’**Wide reading and viewing**As they work through the English EAL/D Year 12 course, students collect a range of texts of their own choosing. The collection of related texts is important as it represents the student’s personal exploration of topics and units set for study. In addition, these related texts provide examples and models of different types of writing for different purposes, audiences and contexts.The texts represent a range of:* media such as television, the Internet, radio, film and print texts
* forms such as stories, poems, photographs, interviews, documentaries and advertisements
* contexts such as texts from different historical periods or cultural groups, (eg texts that represent the viewpoint of youth culture or the cultures of different ethnic or religious groups).
 | Writing, <https://en.wikipedia.org/wiki/Writing>Text (literary theory), [https://en.wikipedia.org/wiki/Text\_(literary\_theory)](https://en.wikipedia.org/wiki/Text_%28literary_theory%29)Ted-Ed video lesson ‘How miscommunication happens (and how to avoid it)’, <https://www.youtube.com/watch?v=gCfzeONu3Mo> |
| **EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologiesStudents:* evaluate the most appropriate use of technologies and compositional processes for the particular purposes of investigating, clarifying, organising and presenting information, ideas and opinions

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* assess the effectiveness of their various learning strategies and approaches to texts
* evaluate and articulate their own learning in English and of English
* use a range of reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas
* assess and engage with the strengths and weaknesses in their personal writing and learning styles
 | **Exploring the rubric**Students read the EAL/D *Focus on Writing* rubric. The teacher clarifies that even though the module is run concurrently, *Focus on Writing* is a discrete module within the EAL/D Year 12 course and that it is assessed separately to the other three modules.* Students highlight key terms and phrases (eg ‘concurrent module’, ‘representing’, ‘crafted works’, ‘editing processes’, ‘ethical practices and standards’) and unfamiliar vocabulary (eg ‘expressive’, ‘aesthetic’, ‘discursive’)
* Students prepare a vocabulary list for the unit incorporating the key terms from the rubric and their definitions.
 | Printed copies of the EAL/D *Focus on Writing* rubric |
| **Keeping a reflective learning journal**Students keep a reflective learning journal. In this journal, they:* record their ideas about the activities and the texts they are studying
* comment on their understanding of the key terms and concepts introduced in each module
* note any additional materials they have collected which relate to their work in the module
* plan, draft, edit and refine their own texts
* reflect on their personal learning processes and study methods
* note any activities or key terms that they are uncertain about, and questions that they would like to ask their teacher(s) and/or classmates.

Students write in their reflective learning journal on a regular basis. They include copies of relevant details and quotes from their texts in the journal.**Note**: The reflective learning journal is for students’ personal use only. The ideas, comments and reflections in their journal will assist students to complete their assignments and revise for HSC examinations. | Reflective writing student guide (UTS), <https://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-writing/reflective-writing> |
| **Research practices and protocols**Students conduct research into thepersonal, social, cultural and historical contexts of the texts that they are studying in all modules of the HSC EAL/D course. They develop skills in conducting effective research and follow the principles of ethical study practice outlined in the *HSC: All My Own Work* modules.Students complete the following preparatory activities:* View the ‘Six Step Research Process’ video on YouTube.
* Review the *HSC: All My Own Work* Module on ‘Acknowledging Sources’ and complete the quiz.
* Review the *HSC: All My Own Work* Module on ‘Plagiarism’ and complete the quiz.
* View the UNSW website on essay writing and research.

In small groups, students exchange their ideas and tips for effective research and essay writing. | YouTube video ‘Six Step Research Process’ (TCC ELibrarian), <https://www.youtube.com/watch?v=6X5LKOAIHbE>*HSC: All My Own Work* ‘Acknowledging Sources’ and ‘Plagiarism’ modules, <http://amow.bostes.nsw.edu.au/module2/module2.html> and<http://amow.bostes.nsw.edu.au/module3/module3.html>Essay writing: the basics (UNSW), <https://student.unsw.edu.au/essay-writing-basics> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* engage with texts in a range of forms, modes and media, and explore and evaluate different ways of responding to text

**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* identify and analyse techniques used in literature, film and the mass media to construct realities

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worldsStudents:* analyse and experiment with ways of transforming experience into texts for different purposes, audiences and contexts

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
 | **Writing texts about human experiences (link to Module A)**How do we write about our own and other people’s experiences?* The teacher provides a range of short texts which deal with different human experiences including different types of texts (eg blog, short story, poem, documentary, news report), different focuses (biographical, confessional, imaginative) and different approaches (eg humorous, factual, descriptive).
* Students review language forms and features used in each type of text (eg first-person and third-person narration, present and past-tense verb forms, formal and informal register).

**Creative writing task*** Students write a recount describing a personal experience (real or imagined).
* Students experiment with first-person and third-person narration and present and past tense verb forms to gauge their effects.
* Students use the recount as the basis to plan, draft, edit and present an imaginative narrative, demonstrating a wide repertoire of creative writing techniques.
 | Examples of appropriate texts:* Extract from *I Know Why The Caged Bird Sings* by Maya Angelou, (autobiographical work)
* ‘Hay for the Horses’ by Gary Snyder (poem)
* Barack Obama’s eulogy for Nelson Mandela (speech)
* First section of Chapter 1 of *The Village by the Sea* by Anita Desai (novel)
* ‘Luka’ by Suzanne Vega (song lyric and music video)
* ‘Big World’ by Tim Winton (short story)
* First section of Chapter 1 of *Empire of the Sun* by JG Ballard (autobiographical novel)
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| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* engage with texts in a range of forms, modes and media, and explore and evaluate different ways of responding to texts

**EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contextsStudents:* participate in and manage collaborative discussions and presentations in a range of contexts

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* integrate ideas and information from a range of texts using direct and indirect quotation
* recreate texts into new texts by changing perspective and context
 | **Writing a summary (link to Module A)**The teacher and students compile a summary of the events and experiences described in a selected section of their prescribed text. As a class, students:* brainstorm and arrange the details to be included in the summary as bullet points
* identify and discuss grammatical techniques and conventions for writing a chapter summary, eg use of present and past-tense verbs (‘The narrator recounts how she had …’), use of the past perfect tense to refer to memories and flashbacks (‘The speaker remembers how she had seen …’), use of in-line citations for direct quotes
* compose the summary.

In small groups, students use the joint construction process to write a summary of another section of the prescribed text. Students write their own summaries of two other sections of the prescribed text.**Reflection activity**Students write in their reflective journals to answer the following questions:* Why do we use grammatical and other conventions to write a summary (or critical analysis) of a text?
* What do the techniques and conventions that are used imply about the way we read, interpret and understand texts?
 | See the teacher’s guide on ‘Comprehension – Summarising’ produced by the NSW Centre for Effective Reading, <http://www.cer.education.nsw.gov.au/documents/249903/250184/Summarising%20.pdf> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* identify and describe the effect of those elements of a text which reflect context

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* evaluate the manipulation of text structures and language features for different purposes, audiences and contexts

**EAL12-6** investigates and evaluates the relationships between textsStudents:* compare and contrast texts from different cultures and times, and discuss their purposes and effects

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worldsStudents:* use language to influence audiences or to prioritise certain ideas or perspectives over others
 | **Analysing a related text (link to Module A)**Students select a related text they have read or viewed and make notes under the following headings:* Type of text (eg novel, poem, play, film, interview, image)
* Title of the text and its source (eg date and place of publication)
* Composer of the text (eg author, director, photographer)
* Medium of production (eg website, television, radio, book)
* Brief summary of the text, including a description of its purpose and audience
* Examples of human experiences that are represented in the text
* Language structures and features used by the composer
* Comparison of the text with their prescribed text.

**Persuasive writing activity**Students write the script of a speech highlighting the text’s suitability for a public exhibition of texts dealing with ‘Human Experiences’. The teacher outlines the audience, context and purpose of the speech and highlights the language appropriate for a persuasive speech. | YouTube video ‘Opinion Essay or Persuasive Essay’ (Smrt English),<https://www.youtube.com/watch?v=DqwzYoThUpg> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* compose creative, informed and sustained interpretations of texts supported by textual evidence

**EAL12-6** investigates and evaluates the relationships between textsStudents:* compare and contrast texts in different forms and media, their purposes and effects, and the values, attitudes and biases reflected
* compare and contrast the language forms, features and structures of a range of texts

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
* edit their work to correct errors and ensure that text structure and written expression are consistent and appropriate
 | **Comparative essay (link to Module A)**Students write an extended response essay comparing their prescribed text and compulsory related text of their own choosing.**Essay planning**Students revise the steps involved in planning and structuring an extended response essay. They underline or highlight key words in the stimulus quote and task instructions to ensure they fully understand the question and the response that is required.In small groups, students prepare brief planning notes for the extended response essay by:* identifying key words and phrases from the essay question. Students will need to refer to these explicitly throughout the essay, especially in the introduction and conclusion
* noting the titles of the two texts that they will discuss. Students provide full details of each of these texts in the introduction (ie title, type of text, composer’s name) and then briefly recount relevant contextual information about the text and its composer in the body of the response
* presenting a brief overview or summary of the content or subject matter of each text
* summarising general ideas about the topic and/or the stance or argument that they will adopt in response to the question
* providing more specific points (main ideas) which will become the topic statements in the body paragraphs of their essay
* selecting relevant examples and quotes from the texts which will be used in the essay. It is only necessary to write down one or two words from the quote and a page or scene reference for the essay plan.

Students view the YouTube videos on essay structure and academic language. They review the *HSC: All My Own Work* module on ‘Working with others’ and complete the quiz.Students draft, edit, proofread and submit their extended-response essays. | Smrt English videosBasic essay structure, <https://www.youtube.com/watch?v=7P4fzbzwwAg>Comparison/contrast essays, <https://www.youtube.com/watch?v=hvMSeg1s7uc> Academic Language (University of Groningen), <https://www.youtube.com/watch?v=GbWE3iuN6QQ> *HSC: All My Own Work* ‘Working with others’ module, <http://amow.bostes.nsw.edu.au/module5/module5.html> |
| **EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contextsStudents:* participate in and manage collaborative discussions and presentations in a range of contexts

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of textsStudents:* analyse and use the relationships between words, images and compositional aspects of texts in different modes and media

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worldsStudents:* analyse and experiment with ways of transforming experience into texts for different purposes, audiences and contexts
* respond to and compose texts which make connections between personal and public worlds

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* use a range of reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas
 | **Writing texts about language, culture and identity (link to Module B)**In what ways are language and texts important for personal and cultural identities?Students review and reflect on the definitions of ‘representation’ and ‘representing’ provided in the NESA English EAL/D glossary.* Representation – The way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views about characters, events and ideas. Representation applies to all language modes: spoken, written, visual and multimodal.
* Representing – The language mode that involves composing images in visual or multimodal texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page or enacting a dramatic text.

Students consider the English definition of the French term for writing, *écriture*, to indicate that all acts of writing are acts of representation. They read the definition of *écriture* from the *Oxford Index of Literary Terms* to help stimulate their ideas about this point.**Representing activity**In small groups, students consider and discuss the defining qualities of the members of the group. They design an emblem and a motto to represent their group.**Reflection questions**Students write in their reflective journals to respond to the following questions:* In what ways do personal, social, historical, cultural and workplace contexts influence the way we represent information and ideas?
* How does the way we write reveal who we are?
* How do writing modes, forms and styles show or imply attributes of gender, profession, education, nationality, culture, beliefs and values, socio-economic status?
 | NESA EAL/D Stage 6 Glossary, <https://syllabus.bostes.nsw.edu.au/english-eald-stage6/glossary/> See the notes on ‘Representation’ on the English Textual Concepts website, <http://www.englishtextualconcepts.nsw.edu.au/content/representation>Definition of *écriture* from the *Oxford Index of Literary Terms*, <http://oxfordindex.oup.com/view/10.1093/oi/authority.20110803095741647> |
| **EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* identify and analyse techniques used in literature, film and the mass media to construct realities

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of textsStudents:* examine how narrative point(s) of view are used to convey ideas, attitudes and values in literary texts and how arguments are presented in nonfiction texts

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worldsStudents:* analyse and experiment with ways of transforming experience into texts for different purposes, audiences and contexts

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
 | **Writing a poem (link to Module B)**Students read poems relating to the module, such as: * ‘I Lost My Talk’ by Rita Joe
* ‘Search for My Tongue’ by Sujata Bhatt
* ‘Spiritual Song of the Aborigine’ by Hyllus Maris
* ‘Lover’s Gift XXII: I Shall Gladly Suffer’ by Rabindranath Tagore

In small groups, students present their first response to the poems. They consider the following questions:* Subject matter: What does the poem describe? What is it about?
* Point of view: Who is the persona (speaker)? Who is the persona talking to?
* Theme: What are the main ideas or messages of the poem?
* Form: How are language forms and features, such as sound techniques and poetic devices, used? What are their effects?
* Context: What are the personal, social, cultural and political contexts of the poem?

**Reflection activity**Students write in their journal to reflect on the following questions:* How important is a person’s language and culture to their sense of identity?
* In what ways does language connect a person to their family and culture?

**Writing activities*** Students brainstorm ideas relating to their own linguistic and cultural backgrounds and experiences.
* Using one of the stimulus poems studied as a model, students write a first draft of their poem that explores an aspect of culture and identity.

Students reflect on their first draft by reading the poem aloud. They edit the first draft, experimenting with grammar, syntax, lineation and sound techniques to more vividly evoke the voice of the persona and to enhance the poem’s message and meaning. | ‘How to read and analyse a poem’, <https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4125.pdf>‘How to compose a poem’,<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4127.pdf> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* engage with texts in a range of forms, modes and media, and explore and evaluate different ways of responding to texts
* use language appropriate to particular contexts, for example imaginative, persuasive and rhetorical forms and features

**EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contextsStudents:* participate in and manage collaborative discussions and presentations in a range of contexts

**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* explore and express ideas and values in texts composed for a range of purposes and audiences

**EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaningStudents:* use a range of culturally specific phrases, idioms, collocations and references in different contexts
* understand, respond to and use cultural references, idioms and colloquialisms in texts

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses
 | **Writing a script (link to Module B)**Students view stimulus texts relating to the module, eg scenes from *They’re a Weird Mob* (1966) directed by Michael Powell, *Black Robe* (1991) directed by Bruce Beresford, *Beneath Clouds* (2002) directed by Ivan Sen or *Japanese Story* (2003) directed by Sue Brooks. They share their responses to the scenes, characters and situations in their groups.Students read the Wikipedia pages on ‘Intercultural communication’ and ‘Non-verbal communication’.* In small groups, students consider the difficulties involved in communicating across languages and cultures. They provide examples from their own and others’ experiences. They consider the causes, consequences and feelings involved.

**Writing activities*** In groups, students select an experience or situation relating to intercultural communication and brainstorm a scene for a short film.
* Using transcripts from the Australian Screen website as a model, students write the dialogue and stage directionsfor the scene.
 | Clips from *They’re a Weird Mob* on the Australian Screen website, <http://aso.gov.au/titles/features/theyre-weird-mob/>Clips from *Black Robe* on the Australian Screen website,<http://aso.gov.au/titles/features/black-robe/>Clips from *Beneath Clouds* on the Australian Screen website,<http://aso.gov.au/titles/features/beneath-clouds/> Clips from *Japanese Story* on the Australian Screen website,<http://aso.gov.au/titles/features/japanese-story/>Intercultural communication, <https://en.wikipedia.org/wiki/Intercultural_communication>Non-verbal communication, <https://en.wikipedia.org/wiki/Nonverbal_communication> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* engage with texts in a range of forms, modes and media, and explore and evaluate different ways of responding to texts
* use language appropriate to particular contexts, for example imaginative, persuasive and rhetorical forms and features
* reflect on and evaluate personal responses to texts and those of others

**EAL12-6** investigates and evaluates the relationships between textsStudents:* compare and contrast texts from different cultures and times, and discuss their purposes and effects

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worldsStudents:* analyse how texts that represent public worlds influence personal perspectives
* respond to and compose texts which make connections between personal and public worlds

**EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaningStudents:* analyse how culturally based representations of concepts are conveyed
* analyse how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues
* generalise about the effects of language experiences and culture on responding to and composing texts

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
* edit their work to correct errors and ensure that text structure and written expression are consistent and appropriate
 | **Writing an introduction to a traditional story (link to Module B)**Students view and read traditional stories from different cultures, eg the ABC TV Education ‘Tales from Around the World’ series of animated films based on interesting and unusual folktales from around the world. They share their responses to the plot, characters and themes of the stories in groups.Students read the web article ‘How Stories are Told Around the World’ by Amy S Choi and view the 2009 TED Talk ‘The Danger of a Single Story’ by Chimamanda Ngozi Adichie**.*** In small groups, students reflect on and discuss the issues raised in the texts. In what ways are stories important to our personal and cultural identities?

Students write an introduction to a traditional story from their own cultural background.* Students locate or write a précis of a traditional story from their home culture.
* Students write a first draft of their introduction to the story.
* Students reflect on and edit their first draft, experimenting with vocabulary, register, direct address and self-conscious commentary to engage the audience and provide an effective preview ofthe story.
 | ABC TV Education ‘Tales from Around the World’, <http://www.abc.net.au/tveducation/series/TALESFROMAROUNDTHEWORLD.htm>‘How Stories are Told Around the World’ by Amy S Choi (TED Ideas), <http://ideas.ted.com/how-stories-are-told-around-the-world/>YouTube video ‘The Danger of a Single Story’ by Chimamanda Ngozi Adichie (TED Talk), <https://www.youtube.com/watch?v=D9Ihs241zeg> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* compose creative, informed and sustained interpretations of texts supported by textual evidence

**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* use metalanguage to review and evaluate texts
* consider and use elements of appraisal to convey attitudes and opinions and evaluate the effectiveness of texts
* explore and express ideas and values in texts composed for a range of purposes and audiences

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of textsStudents:* critically analyse and evaluate the effectiveness of texts in a range of modes and media
* compose extended discussions and arguments supported by textual evidence

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
* edit their work to correct errors and ensure that text structure and written expression are consistent and appropriate
 | **Writing a review (link to Module B)**Using the language of evaluation and appraisal, students plan, draft and prepare a review of their prescribed text as a radio script.In preparation for the task, students:* identify the text, composer(s), country and date
* explain their expectations of the text
* describe the text’s form and context. What type of text is it? What inspired the composer(s) to make the text?
* provide an overview of the content or subject matter of the text
* describe characters, settings and plot
* describe and comment on language structures and features used in the text. Identify and analyse one or two scenesor excerpts from the textas examples and comment on their effectiveness
* identify and describe the themes and/or messages of the text. What significance do they have to an audience?
* present an overall evaluation. Did you enjoy the text? What were its most and/or least appealing elements? Comment on both the content and formof the text
* provide a rating and/or recommendation. Who would enjoy this text? Are there other comparable texts? Why should people read or see the text?

Students use their notes on the points above to develop their response into paragraphs. In drafting and editing the review, they focus on: * first-person recount, eg ‘I enjoyed the humour … ‘
* active voice, eg ‘The settings are … ‘
* the use of timeless present tense for descriptions and analysis, eg ‘‘The text’s greatest strength lies in … ‘
* future tense for recommendations, eg ‘Anyone interested in language and culture will enjoy … ‘
* conversational register.

Students draft, edit, proofread and submit their radio script.**Reflection activity**Students write in their journal to reflect on the following questions:* In what ways are the grammatical and other conventions used for writing a review different from those used for an informative or analytical text?
* What do the techniques and conventions that are used imply about the way we respond to texts?
 | NSW Department of Education Laptop Wrap ‘Writing a review – book and film’ (see the ‘annotated film review’ and ‘scaffold’), <http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/8827/> BBC GCSE Bitesize ‘Writing for moving images’ (units 2-6), <http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/movingimagesrev2.shtml> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* identify and describe the effect of those elements of a text which reflect context

**EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contextsStudents:* develop, use and integrate language for making connections, questioning, affirming, challenging, speculating and generalising

**EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologiesStudents:* frame questions to direct inquiry and synthesise information from multiple sources, including literary and nonliterary texts
* use and evaluate a range of research sources, methods and data, for example interviews, surveys or questionnaires

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of textsStudents:* synthesise the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways

**EAL12-6** investigates and evaluates the relationships between textsStudents:* analyse and evaluate the ways in which texts are influenced by other texts and contexts
* use information and ideas drawn from a range of texts to present a point of view in analytical, expressive and imaginative ways
 | **Researching contexts (link with Module C)**How do we research the personal, social, cultural and historical contexts of a text? What are the contexts of the prescribed text set for study in Module C?In small groups, students prepare a KWL chart with the following headings:* What I *know* about the composer(s) and text
* What I *want* to know about the composer(s) and text
* What I *learned* from my research.

They collaborate to prepare a list of interview questions to ask the composer(s) about their personal background and what inspired them to compose the text.**Research activities**Students prepare to conduct research about the contexts of their prescribed text by:* Reading ‘Effective Reading and Note-taking’ article.
* Viewing the example bibliography provided on the Murdoch University website.

In pairs or small groups, students conduct research using a variety of web resources. Students take notes from their sources and document the required bibliographical information. Using the information gathered from their sources, they draft, edit and present detailed answers to the interview questions they compiled, along with a bibliography of sources consulted. | ‘Effective Reading and Note-taking’,<https://student.unsw.edu.au/effective-reading-and-note-taking>Example bibliography (Murdoch University),<http://libguides.murdoch.edu.au/footnote/sample>  |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* evaluate the use and effects of language forms, features and structures used for different purposes, audiences and contexts
* compose creative, informed and sustained interpretations of texts supported by textual evidence

**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* identify and analyse techniques used in literature, film and the mass media to construct realities
* explain and evaluate the effect of different literary and persuasive techniques, for example rhetorical devices, figurative language and dramatic irony
* use metalanguage to review and evaluate texts
* explore and express ideas and values in texts composed for a range of purposes and audiences

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* describe and explain a range of language forms, features and structures of texts in personal, social, historical, cultural and workplace contexts
* evaluate the manipulation of text structures and language features for different purposes, audiences and contexts

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of textsStudents:* critically analyse and evaluate the effectiveness of texts in a range of modes and media
* compose extended discussions and arguments supported by textual evidence

**EAL12-6** investigates and evaluates the relationships between textsStudents:* analyse and evaluate the ways in which texts are influenced by other texts and contexts

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worldsStudents:* analyse and evaluate how different attitudes and perspectives underpin texts

**EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaningStudents:* analyse how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
* edit their work to correct errors and ensure that text structure and written expression are consistent and appropriate
 | **Writing a critical response (link to Module C)**Students write a critical response on their prescribed text. The response will take the form of an analytical essay.**Planning the response**Students:* identify key words. They use a highlighter or pen to identify the key words in the task. Focus on both the instructions (eg ‘describe’, ‘analyse’, ‘evaluate’) and the topic
* brainstorm the topic. They write down all their ideas on the topic and use arrows and connecting lines to link ideas and examples together
* underline the main ideas that will be used as topic sentences in each paragraph and then connect supporting details, examples and quotations to each of these.

Students organise ideas as follows:* Introduction
* Main points (topic sentences) that will be addressed in the response
* Examples and quotes (supporting details) that will be used to illustrate these ideas
* Conclusion.

**Writing the essay**Introduction: There are various ways to begin a critical-response essay. Students might like to use one of the following techniques:* a quotation from the text
* a quotation from another source commenting on the text
* a relevant anecdote about the text or its composer(s)
* a general comment about the text, the composer(s) or the type of text.

Students select an interesting detail or make a comment to present a viewpoint on the topic and text. They identify the title, the composer and the date the text was published or released. They provide a brief summary of the content (subject matter) of the text.Body paragraphs: Generally, body paragraphs follow the pattern below.* Begin each body paragraph with a topic sentence (a statement of the main point of the paragraph).
* Present an explanation of, or argument relating to, the main point.
* Provide supporting details by referring to the text. Use direct quotes or paraphrase examples and details from the text.

The teacher reminds students to provide brief quotes only, and use correct punctuation. The primary focus of the body paragraphs is interpretation and analysis. The aim of the response is to demonstrate deep understanding of the text. A good rule to remember is to include a direct quote from the text only in order to give an example of a particular theme or language technique.Conclusion: Students re-read the response and make sure that it has answered the question. The conclusion sums up the essay’s main argument without being repetitive, or simply copying the introduction. Provide a quote or example to leave your reader with a memorable impression of the response. | YouTube video on ‘Writing a literary analysis essay’(Warner Jordan Education),<https://www.youtube.com/watch?v=V__y74UvzYo> |
| **EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* compose personal, analytical and evaluative responses to texts and consider the responses of others
* use language appropriate to particular contexts, for example imaginative, persuasive and rhetorical forms and features
* compose creative, informed and sustained interpretations of texts supported by textual evidence

**EAL12-3** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaningStudents:* use stylistic and grammatical choices for effect, for example complex lexical elements, modality in the past conditional and subject-specific language forms and features
* use language to influence audiences or to prioritise certain ideas or perspectives over others
* use the appropriate conventions of grammar, sentence structure and punctuation accurately

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* integrate ideas and information from a range of texts using direct and indirect quotation
* use language appropriate to the context, for example imaginative, persuasive and rhetorical forms and features
* identify and use cohesive links, modality (including modality in a hypothetical past), nominalisation and discourse markers

**EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learnerStudents:* refine the clarity and fluency of their compositions to reflect increasing complexity of thought and expression
* assess and engage with the strengths and weaknesses in their personal writing and learning styles
* edit their work to correct errors and ensure that text structure and written expression are consistent and appropriate
* use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses
 | **Year 12 *Focus on Writing* Assessment Task**Students prepare and present a sustained written composition that they have completed during the course of their study. This composition can be drawn from any of the modules studied during the Year 12 course. Students include a minimum of two drafts of the text to demonstrate the editing process undertaken.Students consider the following points when completing the task:* The composition should be 800–1000 words in length.
* The text submitted for the assessment task cannot be one that was completed as part of any other assessment task.
* The edited draft copies should show evidence of feedback from self, peers and/or the teacher.
* Through engagement in the editing process, students should ensure that:
	+ main ideas or points are clearly communicated
	+ ideas are expressed in a logical sequence
	+ appropriate conventions of style and layout are applied
	+ tone and register are appropriate to purpose, audience and context
	+ sentences and paragraphs are used appropriately
	+ spelling and grammar are used correctly
	+ punctuation is used to assist meaning.

The teacher uses information gathered from the assessment task submissions to inform planning of future teaching and learning activities.**Reflection**Students compose a reflective piece in response to the question: ‘How has the *Focus on Writing* unit assisted in the development of your confidence in using the English language?’ | ‘English writing workshop – editing and proofreading skills’ (Edith Cowan University), <https://www.youtube.com/watch?v=8LliK6DM4zA> |
| **Reflection and evaluation** |