**Stage 2 Essential English Implementation**

Workshop Booklet

2016



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**Performance Standards for Stage 2 Essential English**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using diverse and sophisticated vocabulary.  Sophisticated use of consistently appropriate textual conventions and register for context and purpose. | Thorough comprehension of the information, ideas, and perspectives in a range of texts.  Sophisticated comprehension of ways in which the creators and readers of texts use a wide range of language choices and stylistic features to make meaning. | Comprehensive analysis of ways in which creators of a range of texts convey information, ideas, and perspectives  Sophisticated analysis of the cultural, social, or technical roles of language in supporting effective interactions in a range of contexts. | Sophisticated use of a range of stylistic features and language choices to convey information, ideas, and perspectives in a range of contexts.  Fluent and precise expression, using appropriate textual conventions and register for audience and purpose. |
| **B** | Usually clear and coherent writing and speaking, using appropriate vocabulary.  Effective use of usually appropriate textual conventions and register for context and purpose. | Effective comprehension of information, ideas, and perspectives in a range of texts.  Comprehension of ways in which the creators and readers of texts use some language choices and stylistic features to make meaning. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Well-considered analysis of the cultural, social, or technical roles of language in supporting effective interactions in a range of contexts. | Appropriate use of some stylistic features and language choices to convey information, ideas, and perspectives in a range of contexts.  Mostly fluent and precise expression, using appropriate textual conventions and register for audience and purpose. |
| **C** | Generally clear and coherent writing and speaking, using mainly appropriate vocabulary.  Appropriate use of some appropriate textual conventions and register for context and purpose. | Comprehension of some information, ideas, and perspectives in a limited range of texts.  Comprehension of some ways in which the creators and readers of a narrow range of texts use some language choices and stylistic features to make meaning. | Description and some analysis of ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives (e.g. the textual conventions used in a social media text).  Analysis of the cultural, social, or technical roles of language in supporting effective interactions in a limited range of contexts. | Appropriate use of a narrow range of stylistic features and language choices to convey information, ideas, and perspectives in a restricted range of contexts.  Generally accurate and fluent expression, using appropriate textual conventions and register for audience and purpose. |
| **D** | Occasionally clear and coherent writing and speaking, using restricted vocabulary.  Some use of partially appropriate textual conventions and register for context and purpose. | Identification of some simple information, ideas, and perspectives in a limited range of texts.  Occasional comprehension of some ways in which the creators and readers of simple texts use some language choices and stylistic features to make meaning. | Reference to the ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives.  Reference to some of the roles of language in supporting effective interactions. | Some use of a narrow range of stylistic features and language choices to convey simple information, ideas, and perspectives in some contexts.  A level of accurate and fluent expression, occasionally using appropriate textual conventions and register for a narrow range of audiences and purposes. |
| E | Restricted clarity and coherence in writing and speaking, using limited vocabulary.  Limited use of some partially appropriate textual conventions and register for a context or purpose. | Identification of a simple piece of information, idea, or perspective in a text.  Some comprehension of a way in which the creator or reader of simple texts uses a language choice or stylistic feature to make meaning. | Recognition of the way in which a creator of a text conveys a simple piece of information, idea, or perspective.  Reference to a way in which language supports interaction. | Occasional use of one or more stylistic features and language choices to convey a piece of information, simple idea, or perspective in a context.  Emerging level of accurate and fluent expression, occasionally using appropriate textual conventions and register for an audience or purpose. |

**Stage 2 Essential English**

**Assessment Overview- Journalism: New and Traditional**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Responding to texts**  **Weighting 30%** | **Publications**- Students explore a traditional or online newspaper and analyse the role of language in presenting information, ideas and perspectives.  **Advertising**- Students examine a range of advertisements (print, online, television) that demonstrate assumptions about ethnicity, gender or class. They write a letter or produce an oral response to the Advertising Standards Bureau outlining their concerns about the perspectives presented in advertising texts.  **Blogs**- Students read and view two blogs written for different target audiences. They analyse the role of language in a blog such as the use of content, layout, graphics, contrast, and repetition, and communicate their analysis in an oral presentation with supporting visuals. | 1,2  1,2  1,2 | 1  1 | 1  1  2 |  | Written response up to a maximum of 800 words, or a multimodal response of equivalent duration.  Up to a maximum of 6 minutes in multimodal form.  Written response up to a maximum of 800 words. |
| **Creating texts**  **Weighting**  **40%** | **Blog –** Students choose an event outside of the school community and compose their own blog entry suitable for publication. The blog must include visual images.  **Editorial** (**advocacy**) - Students investigate the structural conventions and language features of persuasive writing in editorials. They compose their own editorial on a relevant and appropriate topic for a specific audience.  **Creative Text** - Students produce an feature article on a topic of personal choice that is suitable for publication in areal or imagined publication. Students are encouraged to use a form which suits their purpose such as vodcast, Photo Story, PowerPoint or Wordpress blog. | 1,2  1,2  1,2 |  |  | 1,2  1,2  1,2 | A multimodal blog entry up to a maximum of 800 words.  Written editorial up to a maximum of 800 words.  Written response up to a maximum of 800 words, or up to a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |
| **Language report**  **Weighting**  **30%** | Students, in consultation with the teacher, develop and define a focus for an individual study based on a media topic. They base their study around the use of language by people in achieving a particular purpose within one of the suggested contexts. | 1,2 | 1,2 | 1,2 | 1,2 | *One language study that is a maximum of 1500 words if written or the equivalent in oral, or multimodal form.* |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*

**Stage 2 Essential English**

**Assessment Overview- Sports Theme**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Responding to texts**  **Weighting 30%** | **Response to a Sports Text**- Students independently choose, read or view and respond to a biographical, non-fiction or narrative sports text such as *The Basketball Diaries, The Fight, On Warne, This Sporting Life, The Hustler, The Anna Meares Story*. Students comprehend the information, ideas and perspectives presented in the text and analyse the ways the creator of the text conveys information  **Analysis of a Sporting Website** - Students choose a website with dedicated sports content such as the *Footy Almanac*, *Grantland* or *Women Talk Sports*, and analyse the language techniques used to influence readers’ opinions.  **Evaluation of a Media Sports Show-** Students select a sports programme such as *The Offsiders, The Footy Show, The Rush Hour*. Students analyse the ways in which these texts are composed for a specific audience. They identify how the sports show is addressing its purpose, and appealing to the audience. | 1,2  1,2  1 | 1  2  2 | 1  2  2 | 1,2  1,2  1 | Written response to a maximum of 800 words.  Maximum of 800 words if written, a maximum of 6 minutes if oral or the equivalent in multimodal form.  Oral to a maximum of 6 minutes. |
| **Creating texts**  **Weighting**  **40%** | **Sports Story**- Students visit a sporting match, season launch or training session with the aim of collecting information to be used in a story. They compose an article for a specific publication such as the *Messenger Newspaper*, *The Advertiser*, TV or radio programme, blog or website, adhering to the conventions of the form and taking into account the purpose, audience, context and language techniques of an article.  **Instructional Coaching Text-** Students produce an instructional oral demonstration such as how to perform a particular sporting skill such as hitting a 2 iron, swimming backstroke or kicking a goal. These can be video recorded and edited for a television programme or instructional video or delivered live to an audience.  **Proposal of a new rule or organisational change, either to the CEO or relevant committee-** Students produce a persuasive oral, or written submission in which they propose a new rule. **(Advocacy text)** | 1,2  1,2  1,2 |  |  | 1,2  1,2  1,2 | Written response to a maximum of 800 words  Oral to a maximum of 6 minutes.  Maximum of 800 words if written, a maximum of 6 minutes if oral or the equivalent in multimodal form. |
| **Language report**  **Weighting**  **30%** | Students, in consultation with the teacher, develop and define a focus for an individual study based on a sporting topic. They base their study around the use of language by people in achieving a particular purpose within one of the suggested contexts. | 1 | 1,2 | 1,2 | 1 | *One language study that is a maximum of 1500 words if written or the equivalent in oral or multimodal form.* |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*

**Stage 2 Essential English**

**Assessment Overview- Work Theme**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Responding to texts**  **Weighting 30%** | **Response to a Work-based Documentary**- Students choose, view and respond to a biographical, non-fiction or narrative text such as *Ice-Road Truckers, The Worst Jobs in History*, *Alaska’s Ultimate Bush Pilots*. Students comprehend the information, ideas and perspectives presented in the text and analyse the ways the creator of the text conveys information.  **Analysis of a Company or Small Business Website** - Students choose a website and analyse the language techniques used to influence costumers’ opinions.  **Evaluation of a Workplace Text-** Students select a text of interest such as a job application, curriculum vitae, safety at work brochure. Students need to demonstrate knowledge and understanding of the ways in which these texts are composed for a specific audience. They identify how the text is addressing its purpose, and appealing to the audience. | 1,2  1,2  1 | 1  2  2 | 1  2  2 |  | Maximum of 800 words if written, a maximum of 6 minutes if oral or the equivalent in multimodal form.  An oral of a maximum of 6 minutes.  Maximum of 800 words in writing. |
| **Creating texts**  **Weighting**  **40%** | **Biographical Text**- Students select and interview someone with an interesting work history with the aim of collecting information to be used in a text. They compose an article for a specific publication such as the *Messenger Newspaper*, *The Advertiser*, TV or radio programme, blog or website, adhering to the conventions of the form and taking into account the purpose, audience, context and language techniques of a review.  **Instructional Text-** Students produce an instructional text such as how to perform a particular workplace skill such as welding, assembling equipment or preparing food for sale. If written, diagrams or photos may be useful to illustrate the steps.  **Proposal of an organisational change, either to the CEO or relevant committee-** Students produce a persuasive oral in which they propose a new procedure, designed to improve workplace safety or efficiency. **(Advocacy text)** | 1,2 |  |  | 1,2 | Maximum of 800 words if written, a maximum of 6 minutes if oral or the equivalent in multimodal form.  Maximum of 800 words in writing.  An oral of a maximum of 6 minutes. |
| **Language report**  **Weighting**  **30%** | Students, in consultation with the teacher, develop and define a focus for an individual study based on a work topic. They base their study around the use of language by people in achieving a particular purpose within one of the suggested contexts. | 1 | 1,2 | 1,2 | 1 | *One language study that is a maximum of 1500 words if written or the equivalent in oral or multimodal form.* |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*

**Stage 2 Essential English**

**Assessment Overview- Culinary Theme**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Responding to texts**  **Weighting 30%** | **Response to a biography**- Students independently choose, read or view and respond to a biography of a famous chef or other inspirational culinary character. Students comprehend the information, ideas and perspectives presented in the text and analyse the ways the creator of the text conveys information.  **Analysis of a website for a restaurant or tourist destination** - Students choose a website designed to promote a restaurant or tourist destination, and analyse the language techniques used to influence opinions. The language of persuasion is the focus of this assessment.  **Evaluation of two TV or internet cooking shows-** Students evaluate two TV or internet cooking shows. They demonstrate knowledge and understanding of the ways in which these texts are composed for a specific audience. They identify which cooking show is most successful in addressing the purpose and appealing to the audience. | 1,2  1,2  1 | 1  2  2 | 1  2  2 |  | A written response to a maximum of 800 words.  An oral response to a maximum of 6 minutes.  Maximum of 800 words if written, a maximum of 6 minutes if oral or the equivalent in multimodal form. |
| **Creating texts**  **Weighting**  **40%** | **Restaurant/food review**- Students visit a restaurant, fast food venue, school canteen or local take-away shop with the aim of collecting information which could be used in writing a review. They compose a review for a specific publication such as the *Messenger Newspaper*, *The Advertiser*, a gourmet magazine, blog or a website, adhering to the conventions of the form and taking into account the purpose, audience, and language techniques of a review.  **Instructional or procedural writing-** Students produce an instructional or procedural text such as how to safely sharpen a knife, or how to deal with a complaint about food in a restaurant. If written, diagrams or photos may be useful to illustrate the steps.  **Proposal of a new menu, either to the head chef or the owner of a restaurant-** Students produce a persuasive oral in which they propose a new menu to the head chef or owner of a restaurant. **(Advocacy text)** | 1,2  1,2  1,2 |  |  | 1,2  1,2  1,2 | Maximum of 800 words.  Maximum of 800 words if written, a maximum of 6 minutes if oral or the equivalent in multimodal form.  An oral of a maximum of 6 minutes. |
| **Language report**  **Weighting 30%** | Students, in consultation with the teacher, develop and define a focus for an individual study based on a culinary topic. They base their study around the use of language by people in achieving a particular purpose within one of the suggested contexts | 1,2 | 1,2 | 1,2 | 1,2 | *One language study that is a maximum of 1500 words if written, or the equivalent in oral, or multimodal form.* |

**Stage 2 Essential English**

**Assessment Type 1: Responding to Texts- Carpool Fun**

|  |  |
| --- | --- |
| **James Corden**  ***Carpool Karaoke*** | **Julia Zemiro**  ***Home Delivery*** |
| **Jerry Seinfeld**  ***Comedians in Cars Getting Coffee*** | **Robert Llewellyn**  ***Carpool*** |

**Task description:**

Choose ***two or three*** of the above examples of celebrity interviews in cars. (Find an interview/guest that interests you on YouTube) Watch the interviews. Research, plan and prepare for an oral presentation based on explorations of the carpool interviews. In the oral you need to:

* explain what information, ideas, and perspectives are discussed in the carpool interview (Cp1)
* explain how the creators (the person conducting the interview and the editor of the video) of these texts use language choices and stylistic features to make meaning (Cp2) e.g.
* what is the impact of the camera mounted on the dashboard of the car( a stylistic feature)?
* analysis of the social, cultural, or technical roles of language that support effective interaction in the car (An2)
* is the language used in the car more casual or informal than a traditional interview around a desk?
* what is the relationship of the interviewee and interviewer e.g. are they friends, equals or adversaries
* use clear and coherent spoken expression, using appropriate

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Assessment Type 1: Responding to Texts

Advocacy

Speeches provide inspiration, create history, instigate change and communicate to a wide audience. Emma Watson has used her profile to advocate for change in regard to gender equality. Your task is to respond to Emma Watson’s 2014 speech to the UN *HeForShe,* or another advocacy address*.* The objective of this task is to analyse how the speech challenges, informs and connects to a particular audience.

Having watched and discussed a speech, complete a response to text in written, oral or multimodal form.

In this task you should demonstrate:

1. Clarity and coherence of written and spoken expression, using appropriate vocabulary (C1)
2. Use of accurate, clear, and fluent expression as well as appropriate textual conventions and register for audience and purpose (C2)
3. Comprehension of information, ideas, and perspectives in texts (Cp1)
4. Comprehension of ways in which the creators and readers of texts use language choices and stylistic features to make meaning (Cp2)
5. Analysis of ways in which creators of texts convey information, ideas, and perspectives (An1)
6. Analysis of the social, cultural, or technical roles of language that support effective interactions in different contexts (An2)

**Selected Texts**

Examples of advocacy speeches can be found at these sites:

Emma Watson’s *HeForShe* speech to the United Nations *-* <https://www.youtube.com/watch?v=Q0Dg226G2Z8>

Malala Yousafzai addresses United Nations Youth Assembly- <https://www.youtube.com/watch?v=3rNhZu3ttIU>

Leonardo DiCaprio (UN Messenger of Peace) at the opening of Climate Summit 2014- <https://www.youtube.com/watch?v=vTyLSr_VCcg>

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Assessment Type 2: Creating Texts

Short Stories from Vending Machines

Eight vending machines in Grenoble, France are distributing one, three or five minute short stories, for free, to customers. According to the developer, “Smartphones have blurred the limits between our professional life and our distractions,” he said. “The paper format provides a break from omnipresent screens. People may not have reacted so strongly to our vending machines six years ago, when smartphones hadn’t become essential to all parts of our lives yet.”



Create short stories for a vending machine situated in the Adelaide train station.

* With a focus on genre, character, or situation compose 4 x 1 minute stories (approximately 200 words each) ***OR***
* With a focus on a magnified moment in time and/or genre, character or situation 2 x 3 minute stories (approximately 400 words each) ***OR***
* 1 x 5 minute story (approximately 800 words)

In this task you should demonstrate

1. Clarity and coherence of written and spoken expression, using appropriate vocabulary (C1)
2. Use of accurate, clear, and fluent expression as well as appropriate textual conventions and register for audience and purpose (C2)
3. Selection and use of a range of stylistic features and language choices to convey information, ideas, and perspectives in a context (Ap1)
4. Creation of texts for different purposes using appropriate textual conventions, in real or imagined contexts (Ap2)

**Selected Text**

The Guardian *Short story vending machines press French commuters' buttons* <http://www.theguardian.com/books/2015/nov/13/short-story-vending-machines-press-french-commuters-buttons>

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Assessment Type 2: Creating Texts

Advocacy Text

Produce a text that advocates for an issue, cause, or process relevant to a context. You could, for example, create a text advocating for:

* an improved process or procedure in a workplace
* a change to a rule or process in a sporting context
* ethical treatment of an individual or group of individuals
* provision of a service or infrastructure in a local community
* action to encourage or prevent change within a community.

|  |  |  |
| --- | --- | --- |
| Animal Rights  Automotive  Civil Rights  Communications  Consumer Goods  Education  Elder Care  Employment/Labor  Environment  Agriculture  Air  Earth  Environment  Forests  Regional | Water  Financial  Food  Genetic Engineering  Government  Human Rights  Abuse  Childrens' Rights  Death Penalty  Disabled Rights  Gay Rights  General  Homeless  Mens' Rights  Poverty  Prisoners | Privacy  Racial  Refugees  Slavery  Womens' Rights  Insurance  Internet/Technology  Legal  Medical/Health  Learning Disabilities  Medical/Health  Reproduction  Multi-Focus  Homeowners' Rights  Vaccination |

Once you have chosen a cause to advocate for decide on a text type to present the advocacy text. For example, you could

* write a letter to a newspaper, government department or business
* present on oral debate or TED talk or persuasive speech
* write an article for a magazine or newspaper or website

In this task you should:

* use clear (grammatically correct) and coherent (organised structure) written and/or spoken expression, using appropriate vocabulary. (C1)
* use appropriate textual conventions and register for audience and purpose (C2)
* use language choices to convey your ideas and perspectives about the question (Ap1)
* use appropriate textual conventions to the text type you have chosen (e.g. a letter)

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Assessment Type 2: Creating Texts

Memoir

Your task is to write a memoir and present it as a digital text. You will be required to create a digital memoir in which you examine an aspect of your life by using an arrangement of images, voice over narration, diegetic sound, film, and music. Your memoir should reveal something personal about your character and the relationships you have with others. Therefore, focus on a small part of the event and discuss in detail how it affected you.

Features of a successful memoir:

* Personal – the writer recalls the way they felt about the things/people/events
* Detailed – the writer recalls the sounds, smells, colours, weather, and nicknames
* Amusing – the writer uses humour and is not afraid to poke fun at their mistakes
* Tense – the story is told in the past tense

Process/tips:

* Write a memoir that explores a part of your life. Your text will act as your script for the digital memoir that you will create.
* Select personal photos, words and images you wish to use to digitize your memoir.
* You might like to use music for a background to your memoir.

Selected Texts

Schmoop, What’s a Memoir? <http://www.shmoop.com/video/whats-a-memoir>

Excellent memoir examples from the Electric Typewriter <http://tetw.org/Memoir>

What technology should I use?

There are many examples of software you can use to create a digital story and new ones are being created all the time. Use any technology you have access to and are familiar with. There are many free resources available to download. Commonly used ones include:

1. Audacity <https://sourceforge.net/projects/audacity/>
2. iMovie <http://www.apple.com/au/mac/imovie/>
3. Movie Maker <http://windows.microsoft.com/en-au/windows/movie-maker>
4. Story kit <https://itunes.apple.com/us/app/storykit/id329374595?mt=8>
5. YouTubeEditor <https://www.youtube.com/editor>

In this task you should:

* write the digital text with clarity and coherence of written and spoken expression, using appropriate vocabulary (C1)
* use accurate, clear, and fluent expression as well as appropriate textual conventions and register for audience and purpose (C2)
* use of a range of stylistic features and language choices to convey your memoir (Ap1)
* create the text using appropriate textual conventions for a memoir (Ap2)

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Assessment Type 2: Creating Texts

Slam Poetry as Advocacy

Slam poetry is writing that is meant to be read out loud. It can offer vital, thrilling advocacy.

Your task is to select and research an issue to advocate and present your own slam poem/spoken words. Try to use this task as a vehicle to agitate for change or educate. Your slam poetry must be well researched, rich with detail, and entertaining. This task is oral and can be presented live or can be recorded. Your slam should be a maximum of six minutes.

Things to consider:

* You will need to focus on advocacy in this task.
* Spend some time thinking about language choices and how you will structure your slam poetry.
* You may use props, costumes and music.
* Aim to be provocative, humorous, or unusual as a memorable performance aids your cause.

In this task you should demonstrate

1. Clarity and coherence of written and spoken expression, using appropriate vocabulary (C1)
2. Use of accurate, clear, and fluent expression as well as appropriate textual conventions and register for audience and purpose (C2)
3. Selection and use of a range of stylistic features and language choices to convey information, ideas, and perspectives in a context (Ap1)
4. Creation of texts for different purposes using appropriate textual conventions, in real or imagined contexts (Ap2)

Selected Texts

Zohab Zee Khan- Australian Poetry Slam champion <https://www.youtube.com/watch?v=VQ8cWushNq0>

<https://www.youtube.com/watch?v=MEgPTuH1MUg>

Shane Koyczan- <http://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful>

Omar Musa- Australian/Malaysian poet, rapper and novelist- <https://www.youtube.com/watch?v=XZfJsOGOxnw>

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Assessment Type 1: Responding to Texts

Tropfest

Tropfest is Australia's most prestigious short film competition and the largest short film festival in the world. From the sixteen finalists selected in the 2016 competition the following are connected by theme and topic:

**Angie** <http://tropfest.com/au/films/feb-2016-finalists/angie/>”Deaf artist Stefan Kater mentors Angie Goto to help her face her fears and exhibit her work for the first time.”

**Ben’s Filming the Movie** <http://tropfest.com/au/films/feb-2016-finalists/bens-filming-the-movie/> “Hi my name is Benjamin Howard, I am 14 years old and my special interest is Back to the Future and I love filming and movies.”

**Postcards to Ulay** <http://tropfest.com/au/films/feb-2016-finalists/postcards-to-ulay/> ‘A Tajmeni tail.’

Select *three* of the following questions to answer in reference to one of the films listed above. Answer the questions in paragraphs up to a total of 800 words.

1. What “happens” in the plot? How is the story told (linear, with flashbacks, flash-forwards, episodically)?
2. How film techniques are used to influence the viewer (sound, editing, characterisation, camera movement, etc.)?
3. What atmosphere does the setting create? Do particular objects or settings have symbolic functions?
4. How are the characters costumed and made-up? What does their appearance reveal about their social standing, ethnicity, gender, or age? How do the costumes and makeup convey character?
5. How does the lighting influence our perception of the characters and space? What is illuminated, what is in the shadow?
6. What shot distances are used? When are the various shot distances used (e.g., the opening of the scene, during a conversation, etc.)? What purposes do they serve?
7. How do camera angles function (e.g. high angled)? How do they shape our view of characters or spaces?
8. How do camera movements function? What information do they provide about characters, objects, and spaces? Do they guide the viewer’s eye toward particular details? Do they align the viewer’s perspective with that of a character?
9. What types of cuts are used? How are the cuts used (to establish rhythm, shift between characters, transition between spaces, mark passage of time)?
10. What is the music's purpose in the film? How does it direct our attention within the image? How does it shape our interpretation of the image?

In this task you should demonstrate:

* Comprehension of information, ideas, and perspectives in texts (Cp1)
* Comprehension of ways in which the creators of short films use language choices and stylistic features to make meaning (Cp2)
* Analysis of ways in which creators of texts convey information, ideas, and perspectives (An1)

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Assessment Type 2: Creating Texts

Workplace Texts

Your task is to create a workplace written, oral or multimodal text. You might base this upon your own experiences in a paid or volunteer job.

Some possibilities include:

* Completing a resume or cover letter
* Responding to an online job advertisement
* Filling in an accident report
* Creating a recommendation for worksite change proposal
* Designing a brochure educating workers about unfair treatment

Process/tips:

* Think about your workplace experiences. Is there a positive or negative aspect you could use to create a text?
* Once you have completed a draft, ask someone at your work to read it and give you feedback.

In this task you should demonstrate:

1. Clarity and coherence of written and spoken expression, using appropriate vocabulary (C1)
2. Use of accurate, clear, and fluent expression as well as appropriate textual conventions and register for audience and purpose (C2)
3. Selection and use of a range of stylistic features and language choices to convey information, ideas, and perspectives in a context (Ap1)
4. Creation of texts for different purposes using appropriate textual conventions, in real or imagined contexts (Ap2)

**External Assessment**

**Assessment Type 3: Language Study (30%)**

For this assessment type, students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.

Although the language report is an independent study, teachers may advise and support students in choosing a focus for study as well as to provide a structure for the completion of the study. Teachers may select the context for the class and prepare students with formative activities, or students may choose their own contexts. Students must undertake this study as an individual and not as a shared exercise.

Students, in consultation with their teacher, select one of the following contexts for study:

* workplace, training or volunteering
* virtual social networking
* a recreational or personal interest (e.g. sport, reading)
* educational/academic (e.g. school)
* cultural (e.g. language group, festival)
* the local community
* a community of interest.

Students focus their study through devising a question or hypothesis about the use of language in the chosen context. They select appropriate language resources to analyse and use as evidence in their study. Students use at least two different language resources. These resources should be selected and evaluated for the ways in which they develop the student’s understanding of the use of language in the selected context.

|  |  |  |
| --- | --- | --- |
| **Context** | **Example focus question** | **Examples of appropriate resources** |
| workplace, training or volunteering | How is language used for the purpose of persuading people to donate to charity? | commentaries on recordings, transcripts, or examples of interactions and/or interviews, which may include the student’s voice  reflections on specific workplace documents |
| virtual social networking | To what extent does a particular social media site facilitate effective interpersonal communication? | screen shots from a social networking site including analysis |
| recreational or personal interest (e.g. sport or reading) | How do coaches use language to instruct or motivate in a sporting context?  How does a specific author use dialogue to develop the characters in a novel? | analysis of motivational and instructional speeches and discussions  annotated extracts from radio and/or television programs  quotes and extracts from the novel to support the hypothesis  extracts from interviews with author (e.g. podcast) |
| educational/academic (e.g. school) | How does the audience expectation influence the language in school publications? | annotated school notices, newsletters, magazines and websites |
| cultural (e.g. language group, festival) | How can the challenges of learning English, for people from linguistically diverse backgrounds be overcome?  How is written, visual or oral language used at a cultural festival? | annotations of or commentaries on spoken, written, and/or multimodal texts such as interviews or notes from observations  recording and analysis of the students own language use  reflections on oral storytelling or histories |
| the local community | Are public and commercial signs, posters and or billboards universally understood or do they rely on specific cultural understandings? | annotated photographs of street signs and posters |
| a community of interest. | To what extent is group or individual identity formed or maintained through the language of online multiplayer gaming? | screen shots and quotes from a multiplayer online gaming site |

The language study requires for students to analyse how the language in the resources used has contributed to answering the question, or proved or disproved the hypothesis. The study should include:

* an introduction, describing the context, question, or hypothesis and the selected language resources
* an analysis of the language in the selected resources and the extent to which that supports or answers the question or hypothesis
* evidence from the selected resources that supports the analysis
* a conclusion about the use of language in the chosen context.

The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

communication

comprehension

analysis

application.

Stage 2 Essential English

External Assessment Type 3: Language Study (30%)

(with an EAL focus)

The focus of this study is to develop an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen local, national or international context. You should examine how language is used to obtain information according to the context, audience and purpose by conducting a successful interaction/interview with a person unfamiliar to you on a topic you are interested in (local / community context).

***How does the use of language determine the success of an interview?***

YOU WILL NEED TO:

1. Choose a person unfamiliar to you to interview in order to obtain information about an area of interest. This may be any of the following, but you can negotiate another with your teacher:

* Someone from an older generation about how life/society/technology has changed during their lifetime
* Someone who has had an interesting/challenging life experience
* Someone who is an expert in a field in which you are interested
* Someone who works in a career that you are interested in

1. View and analyse at least two YouTube clips and other resources on interviewing techniques and question types. Videos of successful and unsuccessful interviews are language resources that you could analyse in your report.
2. Based on what you have learned, write appropriate questions to ask your interviewee and have your questions checked by your teacher.
3. Correspond with your interviewee via email or phone to arrange a suitable time and place for the interview.
4. Conduct and record the interview.
5. Complete the language report tasks below.

The language report can be presented in oral or written form, or a combination of the two.

(Total 1500 words/8 minutes)

Include the following sections:

1. An introduction in which you explain the texts/resources that form a basis for your report. These might include:

* YouTube clips etc
* email correspondence requesting and arranging the interview
* interview questions you designed
* the recording of the interview you conducted and an explanation of the context of your interaction ( interview) and audience and purpose (explain who you interviewed and why).

1. An analysis of your texts.

* Analyse the different types of oral, written and non-verbal language used in at least two of the texts that form a part of the preparation and/or conducting of your interview.

This might include:

* + reference to your own interview and how you established a relationship with your interviewee both prior to and during the interview
  + an analysis of appropriate questions (suitable for the audience and the purpose)
  + how you conducted the interview, including ways you changed or adapted your language during the interview. This might include starting and finishing the interview, changing tack, asking additional questions, probing questions, questions about potentially personal or sensitive aspects of your topic etc.
* Answer the focus question by providing conclusions about the use of spoken, written and non-verbal language in a successful interview.

Stage 2 Essential English

Assessment Type 3: Language report

(With a focus on EAL learners)

The focus of study for the language report is ‘the use of spoken, non-verbal, visual, and/or written language by people in a chosen local, national, or international context’.

As a class we will be focusing on the concept of the ‘Linguistic Landscape’**.** This can be defined as the language displayed in public spaces through signs, advertisements, billboards, street and place names and other public and or commercial texts, including words and images. Answer the following question with reference to a specific community context.

*Are the symbols on public and commercial signs, posters and/or billboards universally understood or do they rely on specific cultural understanding? What can you conclude about who owns the public space and the role of language in supporting effective interactions?*

Begin by narrowing the focus of your topic to a specific context such as

* signs, advertisements and product labels in your local Afghan supermarket
* signs and posters around the school
* information and signs on public transport
* traffic signs in South Australia and Hong Kong
* soft drink advertising in Australia and Vietnam
* menus in the Adelaide Central Market food court.

Complete your own research by sketching or taking photos of a range of independently selected examples and annotating and commenting on them.

Present your study including an:

* an introduction, describing the context, question, or hypothesis and the selected language resources
* an analysis of the language in the selected resources and the extent to which that supports or answers the question or hypothesis
* evidence from the selected resources that supports the analysis
* a conclusion about the use of language in the chosen context.

The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

In this task you should:

* use clear (grammatically correct) and coherent (organised structure) written and/or spoken expression, using appropriate vocabulary
* use appropriate textual conventions and register for audience and purpose demonstrate comprehension of information, ideas, and perspectives in texts
* show how creators and readers of public and commercial texts use language choices and stylistic features to make meaning
* analyse the social, cultural, or technical roles of language that support effective
* use language choices to convey your ideas and perspectives about the question.

Stage 2 Essential English (with an EAL focus)

Assessment Type 3: Language Study (External Assessment)

Comparing texts for different audiences

In this task you will compare language used in similar texts aimed at different audiences, to demonstrate your understanding of how language is used in a social context.

Choose 2 or more texts (or sets of texts) that have related purposes but are aimed at or created by different groups of people. Your target groups might differ by language, culture, gender, generation or role. These examples might inspire your own ideas:

* 1: The spoken language on “If you are the one” dating show on SBS  
  2: The English subtitles on “If you are the one”
* 1: An advertising campaign (TV, radio, online and print) for McDonald’s in Australia  
  2: An advertising campaign for McDonald’s in the Philippines
* 1: The speech and body language of a car salesperson with a female customer  
  2: The speech and body language of a car salesperson with a male customer
* 1: Online information for teenagers about safe use of social media  
  2: Online information for parents about safe use of social media
* 1: Safety information and signs in a supermarket directed towards customers  
  2: Safety information and signs in a supermarket directed towards employees
* 1: The printed instructions for assembling an item of flat-pack furniture  
  2: The conversation between a husband and wife when assembling flat-pack furniture
* 1: Chat in a World of Warcraft players’ forum  
  2: Commentary of a World of Warcraft tournament

Record samples of these texts. You may need to copy, download, audio record or video record them.

For your chosen texts, include:

* an introduction, describing the context, question, or hypothesis and the selected language resources
* an explanation of the shared context in which these texts are used, and the purpose of each text
* a description of the language used in each text and examples of significant features
* an analysis of the language in the selected resources and the extent to which that supports or answers the question or hypothesis for example:
  + similarities between Text 1 and Text 2
  + differences between texts
  + specific cultural or role-related understandings that are required for each text to be effective
  + reasons behind the similarities or differences
* evidence from the selected resources that supports the analysis
* a conclusion about the use of language in the chosen context.

The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

You should choose a structured text type that effectively communicates your findings.

* written: report, poster, annotated text samples,
* oral: live oral presentation, voice recording
* multimodal: slides, slides with voiceover, video, infographic

Stage 2 Essential English

Assessment Type 3: Language Study

Language in the City

The focus of study for the language report is ‘the use of spoken, non-verbal, visual, and/or written language by people in a chosen local, national, or international context’.

A great way to learn about language is to go on an excursion, and interact with others and observe how people use language within a context. Here are some suggestions-

Football or cricket at Adelaide Oval

* Fringe Festival event
* Adelaide Central Market
* Bus or walking tour
* Adelaide Oval tour
* South Australian museum
* Art Gallery
* Migration Museum
* Old Adelaide Gaol
* Tandanya
* Jam Factory
* Adelaide Zoo

With permission you might photograph, record and/or video the language use. In your study please include:

* an introduction, describing the context, question, or hypothesis and the selected language resources
* an analysis of the language in the selected resources and the extent to which that supports or answers the question or hypothesis
* evidence from the selected resources that supports the analysis
* a conclusion about the use of language in the chosen context.

The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

In this task you should:

* use clear (grammatically correct) and coherent (organised structure) written and/or spoken expression, using appropriate vocabulary. (C1)
* use appropriate textual conventions and register for audience and purpose (C2)
* demonstrate comprehension of information, ideas, and perspectives in texts (Cp1)
* show how creators and readers of public and commercial texts use language choices and stylistic features to make meaning (Cp2)
* analyse the social, cultural, or technical roles of language that support effective (An2)
* use language choices to convey your ideas and perspectives about the question (Ap1).

Stage 2 Essential English

Assessment Type 3: Language Study

The focus for the Language Study is ‘the use of spoken, non-verbal, visual, and/or written language by people in a chosen local, national, or international context’.

A successful Language Study often comes from a passion. This could be a hobby, sport, job or communal interest. You’ll need to select one of the following-

* workplace, training or volunteering
* virtual social networking
* a recreational or personal interest (e.g. sport, reading)
* educational/academic (e.g. school)
* cultural (e.g. language group, festival)
* the local community
* a community of interest.

Let’s say, for example, that you love music. Begin by narrowing the focus of your topic to a specific context and process such as

* talking with musicians about their enthusiasm
* interviewing a radio announcer who presents a specialist program on community radio
* comparing language use across music publications such as Rolling Stone magazine and the Pitchfork website
* examining how lyricists employ language to engage listeners
* investigating the language used in the local hip-hop community.

Once complete, present your study including an:

* an introduction, describing the context, question, or hypothesis and the selected language resources
* an analysis of the language in the selected resources and the extent to which that supports or answers the question or hypothesis
* evidence from the selected resources that supports the analysis
* a conclusion about the use of language in the chosen context.

The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

In this task you should:

* use clear and coherent written and/or spoken expression, using appropriate vocabulary. (C1)
* use appropriate textual conventions and register for audience and purpose (C2)
* demonstrate comprehension of information, ideas, and perspectives in texts (Cp1)
* show how creators and readers of public and commercial texts use language choices and stylistic features to make meaning (Cp2)
* analyse the social, cultural, or technical roles of language that support effective (An2)
* use language choices to convey your ideas and perspectives about the question (Ap1)

**How does the Scottish band Belle and Sebastian use language to create vivid characters in three different songs?**

Belle and Sebastian is a Glaswegian band that formed in 1996. Named after a French children’s television series, their nine albums have received critical acclaim, and are known for their literate and wistful lyrics. I enjoy how characters and narratives feature in their songs so decided to investigate the ways language is used to develop both of these.

“Dress Up In You” comes from their 2006 album *The Life Pursuit.* Characterisation is a key element in this song. Establishing who the people are is our first problem as the identities of the singer (the narrator) and the person they’re singing for (the addresse) present engaging challenges for the listener.

The song is sung in first person, with lead singer Stuart Murdoch beginning, “I’m the singer, I’m the singer in the band / You’re the loser, I won’t dismiss you out of hand.” Contrasting with the song’s gentle ballad style, this appears straightforwardly autobiographical, and our interpretation is that he’s addressing a fan or groupie. “You’re the loser” is brutal, but suddenly softened in the next line.

As quickly as Murdoch presents this relationship he changes it, with a simple, arresting couplet, “‘Cos you’ve got a beautiful face / It will take you places.” He has moved rapidly from calling the addressee a “loser” to “beautiful.” Either way the observation seems to only exist in the present tense. However, in the second verse he again surprises us by revealing more about the two characters, and the complex history of their relationship.

You kept running  
You’ve got money, you’ve got fame  
Every morning I see your picture from the train  
Now you’re an actress!

The American writer, Norman Mailer, said that writing ultimately concerns the nature of shifting power, and this is true here for in six lines we move from the narrator calling the other a “loser” to now confessing that he can, “see your picture from the train.” This suggests that the narrator has a regular, anonymous job and sees this other person, on a billboard, presumably in an advertisement. Subtextually, this infers that she has power, status and money. With sparse lyrics Murdoch conveys vivid characters and an intriguing, dynamic relationship. This continues with the accusatory, “You got lucky, you ain’t talking to me now.”

Many listeners might’ve realistically presumed their relationship was romantic, but yet again the lyricist changes our perception by gradually disseminating information: it was platonic and possibly sisterly. Murdoch leaves the nature of their childhood connection vague with use of, “We had a deal there / We nearly signed it with our blood.”

As the narrator’s anger lessens, he instead becomes confessional, with a compliment that’s metaphorical and striking in its original simplicity, “If I could have a second skin / I’d probably dress up in you.” (extract- 478 words)

SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN FORM

**Stage 2 Essential English**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **2** | **E** | **T** | **E** | **20** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Office use only   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |   Accession Number   |  | | --- | | Signature of SACE Board Officer |  |  |  |  |  | | --- | --- | --- | --- | | SACE Board Officer Number |  | Date |  | |

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

|  |
| --- |
| Describe any changes made to the learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or individuals within the student group. |

**Endorsement of changes**

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

**Stage 2 Essential English**

**Assessment Overview**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Responding to texts**  **Weighting 30%** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Creating texts**  **Weighting**  **40%** |  |  |  |  |  |  |
| **Language report**  **Weighting**  **30%** |  |  |  |  |  |  |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*