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|  | EAL 2019  Unit 1 sample teaching, learning and assessment plan |

## Unit 1: Language, Text and Culture — The Constructedness of Reality

### Unit description

In Unit 1, students respond to and create texts that show how language and culture are interrelated and expressed in a range of socio-cultural contexts. A variety of written and spoken literary and non-literary texts including a focus on media texts will be used to develop an understanding of and ability to use text structures and language features across a range of contexts including academic learning. Students respond to and create analytical, persuasive and academic text types for a range of purposes and audiences.

### Unit objectives

By the end of this unit, students

1. use patterns and conventions of persuasive and analytical genres to achieve particular purposes in cultural contexts and social situations
2. establish and maintain the roles of writer/speaker/signer/designer and relationships with audiences
3. create and analyse perspectives and representations of concepts, identities, times and places in a range of texts
4. make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin a range of texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of texts
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes in written, spoken and/or multimodal texts
11. use mode-appropriate features to achieve particular purposes.

### Assessment plan

| Assessment details | % | Objectives to be assessed | Conditions | Date |
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| **Formative assessment: Examination — analytical written response**  **Context**  You have been studying the documentary, *Bowling for Columbine* directed by Michael Moore. You are to write an analytical essay under examination conditions, responding to a seen statement about the documentary.  **Task**  Analyse how *Bowling for Columbine* uses film techniques to agree with Michael Moore’s position on gun violence and gun control. | \_\_ | 1. use patterns and conventions of the analytical essay to achieve particular purposes in a specific context  2. establish and maintain role of the writer and relationship with audiences  3. analyse perspectives and representations of concepts, identities, times and places in a literary text  4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions  5. analyse the effects of stylistic devices and aesthetic features in a literary text  6. select and synthesise subject matter to support perspectives in a written response  7. organise and sequence subject matter to achieve particular purposes  8. use cohesive devices to emphasise ideas and connect parts of a written response  9. make language choices for particular purposes and contexts  10. use grammar and language structures for particular purposes  11. use written features to achieve particular purposes | * Written: 800–1000 words * Time: 2 hours plus planning (15 minutes) in total over a series of lessons within five consecutive school days * Other   + students to be given the specific question one week prior to the assessment   + no access to teacher advice, guidance or feedback once the task is distributed   + clean copy of the texts allowed   + no notes allowed   + word processor or handwritten   + the assessment is completed over more than one session; teachers collect all student work at the end of each session and return it at the beginning of the next supervised session |  |

| Notional hours | Unit objectives | Subject matter | Sample learning experiences | Teaching and learning  — underpinning factors | Possible resources |
| --- | --- | --- | --- | --- | --- |
| 3 hours | 1 – 11 | **Understanding texts**  • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**   * analyse how language choices are used for different purposes and contexts   **Responding to and creating texts**  • use active listening and viewing strategies and work collaboratively with others  • describe how different purposes and contexts influence language choices and meaning  • explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings  • use metalanguage to discuss texts and their composition  • use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms  • use cohesive devices at sentence, paragraph and whole text level  • use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation  • reflect on and respond to feedback. | **Introduction to Senior English as an Additional Language**   * Discuss overview of the course and syllabus. * Distribute some key excerpts from the English as an Additional Language 2019 syllabus (syllabus objectives with explanations, key glossary terms, aesthetic features and stylistic devices), and signpost that these will be used throughout the course as the class engages with the cognitive skills of the course, the key concepts and assessment. * Refer to the syllabus, Section 1.2.5: Language features table. Use this to review key components of language, with emphasis on   + Grammatical and texual metalanguage to assist in feedback, and   + features of academic language * Students   + Create a glossary of metalanguage   + Complete exercises to assist in remembering metalanguage eg     - Matching exercises     - Identification exercises     - Creating a word wall   + Complete exercises to practise academic language as a review | **Literacy skills**  • comprehending texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge  • composing texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge  **Numeracy skills**  • estimating and calculating with whole numbers, e.g. analysing content of media texts  • recognising and using patterns and relationships, e.g. analysing own drafts for language patterns  • using spatial reasoning, e.g. examining maps of place texts are set analysing visual images  • interpreting statistical information, e.g. using statistics to support arguments  **21st century skills**  • **critical thinking** — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility, e.g. through critical engagement with media texts creating own texts for a variety of purposes and audiences  • comprehending texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge  • composing texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge  **Numeracy skills**  • estimating and calculating with whole numbers, e.g. analysing content of media texts  • recognising and using patterns and relationships, e.g. analysing own drafts for language patterns  • using spatial reasoning, e.g. examining maps of place texts are set analysing visual images  • interpreting statistical information, e.g. using statistics to support arguments  **21st century skills**  • critical thinking — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility, e.g. through critical engagement with media texts creating own texts for a variety of purposes and audiences  • creative thinking — innovation, initiative and enterprise, curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links, e.g.  - through making use of satire in a variety of ways  - creating advertisements with carefully crafted representations  • communication — effective oral and written communication; using language, symbols and texts; communicating ideas effectively with diverse audiences  • collaboration and teamwork — relating to others (interacting with others);  - recognising and using diverse perspectives;  - participating and contributing;  - community connections, e.g. developing empathy for marginalised voices  - analysing various interpretations and perspectives of texts  - participating in group activities and performing various roles  • personal and social skills —  - adaptability/flexibility;  - management (self, career, time, planning and organising);  - character (resilience, mindfulness, open- and fairmindedness, self-awareness);  - leadership;  - citizenship;  - cultural awareness;  - ethical (and moral) understanding, e.g. engaging in robust classroom debates and justifying opinions with logic and evidence, examining qualities of character in the characters studied in texts  - examining various perspectives to challenge and extend own point of view  - planning and managing own time in developing assessment responses, responding to feedback, taking responsibility for particular roles in group activities  - understanding the operation of power relations through texts/language within society  - engaging in ethical and moral debates about issues related to identity and media representation  • information and communication technology (ICT) skills — accessing and analysing information;  - being productive users of technology; digital citizenship (being safe, positive and responsible online), e.g. examining self as digital citizen in consumption of texts and digital advertising  - examining online identity construction sites and their uses  - creating media texts for particular purposes and audiences | * <https://student.unsw.edu.au/exercise-using-academic-language> * <http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know> * <http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/writing/Summer%20Act6%20Replacing%20Informal%20Words/index.htm> * <http://www.englishvocabularyexercises.com/academic-word-list/> * <https://emedia.rmit.edu.au/learninglab/content/academic-word-list-1-2> * *Writing Skills* by Susan Feez, Helen Joyce * Kahoot   <https://kahoot.it/>   * Mentimeter <https://www.mentimeter.com/> |
| 3 hours | **Understanding texts**  • read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning  • explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations  • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**  • analyse the form and content of texts from structural and visual elements and contextual information  • distinguish between fact and opinion, main ideas and supporting details presented in texts with a media focus  • understand common cultural references and implied meaning in texts  • analyse how language reflects cultural constructions  • analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in media texts  • explore how texts invite readers/viewers to take up positions  • explore how different cultural assumptions, values, attitudes and beliefs underpin texts  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others | **Introduction to focus concept of unit – The Constructedness of Reality**  **Introductory Activity**   * Organise students into groups * Hand out slips of paper representing cars from five nations * Students * Perform activity in groups according to the directions on the teacher PowerPoint * Discuss final outcome of activity   Initiate discussion around final outcome   * Compare expected reading of headline with actual meaning of headline * Elicit possible reasons for why the headline was written in this way * Lead into teacher explanation of nature and construction of texts, focussing on concepts and metalanguage   Students   * Consider other visual texts such as kangaroos * Discuss representation of a variety of images of the same animal/object * generate their own definition of representation based on this discussion and compare it to the definition in the syllabus glossary: textual constructions that give shape to ways of thinking about or acting in the world; texts re-present concepts, identities, times and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer, shaper, speaker/signer, designer (and of the reader, viewer, listener)   Revise metalanguage relating to texts and text construction | * *Queensland Senior English* – Colwill   Brian Moon  ‘Introduction to Literary Terms’   * Teacher developed materials |
| 4 – 5 hours | **Understanding texts**  • read and view a range of print advertisements to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning  • explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations  • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in advertisements  **Language and textual analysis**  • analyse the form and content of advertisements from structural and visual elements and contextual information  • distinguish between fact and opinion in advertisements  • understand common cultural references and implied meaning in texts  • analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity  • analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in advertisements  • explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support the perspectives offered  • explore how different cultural assumptions, values, attitudes and beliefs underpin texts  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others | **Examining how media shapes a message in our society**  This activity introduces key concepts relating to media by examining print advertisements and how they use a variety of techniques to construct a position, and privilege particular societal values, attitudes and beliefs. There is no assessment for this section. It is meant to introduce students to basic media concepts relating to small, discrete texts to prepare them for their formal assessment task.  Introduce the concept of advertising   * Use a Frayer model to help students to generate a definition and elicit prior understandings * Examine a range of print advertisements * Help students to explore and investigate concepts of visual and lexical literacy relevant to advertising (visual elements such as colour, symbolism, composition; features of an advertisement such as slogan, copy, language techniques and message; connotation; positioning; cultural attitudes, values and beliefs)   Students:   * complete teacher-created activities on analysis by doing the following   + apply knowledge of advertising concepts through a range of activities to enhance understanding and reinforce vocabulary   + identify and label visual and lexical elements of the advertisement.   + identify elements of ethos, pathos, logos and other rhetorical appeals   + rank activities to understand connotation * apply understanding of analysis process by analysing an advertisement in pairs/groups * present analysis to whole class to practice spontaneous oral delivery in a formal context * write an analytical paragraph based on the print advertisement   Use paragraph for diagnostic assessment of student writing and for feedback | * Frayer Model * <http://www.theteachertoolkit.com/index.php/tool/frayer-model> * <https://www.eduplace.com/graphicorganizer/>   Visual advertising stimulus from print, online, television and social media from a range of products, services and social awareness campaigns  A Resource for the Teaching of English  [*https://www.consumer.vic.gov.au/library/publications/resources-and-education/teacher-resources/a-resource-for-the-teaching-and-learning-of-english.pdf*](https://www.consumer.vic.gov.au/library/publications/resources-and-education/teacher-resources/a-resource-for-the-teaching-and-learning-of-english.pdf)  Connotation worksheets  <http://www.englishworksheetsland.com/grade6/16connot.html> |
| 3 hours | **Understanding texts**  • read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning  • explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**  • analyse the form and content of texts from structural and visual elements and contextual information  • explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support the perspectives offered  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others  • use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately. | **Introduce documentary as another media text**  Students   * Consider definitions of a documentary text through comparison of a variety of definitions online * Collaborate with teacher to formulate a viable definition of a documentary   Teacher   * Help students to explore and investigate techniques relevant to documentaries (visual elements such as colour, symbolism, composition, cinematography, montage, editing; pathos, ethos, logos, humour, irony; interview types; music and sound)   Students   * Complete activities to reinforce concepts and vocabulary such as matching activities; creating a word wall; quizzes | * <https://prezi.com/kulnf914jati/codes-and-conventions-documentary/> * <http://johnwatsonsite.com/MyClassNotes/Topics/DOCO/DocTechs.html> |
| 1 hour | **Language and textual analysis**  • understand common cultural references and implied meaning in texts  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others | **Bridging Activity**  This learning experience allows students to build the field relating to the issue of gun control in the USA and allows students to practice persuasion/argument prior to Unit 3.  Introduce the issue of gun control in the USA   * Use a Frayer model to help students to generate a definition, elicit prior understandings and explore the connotations of the word * Set up four corners of the room with signs: strongly agree, agree, disagree and strongly disagree. Put up a debatable statement relating to gun control   Students:  • go to a corner that represents their response to the statement  • support their position with specific points and examples  • revise where they are standing and move to another corner if other students’ arguments are compelling enough to persuade them. | <http://www.saskdebate.com/media/2875/2007gamesandactivitiesguide.pdf> |
| 3 hours | **Understanding texts**  • read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning  • explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations  • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**  • analyse the form and content of texts from structural and visual elements and contextual information  • distinguish between fact and opinion, main ideas and supporting details presented in media texts  • understand common cultural references and implied meaning in texts  • analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity  • analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in media texts  • explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support the perspectives offered  • explore how different cultural assumptions, values, attitudes and beliefs underpin texts  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others  • use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately. | **Explore the issue through a variety of media texts**  Students   * View John Oliver’s segments comparing gun control in USA and Australia * Complete a T chart with reasons for or against gun control as evidenced in the clips * Read print articles about gun control and recent tragedies in the USA * Complete language, reading and vocabulary activities based on print articles to allow development of language skills * Discuss how these events change their perspectives on gun control   + ‘I used to think, now I think’ activity could be used. Identify and discuss attitudes and values which underpin these understandings. * Examine a range of political cartoons on gun control * Identify the author’s position on gun control as evidenced in the cartoons; sort the cartoons into pro and anti-gun control   Teacher   * Models persuasive paragraph, focussing on lexical and textual features of persuasive writing, and development of a position and supporting argument   Students   * Write a persuasive paragraph outlining their position on gun control; paragraph to be used for diagnostic feedback | * Three Level Guide   <http://www.myread.org/guide_three.htm>   * John Oliver investigates Gun Control – Comedy Channel   + Variety of print articles and cartoons about gun control in the USA   I used to think …   * + <http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm> * TEEL paragraph   <http://www.galston-h.schools.nsw.edu.au/student-learning/what-is-t-e-e-l> |
| 6 hours | **Understanding texts**  • read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning  • explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations  • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**  • analyse the form and content of texts from structural and visual elements and contextual information  • distinguish between fact and opinion, main ideas and supporting details presented in a documentary  • understand common cultural references and implied meaning in texts  • analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity  • analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in a documentary  • explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support the perspectives offered  • explore how different cultural assumptions, values, attitudes and beliefs underpin texts  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others | Introduce *Bowling for Columbine* as a documentary   * Discuss context of the documentary   Students   * View documentary * Complete targeted listening and vocabulary activities while viewing the documentary | * *Bowling for Columbine* dir by Michael Moore |
| 3 hours | **Understanding texts**  • read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning  • explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**  • analyse the form and content of texts from structural and visual elements and contextual information  • distinguish between fact and opinion, main ideas and supporting details presented in texts with a media focus  • understand common cultural references and implied meaning in texts  • analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity  • analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in media texts  • explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support the perspectives offered  • explore how different cultural assumptions, values, attitudes and beliefs underpin texts  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  • question the assumptions and values in texts  **Responding to and creating texts**  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others | **After viewing**  Students   * Identify the key messages constructed by the filmmaker by brainstorming in groups or Think Pair Share * Contribute to class discussion on positions constructed by the filmmaker   + This could be done as a snowball activity or as a jigsaw activity to practice collaboration * Complete a retrieval chart with examples of documentary techniques used in the documentary * Analyse scenes from the film by identifying the technique used and how this technique contributes to the construction of the author’s position. This can be done in groups, with different groups looking at different aspects, then sharing with the whole group.   Model analytical paragraph writing for students.   * Write a paragraph based on one technique, analysing how the use of this technique furthers the point of view of the documentary in the way film techniques are employed. | * Jigsaw <https://www.newcastle.edu.au/__data/assets/pdf_file/0016/109600/Jigsaw-learning-activity.pdf> * Snowball Activity   <http://pgis-tk.cta.int/m05/docs/M05U01_handout_snowball.pdf> |
| 3 hours | **Understanding texts**  • investigate the relationships between language, text, purpose, audience and contexts  • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts  **Language and textual analysis**  • explore how different cultural assumptions, values, attitudes and beliefs underpin texts  • examine the ways generic patterns, text structures and conventions communicate perspectives and representations  **Responding to and creating texts**  • analyse examples of analytical texts to be produced  • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts  • use active listening and viewing strategies and work collaboratively with others  • explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings  • use generic structures and conventions of specific text types, including analytical  • use metalanguage to discuss texts and their composition  • use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms  • use cohesive devices at sentence, paragraph and whole text level  • use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately  • use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts  • use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation  • reflect on and respond to feedback. | **Analytical essay examination preparation**   * Provide explicit scaffolding of the features and conventions of the essay — the use of a thesis, connected paragraph structure, textual analysis, cohesive ties. * Explicitly explore analytical paragraph features and construction with the class. * Supply annotated samples of student responses from Year 10, as well as online publications, and model examples. Highlight lexical and textual features * Step through the construction of introductions on the board to discuss approaches to engaging the reader of an analytical essay. * Guide students to examine ways to select and synthesise, and sequence and organise ideas effectively in an essay to allow for logical progression of an overall idea. * Guide students through the use of effective quotation and indirect reference to the text to reinforce and develop the thesis.   Students:   * engage with the patterns and conventions of an analytical essay * review and annotate a variety of essays in response to literary texts * examine the use of cohesive devices in the supplied essays and analyse how these achieve an overall coherence, and the strategies used by writers in the selection, synthesis, organisation and sequence of material that supports the thesis * revise key terms to ensure understanding of what is required in their writing, e.g. analyse, synthesise, organise * develop thesis statements for their essays in pairs, then discuss as a class * evaluate effective and ineffective thesis statements, and work to improve them if they are seen as ineffective; highlight that a thesis establishes a contention that is to be proven in the essay * in pairs, think–pair–share which are the most effective thesis statements, and why * in a teacher-guided discussion, compare poor and effective examples of excerpts from essays and analyse textual elements that affect their quality; particularly, examine the excerpts to see how and where irrelevant parts have been included in the response that don’t support the thesis * write their own practice responses * in groups, review and assess example paragraphs * consider, compare and discuss these assessments as a class to ensure common understanding of the criteria and quality writing | * Analytical Essay Writing * <https://www.wikihow.com/Write-an-Analytical-Essay> * <https://www.oup.com.au/__data/assets/pdf_file/0017/58004/SESB_UNIT_16_59-67.pdf> |
|  |  | Students   * Complete formative assessment under test conditions |  |