# Module B: Close Study of Text – EAL/D English – Year 11

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| **Unit title** | Module B: Close Study of Text: *The Sapphires* | **Duration** | 30–40 Hours |
| **Unit description** | In this module, students develop understanding, knowledge and appreciation of an Australian text. They identify, analyse and respond to the ways in which language shapes meaning in the selected text *The Sapphires* directed by Wayne Blair. They examine the language forms and conventions that are particular to the film and the ways that the director uses, manipulates and/or challenges those conventions. Through their focused interpretation and analysis of the film, students compose personal, critical and creative responses. In doing so, students will have the opportunity to focus on the conventions of the film’s form, structure and style and consider how these conventions influence responders.This unit of work will also explore the ways in which the director represents values, experiences and histories of Aboriginal Peoples in the late 1960s. Students will closely examine the composer's representation of significant historical events, with a focus on the impact of the Vietnam War. By the end of the unit, students will have a deeper appreciation of how context shapes one’s values and perceptions.This unit contains a range of resources and teaching and learning activities. It is not an expectation that all texts or activities are completed in order to achieve the learning intentions of this module. Teachers may select what is appropriate and relevant for their students. |

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| **Outcomes****EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureuses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies**EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contexts**EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies**EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts**EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts**EAL11-7** understands and assesses the diverse ways texts can represent personal and public worlds**EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning |
| **Essential questions*** What is the purpose of closely studying a text?
* What impact does context have on understanding the film?
* How is narrative represented in this film?
* How does the representation of characters contribute to the text’s narrative?
* How does the director use language forms and features to represent key concepts?
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| **Course requirements**In Year 11, students are required to complete the close study of a text. The set text for this unit is *The Sapphires*. This film is rated PG.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.Aboriginal and/or Torres Strait Islander Peoples are advised that resources related to this sample unit may contain images and names of deceased persons. Read the [Principles and Protocols](https://ab-ed.nesa.nsw.edu.au/principles-and-protocols) relating to teaching and learning about Aboriginal and/or Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.This unit contains references to the terms ‘black’ and ‘white’. For many Aboriginal and/or Torres Strait Islander communities these terms can be offensive. The terms ‘Aboriginal person’ and ‘non-Aboriginal person’ are preferred. Teachers should explain to students that these terms may be used in direct quotes when writing about the film with ‘(sic)’ accompanying the quote. | **Assessment task**Students view excerpts from *The Sapphires* and respond to the stimulus by composing short answers and an extended response. |

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| **Content and EAL/D Key Learning Skills** | **Teaching, learning and assessment** | **Resources** |
| **EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts

**EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contextsStudents:* develop and use language for making connections, posing questions, affirming, challenging, speculating and generalising

**EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaningStudents:* use metalanguage to discuss texts and their composition
* understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity

**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* transfer knowledge of familiar language forms, conventions and literary devices to unfamiliar texts and contexts
* identify the effects of particular language choices on meaning

**EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaningStudents:* explain overt and implicit assumptions made in texts

**EAL11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learnerStudents:* use a range of reference texts, for example bilingual dictionaries, to assist language learning and comprehension

**EAL/D Key Learning Skills:*** Language proficiency and fluency
 | **Introduction and overview of unit****Deconstruction of the rubric**The teacher guides students through a detailed reading and deconstruction of the rubric for this unit. Students highlight and annotate the rubric, clarifying key terms, skills and expectations. This may be done digitally or on a hard copy.Students use a mind map to brainstorm their understanding of Aboriginal histories in Australia. The teacher asks students to share their responses and writes them on the board, clarifying ideas and using them as points of discussion.Students begin a vocabulary log (electronic or hard copy) that will be developed throughout the unit. The vocabulary log should contain key terms pivotal to understanding the unit. Students are encouraged to define terms, find synonyms and where necessary, include the term in the student’s first language. Key terms for this unit include:* Colonisation
* Stolen Generation
* Indigenous
* Aboriginal person
* Country

**Field building**The teacher introduces the essential questions of the topic and asks students to note down their initial responses.Students receive their summative assessment task and this is explained in detail by the teacher, clarifying students’ questions and focusing on directive terms. The teacher reminds students to add all highlighted terms to their vocabulary logs. | Copy of the rubric for this unitMind mapping software, such as *Inspiration* or *Visuwords* Vocabulary log template |

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| **EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* respond to texts by listening, reading and viewing for specific purposes and content
* identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning
* recognise that texts, including their own, are created in and for a variety of purposes, audiences and contexts
* appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts
* compose personal responses to individual texts and groups of texts and consider the responses of others in both written and spoken forms

**EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contextsStudents:* use active listening strategies and work collaboratively with others
* understand and use nonverbal cues as related to Standard Australian English contexts in a range of formal and informal situations
* develop and use language for making connections, posing questions, affirming, challenging, speculating and generalising
* experiment with register and tone to create rapport

**EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologiesStudents:* describe the forms and conventions of texts created in different modes and media, including visual and digital texts
* locate suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information
* use, individually and in groups, a range of modes, media and technologies to investigate, clarify, organise and present ideas

**EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaningStudents:* use metalanguage to discuss texts and their composition
* understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity

**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* transfer knowledge of familiar language forms, conventions and literary devices to unfamiliar texts and contexts
* identify the effects of particular language choices on meaning
* select appropriate structure and content to communicate ideas and opinions for different purposes, audiences and contexts

**EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of textsStudents:* use the information and ideas gathered from a range of texts to present and support own ideas in analytical, expressive and imaginative ways
* compose imaginative texts using description, characterisation, and direct and indirect speech

**EAL11-7** understands and assesses the diverse ways texts can represent personal and public worldsStudents:* analyse how texts that represent public worlds influence personal perspectives

**EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaningStudents:* interpret cultural references and implied meanings in texts
* understand and use common cultural references, idiomatic expressions and colloquialisms

**EAL/D Key Learning Skills:*** Language proficiency and fluency
* Intercultural communication competence
* Phonological knowledge
* Writing conventions
* Grammatical competence
* Semantic competence
 | **Understanding context**Students consider responses to the following questions below as a means of examining context. The teacher reads the questions aloud and then provides students with an opportunity to write responses to the questions.* What are important events that your family members or relatives have experienced in their lives?
* Think about and describe something you have done or experienced that has influenced your life.
* Why is storytelling important? What does an individual, group or community gain from telling personal stories?

**Active listening activity**Students participate in an active listening activity in pairs. Students address the focus questions (which they should have thought about and written down) by speaking to a peer. Each question has an allocated time frame (for instance, 1 minute per question). As one person shares, the other person actively listens by following three fundamental rules:* Look at the person talking.
* Wait until he or she is finished before speaking.
* Respond with words or gestures to show you have heard what the speaker is saying.

**Reading activity**In groups, students read and discuss three short texts that help them understand the cultures and lifestyle of Aboriginal Peoples prior to 1788. Students take note of what is revealed through each text. Suggested texts include:* Horton’s Aboriginal Australia map, <https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>
* Quote from the late Aunty Beryl Timbery Beller available from <http://www.aboriginalheritage.org/history/history/>
* Baiames Ngunnhu - the story of Brewarrina Fish Traps, <https://www.youtube.com/watch?annotation_id=annotation_2990908051&feature=iv&src_vid=7uYKg1M6PRk&v=sq0fDD8nPuU>

Students use the notes gathered from this activity to develop a response to the question – Based on the texts you have studied, describe and explain some of the key features of life for Aboriginal Peoples prior to 1788.**Context of the film**Students are divided into groups according to particular aspects of the 1960s context which the film is based on including:* The Stolen Generations
* Missions and reserves
* Aboriginal Activism – Freedom Rides and protests
* 1967 Referendum
* Australia’s involvement in the Vietnam War

The teacher provides students with relevant texts that cover the content above. In groups, students read the materials, summarise the main ideas and share their findings with the class as an oral report. As each group shares, students take notes using headings to organise their points. Students complete a visual representation that summarises their understanding of the context of the 1960s.**Extension activity**Students explore poetry that reflects the contemporary world views of Aboriginal and/or Torres Strait Islander Peoples through reading the suggested poems below:* Ken Canning/Burraga Gutya – ‘Temporary Town’ and ‘Paths’ available in *Yimbama* (2015)
* Alice Eather (2016 ) ‘Yuya Karrabura: The Fire is Burning’, <https://twitter.com/abcarts/status/763941270762905601?lang=en>
* Romaine Moreton (2000) ‘A Walk with Words’, <https://aso.gov.au/titles/shorts/a-walk-with-words/clip1/>

Students discuss the significance of the ideas in the poems including:* notions of identity and belonging
* relationship to culture
* the impact of colonisation.

Students select one of the poets and write a letter to him/her in which they share their thoughts about the issues explored in the poem and the wider concerns that it reflects in relation to the experiences of Aboriginal and/or Torres Strait Islander Peoples.**Differentiation:** Students select one poem and one issue for reflection within their letter. The teacher provides sentence starters and definitions of the issues above as further scaffolding of the task. | Resources to explore the film’s context:* Selected clips from *Rabbit Proof Fence*
* ‘Remembering the mission days’, <https://aiatsis.gov.au/exhibitions/remembering-mission-days>
* Chapter 2 ­‘Bringing them home: The Stolen Children report’, <http://www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/bringing-them-home-stolen>
* ‘Commemorating the Freedom Ride’, <https://aiatsis.gov.au/exhibitions/1965-freedom-ride>
* Charles Perkins interview, <http://www.australianbiography.gov.au/subjects/perkins/interview1.html>
* The 1967 Referendum fact sheet, <http://www.naa.gov.au/collection/fact-sheets/fs150.aspx>
* Faith Bandler discussing the 1967 Referendum, <http://dl.nfsa.gov.au/module/1025/>
* ‘Australia’s involvement in the Vietnam War’, <http://www.naa.gov.au/collection/fact-sheets/fs117.aspx>
* Australian War Memorial Website, <https://www.awm.gov.au/atwar/vietnam/>
* ‘Conflict – Australians at war’, <http://generator.acmi.net.au/sites/default/files/Generator_Conflict_9.pdf>
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| **EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasureStudents:* respond to texts by listening, reading and viewing for specific purposes and content
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* recognise that texts, including their own, are created in and for a variety of purposes, audiences and contexts
* compose personal responses to individual texts and groups of texts and consider the responses of others in both written and spoken forms
* develop and present information and ideas in a range of modes and media and in analytical, expressive and imaginative ways

**EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contextsStudents:* use active listening strategies and work collaboratively with others
* develop and use language for making connections, posing questions, affirming, challenging, speculating and generalising
* experiment with register and tone to create rapport
* recognise and use intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level

**EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologiesStudents* describe the forms and conventions of texts created in different modes and media, including visual and digital texts
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* understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
* respond to and compose a range of texts for specific purposes, audiences and contexts in both written and spoken form, and reflect on the ways in which meaning is shaped

**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* transfer knowledge of familiar language forms, conventions and literary devices to unfamiliar texts and contexts
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**EAL11-7** understands and assesses the diverse ways texts can represent personal and public worldsStudents:* analyse how texts that represent public worlds influence personal perspectives

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**EAL11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learnerStudents:* reflect on the strengths and weaknesses in their receptive skills as well as their personal communication style

**EAL/D Key Learning Skill:*** Language Proficiency and Fluency
* Intercultural communication competence
* Phonological Knowledge
* Writing conventions
* Grammatical competence
* Semantic competence
 | **Deconstruction of the film *The Sapphires*****Context of the director**Students work in pairs to research the context, experiences and thinking of the film’s director, Wayne Blair. In doing so, they have the opportunity to develop a deeper understanding of his work in the filmmaking industry particularly in relation to *The Sapphires.* Students represent their findings by writing the script of an imagined interview with the director. They may use this script to role play the interview in front of the class.**First viewing of the film**Students view the film for the first time taking note of key aspects of the narrative and storyline of the text. The teacher scaffolds this process by providing the following prompts:* Introduction of the film – time, place, circumstances, main characters
* Series of events/complications – incidents where main characters go about achieving goals as well as challenges and obstacles they face along the way (whether they be physical, mental, emotional, social and/or political)
* Resolution – how the goals are achieved or not achieved in the conclusion, and the high point of achievement in the action/conclusion.

The teacher provides opportunities for students to consolidate their notes through class discussion after viewing the film.**Adjustment**Students make a timeline of the narrative as it unfolds in the film.**Setting**The teacher guides students to identify key aspects of setting. Students find images or dialogue that signal the time and place that the story occurs.Students answer the following questions in order to consolidate their learning about the impact of setting* How is the setting of *The Sapphires* significant to the film?
* What does the setting suggest about the characters and their journey
* What does the setting suggest about the narrative/storyline?

**Individual student reflection**Students use their understanding of the film to compose written responses to some of the essential questions for the unit: * What is the purpose of studying a text closely?
* What impact does context have on the understanding of text?
* How is a narrative represented in text?

The teacher assesses these responses in order to gauge students’ understanding at this point in the unit. **Second viewing of the film**The teacher conducts a pre-test of the students’ understanding and recall of film techniques. Based on the results, the teacher provides students with relevant resources to support their understanding of key film terminology. Students are expected to be familiar with the following terms:* Camera shots: extreme close up, close up, mid shot, long shot, extreme long shot,
* Camera angles: high, low, aerial, crane, bird’s eye and POV
* Dialogue
* Sound
* Positioning
* Lighting
* Costume
* Props.

Students view the film for the second time. The teacher stops at key scenes in order to guide students through a detailed analysis of the content and composition of the scene.**Characterisation**Students brainstorm their thoughts on the concept of characterisation considering how an audience learns about characters through their actions, thoughts and feelings, memories and dialogue.Students have a discussion in which they identify and list major and minor characters, noting down their physical and personality traits. They discuss how directors reveal personality traits through character thought, behaviour or language. Students identify the main character’s goals and how these goals guide the story. Students use a table or other graphic organiser to organise the points gathered during the discussion.The teacher provides students with a model response that explores a particular character. Students read and annotate the text in order to understand its language and structure. Students use this model as a scaffold for their own written response on another character. Students self-edit as well as gain feedback from their peers and teachers to improve the quality of their response. Students use this to form part of an essay in response to the question – How does Blair represent key characters in *The Sapphires*?**Themes and concepts**Students work alone and then in pairs to compile a list of key ideas in *The Sapphires*. As a class, students discuss these ideas and create a class list. The list may include:* prejudice
* gender roles
* overcoming obstacles
* familial relationship
* resilience
* interracial relationships
* the power of music.

Students write unfamiliar words and definitions in their vocabulary log.The teacher selects a key scene from the film in order to model how to deconstruct a scene effectively. Using the scaffold questions below, the teacher and students take notes to answer the questions. After viewing, the class shares their notes in order to form clear responses to the questions.Scaffold questions:* What ideas are explored in this scene?
* What is happening in this scene that makes me think about these ideas?
* What film features are used to help communicate these ideas?

Students are given a key scene and work in pairs to take notes in order to answer the questions. Each groups’ work is shared via Google Docs or other platform so that the teacher can monitor progress and provide feedback.Using the notes developed during the joint construction phase, the teacher shares a model paragraph with the students. Students annotate the paragraph paying attention to:* organisation of content
* references to film features
* cohesive links.

Students use this model to construct their own paragraph based on the notes taken on their particular scene during the group work activity. Students share their paragraph with a student who wrote on a different scene and provide feedback on the writing.The teacher may choose to focus on students’ sentence writing skills using a Systemic Functional Linguistic lens. The following activity focuses on noun groups, verb groups and circumstances (prepositional phrases/adverbials) to support students in developing their academic register.The teacher provides students with an example of a sentence in informal register such as the one below:Nowadays **people** *are* **racist.**Students use the key below to identify aspects of sentences:**Noun group: (bold and underlined)people/racist***Verb group: are*Circumstances: Nowadays (when)Students explore a number of examples which move from social register into academic register. Initial improvement of sentences can be achieved through expanding noun groups within the above sentence. Teachers may also choose to focus on developing:* circumstances (prepositional phrases/adverbials) to provide further information to the audience
* verb groups (processes) to signal movement between the ideas (set the tense/time/movement).

Example of noun group expansion:During the late 1960s, the context of **Wayne Blair’s *The Sapphires*, citizens in the country town of Cummeragunja** *were* *extremely* **prejudiced** *against* **Aboriginal Australians.****Motif**Students discuss the quote below:‘In soul music they’re struggling to get it back, and they haven't given up. So every note that passes through your lips should have the tone of a woman who’s grasping and fighting and desperate to retrieve what’s been taken from her.’Students use the ideas generated during the discussion to write a reflection using the questions below as a guide:* What was your understanding of soul music prior to studying this film?
* What impact do you think the genre of soul music had on your understanding of the characters and the issues experienced throughout the film? Justify your response.

**Literary trope**The literary trope of moral conflict is a means of further delving into the relationship between context, characterisation and concepts. Students are allocated a moral conflict from the film. They select relevant scenes which demonstrate the moral conflict and analyse how it is communicated through the language forms and features. Students compose a discursive response detailing their findings about the moral conflict. Examples of moral conflict in the film:* The film is set in *1968,* the year after Australia’s Aboriginal and Torres Strait Islander Peoples won the right to vote. Despite this legislative and political breakthrough, issues concerning prejudice and racism are portrayed within the film by Blair. This idea is clearly witnessed in the opening sequence, where despite their obvious talent, when the girls perform at the talent quest in the pub, they are either ignored or viewed with contempt by the patrons.
* Further examples of prejudice, despite the law, is that of the Stolen Generation, as the girls' cousin Kay was taken away by authorities at a young age because she could ‘pass as white’ (sic).
* Later in the film, Kay and Robby (an African American) attempt to treat a gravely wounded soldier who despite his urgent need for assistance, is reactive towards Robby’s race and does not want to be touched by him.
* On the flip side, Gail is often unapologetically cruel to Kay regarding the latter's skin tone, taunting her about supposedly thinking she's superior to the other girls because of her light complexion. Gail heightens this taunt by suggesting in one scene that the only reason she's interested in Robby is to make herself ‘blacker’ (sic). For Gail, someone who has often faced taunts and racial mistreatment, it's hypocritical.
 | Copy of the film *The Sapphires*Interactive timeline, <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>Glossary – *English EAL/D Stage 6 Syllabus*‘The Columbia Film Language Glossary’, [https://filmglossary.ccnmtl.columbia.edu/](https://filmglossary.ccnmtl.columbia.edu/%20) Teacher resources, <http://www.isfla.org/Systemics/Education/publications.html> |
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**EAL/D Key Learning Skill (KLS):*** Language proficiency and fluency
* Intercultural communication competence
* Phonological knowledge
* Writing conventions
* Grammatical competence
* Semantic competence
 | **Writing task**Students compose an extended response in relation to the question:How does the composer represent the unique experiences of individuals in the late 1960s? In your response make detailed reference to at least two excerpts from Wayne Blair’s *The Sapphires.*As a class, students deconstruct the essay question. The teacher demonstrates possible ways of organising the response. During the drafting process, students engage in self-editing and peer-editing in order to clarify the quality of their response.Prior to submission, students assess their own response using the marking guidelines provided by the teacher. Students submit this along with their essay for teacher feedback.**Assessment task preparation**In preparation for the assessment task, the teacher develops a sample task based on a scene that will not be explored as part of the summative assessment task. The teacher develops questions that scaffold students’ ability to respond to audio-visual material in a given time period. Students’ responses are marked and students are given feedback.The teacher leads a discussion that focuses on key techniques and strategies for responding to audio-visual material in timed conditions. |  |

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| **EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaningStudents:* identify, describe and use language forms and features relevant to personal, social, historical, cultural and workplace contexts
* use organisational features and emphases, for example repetition, reiteration and paraphrasing, literal and interpretive levels of meaning and main ideas in texts
* understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
* use appropriate conventions of grammar, sentence structure and punctuation with increasing consistency

**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contextsStudents:* describe how the selection of text structures and language features can influence an audience
* use cohesive devices at sentence, paragraph and whole text level
* use subject-specific vocabulary, nominalisation, nouns and verbs to create modality, collocations, idioms and figurative language
* identify the effects of particular language choices on meaning

**EAL11-7** understands and assesses the diverse ways texts can represent personal and public worldsStudents:* discuss and reflect on wider issues arising from their engagement with texts
* analyse and assess the impact of language and structural choices on shaping own and others’ perspectives

**EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaningStudents:* understand cultural attitudes, beliefs and values underlying issues and language in texts
* describe how different purposes and contexts influence language choices and meaning
* understand the contemporary application of Aboriginal protocols in the production of texts in order to protect Indigenous Cultural and Intellectual Property
* explain overt and implicit assumptions made in texts
* compose texts that explain the effects of language experiences and culture on responding to and composing texts
 | **Summative assessment task**The summative assessment requires students to address four unseen questions. NB: The assessment task was administered and deconstructed with the essential questions in the field building phase of this unit.The task instructions are as follows:Students view an excerpt from the film, *The Sapphires* and answer four unseen questions in the allocated time.The excerpt used for this task will be selected from one of the following scenes:a) Singing ‘Yellow Bird’b) Performing ‘Today I started lovin’ you again’c) The difference between country and soul music scene – Singing ‘I’ll take you there’ The first three questions will be related to the content presented in the excerpt with a focus on film techniques and language used by the director to communicate values and ideas.The last question is an extended response and requires students to explore the excerpt as well as the film as a whole.Below are the questions for the summative assessment. These will not be provided to students until the day of the task.Questions in relation to the excerpt:1. Summarise the scene. (2 marks)
2. How does the director represent the characters’ connection to culture? (3 marks)
3. What key ideas are explored in this excerpt? Support your response with examples. (5 marks)

Extended response question (using the excerpt and film as a whole)1. How does engagement with key moments in the film provide the audience with insight into characters’ perspectives? In your response make detailed reference to the event in the excerpt provided as well as the film as a whole. (10 marks)
 | Summative assessment task*The Sapphires* |
| **EAL11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learnerStudents:* identify various ways they approach texts and articulate and monitor their own understanding
* use strategies to reflect on and consolidate own learning from engagement with texts
* use ICT tools to support learning
* assess their own strengths and needs as learners and apply strategies to ensure their ongoing improvement
* reflect on the strengths and weaknesses in their receptive skills as well as their personal communication style
* create texts that reflect on their own learning, considering how processes can be adjusted to improve learning outcomes
 | **Evaluation**The teacher uses Google Forms, Survey Monkey or another data collection tool to collect information from the students regarding their views and progress in the unit. Statements could include:1. The learning outcomes and expected standards of this unit of work were clear to me.
2. The teaching in this unit of work helped me to learn effectively.
3. The teaching and learning in this unit supported my oral and written language development.
4. The teaching and learning in this unit provided opportunities for me to develop and express intercultural understanding and empathy.
5. The teacher was aware of and catered for students’ diverse learning needs and styles.
6. The unit provided opportunities to access and use ICT skills and resources.
7. The assessment in this unit allowed me to demonstrate what I understood.

The teacher selects and shares relevant data with the class and discusses how this could inform future teaching and learning. | Google FormsSurvey Monkey |
| **Reflection and evaluation** |