



English

Stage 6

Area of Study
Common Content
English (Standard)
and English (Advanced)

Support Document

1999

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Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001

Tel: (02) 9367 8111

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4424 3

99583

Area of Study Support Document

This support document is designed to assist teachers in understanding the nature and processes of an area of study and applying this understanding to the planning and delivery of the Area of Study 'Change' prescribed for the Higher School Certificate in 2001 and 2002. (*Prescriptions: Area of Study, Electives and Texts*, Board of Studies, 1999).

What is the Area of Study?

The Area of Study provides a structure through which students explore **how** texts, context and experience shape the understanding of a concept. An assumption underlying the Area of Study is that students come to understand ideas through their own experience and through the texts they compose and to which they respond. This understanding, in turn, affects perceptions of self and the world providing students with the contexts from which they explore and come to conclusions about the process of meaning.

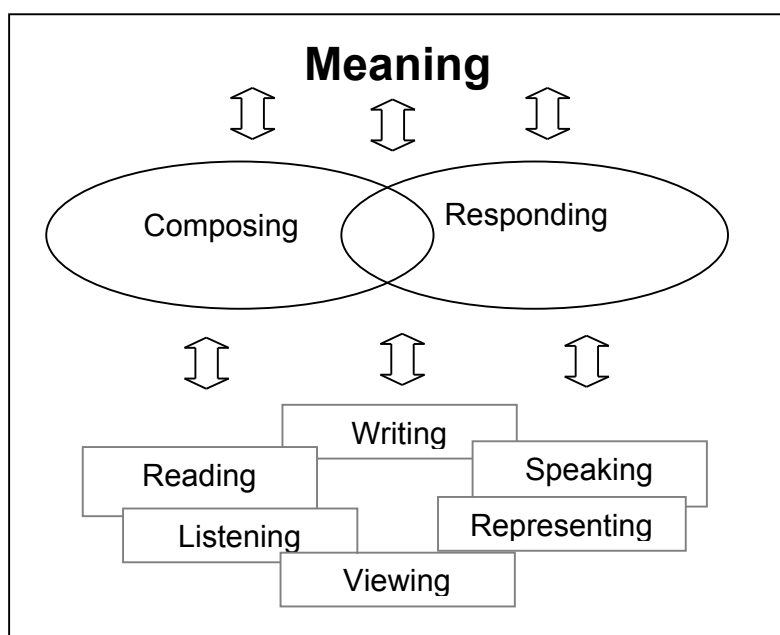
Activities in the Area of Study emphasise the synthesising of knowledge about texts and contexts. Engaging in these activities encourages students to 'understand the complexity of meaning' (*English Stage 6 Syllabus*, p 6).

'Meaning' is a gerund. It functions as a noun and a verb, and so refers to

- the *processes* by which we shape meaning, and
- the *range of meanings that emerge* from these various processes.

In their study of English, students explore

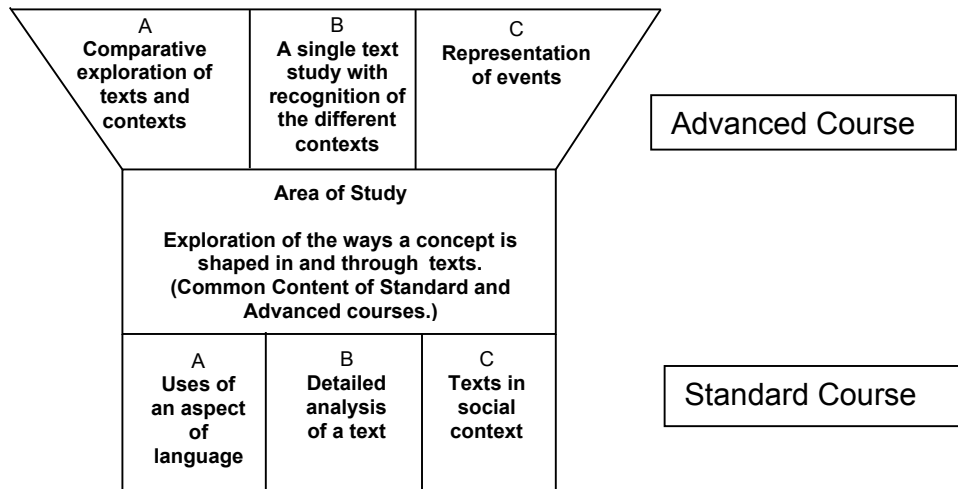
2. *what* the text means, and
3. *how* that meaning is made in responding to and composing texts, ie the processes of meaning.



This representation of the processes of meaning recognises the interdependence of responding and composing and the interrelationships of the modes.

What is the Place of the Area of Study in English Stage 6?

'The Area of Study integrates the range and variety of practices students undertake in their study and use of English.' (*English Stage 6 Syllabus* p 32 and p 50).



For students in the Standard course, the Area of Study provides for the sophisticated integration of the various skills and knowledge that they develop through the study of each module.

For students in the Advanced course, the Area of Study provides an integrated basis from which students can develop particular and increasingly complex skills and knowledge through the study of the modules in the Advanced course.

Content in the Area of Study

In the Area of Study, students engage in an exploration of texts to develop an understanding of **how** a concept is shaped in and through texts. The concept is to be considered through one of three focuses. The school selects one of the focuses and appropriate prescribed texts as the basis for exploration of the Area of Study. This selection may take into account:

- student interest
- teacher expertise
- student/teacher negotiation
- availability of resources, or
- a combination of the above.

Texts in the Area of Study

The prescribed stimulus booklet

Students are required to consider texts in the prescribed stimulus booklet that introduces the Area of Study. It provides different examples and various points of view of the concept of change. The items in the booklet are to be used as a stimulus for responding to, and composing, texts within any of the focuses of the Area of Study.

The prescribed text

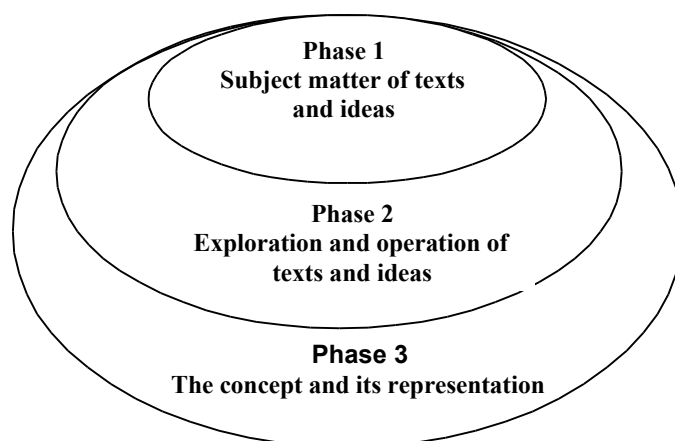
The prescribed text provides a link to the focus through which the students explore the Area of Study. Students will engage in close textual study to consider how their experience of that text shapes the concept prescribed in the Area of Study. Teachers can use the study of the prescribed text as a model for assisting students in their exploration of texts of their own choosing and to initiate further work in the Area of Study.

The texts of students' own choosing

These texts provide students with the opportunity to explore how the concept of change is shaped in, and through, texts beyond the stimulus and prescribed texts. This will extend and amplify students' understanding of how meaning of the concept is shaped. While some of these texts may be suggested by teachers and explored in class, it is important for students to choose and study texts individually to develop skills of independent analysis and investigation.

The texts students choose should reflect a range of types of texts and contexts. This enables students to concentrate on different **ways** in which meaning is made.

Phases of Teaching and Learning in the Area of Study



This diagram represents a way to consider the processes of exploring texts and ideas in the Area of Study. Each of these phases relates to what students do in the Area of Study. They are designed to guide them from the exploration of *what* individual texts say (Phase 1), through activities that show *how* meaning is shaped in, and through, particular texts (Phase 2) to an exploration of *how a concept is represented* in texts (Phase 3).

These phases can be applied to any text a student studies including texts of students' own choosing. Teachers may find it helpful to treat:

- one text at each phase to emphasise the development of concepts
- several texts at each phase to emphasise the connections between texts and ideas, or
- a variation of both approaches.

The phases may be repeated with any number of texts and at key points in the unit to reinforce and widen the scope of learning at each phase.

Programming in the Area of Study

The program of activities below suggests some of the possible ways through which course outcomes can be achieved. The activities can be varied according to needs, interests and abilities of students and should to take into account specific gender and cultural considerations.

Phase 1: Subject matter of texts and ideas <i>(What texts say)</i>		
Outcomes	Content	Teaching /Learning Strategies
<p>3, 4, 5, 6</p> <p>Other outcomes addressed 1, 10,12</p>	<p>Students examine closely the individual qualities of texts to learn how meaning is shaped in, and through, texts.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • the effect of the choice of language forms, features and structures • the influence of context on meaning • how meaning is changed by changing any aspect of the above • how cultural assumptions and expectations influence meaning. <p>They should be able to address such questions as:</p> <ul style="list-style-type: none"> • What is the text about? • What is its position? Do you agree with it? Justify your view • What counter arguments are there to the position of the text? • How effectively do the language and structure of the text achieve its purpose? • How does the text appeal to its intended audience? 	<ul style="list-style-type: none"> • Identifying key aspects, ideas or language features • Reordering of jumbled text • Cloze exercises • Prediction exercises • Highlighting in different colours, various aspects of texts to make evident patterning of ideas, language etc • Composing missing text – between a given beginning and end or before a final paragraph • Constructing plot/emotional intensity graphs of whole texts • Tracing patterns of ideas, language, imagery etc • Identifying literal, inferential and evaluative statements about the text • Discussing a range of statements about the text to assess their accuracy or validity • Posing questions about the text, the composer and the context
<p>1, 3, 7, 10</p> <p>Other outcomes addressed 5 and 6</p>	<p>Students consider text in the context of the Area of Study.</p> <p>They might consider</p> <ul style="list-style-type: none"> • the explicit and implicit concerns with change in the texts • attitudes towards change • What the text asserts about the nature/ process/ effect of change? <p>They should be able to address such questions as:</p> <ul style="list-style-type: none"> • To what extent is the change depicted beneficial? How have you come to this conclusion? • In what ways is the view of/ treatment of/ attitude towards change similar to/or different from another text you have considered? 	<ul style="list-style-type: none"> • Identifying types of change and creating scaffolds/organising frameworks for each type • Identifying key points of change in the prescribed text within these frameworks • Discussing and explaining the nature of the change at various points • Using symbols to represent each point of change and reflecting on any patterning of the symbols
<p>Review Questions relevant to Phase 1</p> <ul style="list-style-type: none"> • What is change? In your answer you should draw upon the prescribed text, any text in the stimulus booklet and other texts of your own choosing. • What attitudes to change are prevalent in the community? Support your statements by reference to your prescribed text, any text in the stimulus booklet and other texts of your own choosing. • What is my attitude towards change? How has it been developed through my response to and composition of texts? 		

Phase 2: Exploration and operation of texts and ideas (how texts mean)		
Outcomes	Content	Teaching/Learning Strategies
<p>1, 2, 4, 5</p> <p>Other outcomes addressed 3, 7, 8, 10, 11, 12, 13</p>	<p>Students identify and explore connections between, and among, texts to learn how explicit connections between texts develop and refine the meaning of a concept.</p> <p>They might consider:</p> <ul style="list-style-type: none"> any points of similarity evident between texts such as subject, theme, type of text or explicit reference the differing or similar ways a concept is developed in different media what these similarities and differences suggest about the texts, their composers, context and medium whether the similarities and differences are intentional and the effect how these similarities or differences influence response. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> In your group, find any two texts with some key similarities. List the ways they are similar and the ways they are different. Give them to another group to do the same task. In what ways are the analyses similar or different? Explain why and how. 	<ul style="list-style-type: none"> Exploring texts on the same subject in different genres to identify a range of language forms and features Explaining the effects of language forms and features in a text Comparing texts based on similar generic structure or medium of production Representing the text in a different form or medium Recreating an aspect of the text in another genre or medium Reflecting on the effectiveness of recreations
<p>1, 2, 7, 9, 10</p> <p>Other outcomes addressed 3, 5, 8, 10, 12, 13</p>	<p>Students question and consider how texts are influenced by other texts and contexts to learn how the meaning of a concept is generated through the interweaving of multiple texts and contexts.</p> <p>They might consider:</p> <ul style="list-style-type: none"> what knowledge of language, structures and culture is shared by the composers and responders of particular texts how form and language reflect beliefs how a particular text is positioned in relation to other texts. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> <i>Changing Texts</i> — Find a text relating to change and suggest what other texts or techniques the composer would have understood in order to compose this item. 	<ul style="list-style-type: none"> Comparing texts in the same genre but in different contexts Investigating the context of a text individually or in groups Identifying traditional story patterns, typical characters, relationships or issues in texts and using these as a basis for comparison with other texts Collecting groups of texts and suggesting ways they are related Recreating texts for different audiences and contexts Reflecting on how the reading or viewing of a particular text has influenced response to another text

<p>7, 8, 10, 11</p> <p>Other outcomes addressed 3 and 12</p>	<p>Students synthesize ideas to clarify meaning.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • how different perspectives are related • if and how different perspectives can be reconciled. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> • In your groups, list and explain various perspectives on change. • Which perspectives are appealing and why? 	<ul style="list-style-type: none"> • Explaining to a partner what an imaginative recreation reveals about the text • Holding a forum/current affairs program/documentary on 'Change today' • Summarising a range of perspectives on change/role playing some of these positions • Mind mapping relationships of these perspectives • Finding an object and explaining how it reflects the focus in the Area of Study • Generating a list of aspects of change for illustration through tableaux or improvisation • Reflecting on notions of change in a reader's or viewer's journal
<p>7, 8, 11, 12</p> <p>Other outcomes addressed 3 and 10</p>	<p>Students synthesize ideas to develop new meanings.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • how meaning in one text indicates gaps in another • how synthesising ideas may produce richer and deeper concepts that separate notions. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> • Choose two texts that have been influential in developing your own views on <i>Changing Worlds/ Changing Perspective/ Changing Self</i>. Explain how these texts gave you new insights. 	<ul style="list-style-type: none"> • Collecting statements that relate to change and explaining its appeal • Improvisation or debate based on one of these statements • Applying a randomly chosen word to an idea and exploring new meaning • Investigating/finding texts that test any new ideas that may emerge from the above activities • Composing text stimulated by individual memories of personal change • Interviewing an older person in the community about key or personal changes in his/her life • Identifying and reflecting on the social changes that have altered perceptions of certain issues • Speculating about the mindsets that may define our own ways of thinking and exploring alternatives
<p>Review Questions relevant to Phase 2</p> <ul style="list-style-type: none"> • Consider how your view of change might be different if you had only read the prescribed text. How has your thinking about change developed through your exploration of other texts? • In this phase you have been manipulating and playing with texts to change meaning. Which of the changes was most dramatic? Why? • How has your changing of the ways texts present information led you to question the nature and process of change? • What are various perspectives on the concept of change? How are they represented? • How do they relate to your experience of the world? • In what ways can your views on change be reconsidered? Are these reconsiderations of any value? 		

Phase 3: The Concept and Its Representation <i>(how a concept is represented in texts)</i>		
Outcomes	Content	Teaching /Learning Strategies
<p>7, 8, 9, 12, 13</p> <p>Other outcomes addressed 1, 3, 4, 6, 11</p>	<p>Students explore, analyse and experiment with ways texts are responded to, and composed, to learn how these processes produce meaning of a concept.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • how they relate texts to what they already know and make meaning from what they hear, read and view • how they compose different types of texts for different purposes and audiences • how responding to a text in one context may be different from their response in another • how the representation of a concept can determine its meaning. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> • Choose two texts to which you have had different kinds of responses. Outline how you responded to them and offer explanations as to why you did so. • A publisher of texts for young people/by young people, wants to put together a guide for novice writers advising how to write for this audience. Compose the guide in which you explain how to compose texts in a form and medium that will have appeal for this young audience. 	<ul style="list-style-type: none"> • Sharing responses to a text • Representing a range of responses (eg mind map) • Discussing which responses appeal and why • Explicitly teaching structural and language features of particular types of texts • Composing a text based on one of the responses • Creating a collage of key images/ ideas/words in texts and inviting students to reflect on emphases of interpretation • Comparing first drafts and final product • Examining a text containing a number of alternatives for key words and phrases • Selecting the most appropriate word and justifying the selection • Articulating and reflecting on the different processes of composing in different modes and media
<p>1, 2, 7, 12</p> <p>Other outcomes addressed 3, 5, 8, 10, 11, 13</p>	<p>Students consider and experiment with ways perspective may affect meaning and interpretation to learn how personal and cultural perspectives affect the meaning of a concept.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • whether and how they would respond to a text differently if they were old / Swedish / another gender? • how the text is a reflection of its historical period and how their responses are conditioned by their own period • what cultural assumptions underlie the text. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> • Describe your image of the kind of person (attitudes, interests, position) that composed this text. • For what kind of audience is s/he composing? • Explain statements by supporting your conclusions with evidence from the text. • Imagine and describe a different kind of composer and recreate the text from his/her perspective. 	<ul style="list-style-type: none"> • Composing a portion of the text as a marginalised or silent character • ‘Hot seating’ a character • Assuming the roles of different readers and developing interpretations of meaning appropriate to these roles • Recreating one text in the form or style of another • Responding to texts with similar ideas but different contexts • Changing context • Changing audience • Changing the subject of a text from the personal (I/we) to impersonal he/she/it/they) or from the active (specifying agency) to the passive (withholding agency) • Summarising a text to emphasise different aspects • Interrupting a text at particular points and composing alternative scenarios in different genres • Reflecting what assumptions in the original text are made obvious by this process

<p>1, 2, 10, 12, 13</p> <p>Other outcomes addressed 3, 5, 6, 7, 8, 9, 10, 11</p>	<p>Students explore, consider and reflect on ways of representing the concept in the Area of Study.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • how selection of content affects meaning • how choice of language, forms and media affects meaning • how a text positions a responder • whose interpretation of events is privileged in a text and what other interpretations are possible or suppressed. <p>They should be able to undertake such tasks as:</p> <ul style="list-style-type: none"> • How has the idea of change through the focus of <i>Changing Worlds</i>, <i>Changing Perspective</i>, or <i>Changing Self</i> been variously represented in texts? • What do the texts you have considered suggest about the relationships between events and change? 	<ul style="list-style-type: none"> • Analysing and questioning the oppositional patterns in texts • Identifying the assumptions about ideas in texts • Recreating a text to invert its assumptions • Parodying a text • Composing a narrative/poem/documentary etc from a series of images/pictures/aphorisms/articles related to the concept in the Area of Study.
<p>Review Questions relevant to the whole Area of Study</p> <ul style="list-style-type: none"> • How do the representations of change imply that change is important? Do you agree with these kinds of representations? • 'The experience changed my view of the world/ my view/ me'. Do you think an experience can have this effect? Explain how change has been represented in the texts you have explored. • What kinds of changes are meaningful? How are meaningful changes represented in texts? 		

Possible Models of Delivery

The Area of Study provides the common content for Standard and Advanced students and allows flexible delivery. Students in the Standard course work towards the outcomes of the Area of Study while students in the Advanced course work from the same outcomes. Students in the Standard course could be taught within the same class for the Area of Study as students in the Advanced courses. Different classes may choose different focuses for study.

The Area of Study can either be offered as a whole block or in a series of sessions. Part of the course can be introduced to students then revisited at points during the year to reinforce aspects of the course already taught, to introduce new aspects of the Area of Study, or to integrate skills developed through specific modules. This model will also enable teachers to monitor students' processes of learning. If presented as a series of sessions it would be beneficial for students to have the first session scheduled at the start of the year.

Assessment of the Area of Study

Assessment in the Area of Study should conform to the features of the broader assessment program. Teachers need to ensure that the year's program addresses and employs the range of language modes, reflects a variety of strategies and gives greater weighting to tasks occurring later in the program. It also needs to conform to the required assessment component weightings.

Assessment tasks should:

- reflect learning strategies that have occurred
- allow students to demonstrate desired knowledge, skills and understanding
- use language modes appropriate to the demonstration of learning outcomes
- identify for students, the outcomes being assessed and the marking criteria.

Any assessment task may:

- address a range of outcomes
- address and employ a range of language modes
- be marked holistically based on selected criteria
- be marked according to guidelines developed from selected criteria.

The mark gained in an assessment task employing two or more language modes may be a holistic mark and accredited as part of the weighting for each of the nominated language modes in the assessment grid.

Examples of Assessment Tasks for Area of Study

1. Presenting a Monologue

Task	Assessment
<p>Choose a character or role from one of the texts you have studied in the Area of Study. This character does not necessarily have to be a central character or play a central role. You may choose to give voice to someone in the text who is a marginalised or silent character.</p> <p>Compose and present a monologue in which this character identifies, explains and reflects upon the effects of change in their world and/or lives and/or attitudes.</p> <p>In this monologue you will be expected to:</p> <ul style="list-style-type: none"> • Clearly identify specific changes which have taken place in your world/life/attitude • Fully explain these changes and their effects and reflect on the changes • Use language and gestures appropriate to the character/role which you have chosen • Compose and present the monologue using appropriate conventions • Remain in role for the duration of the monologue. <p>The presentation should be a minimum of 3 and a maximum of 5 minutes long.</p> <p>You are presenting to an audience of your peers but you may negotiate with your teacher if you wish to suggest an alternative audience appropriate to your task.</p>	<p>Outcomes assessed</p> <ol style="list-style-type: none"> 1. A student develops language relevant to the study of English. 2. A student engages with the details of text in order to respond critically and personally. 3. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts. 4. A student articulates and represents their own ideas in critical, interpretive and imaginative texts from a range of perspectives. <p>Criteria for assessment</p> <ul style="list-style-type: none"> • Clearly identifies, explains and reflects upon features of change in chosen text, appropriate to the role assumed. • Demonstrates ability to use features of language appropriate to the role. • Composes and presents a monologue using conventions of the genre. • Sustains role for duration of the monologue.
<p>The mark you gain will appear in the following assessment areas:</p> <p>As 25% of the Component Weighting for Area of Study As 66% of Mode Weighting for Speaking As 33% of Mode Weighting for Writing</p>	

Information for teachers

Formative activities for this task could include:

- identification and explanation of change within the chosen text
- reflection on the effects of such change
- learning language relevant to the study of the text and presentation of a monologue
- explaining and modelling exemplars of monologue.

A further refinement of the assessment criteria for marking purposes might be:

Marking Guidelines	Marks
<ul style="list-style-type: none"> • Identifies, explains and reflects in an insightful and comprehensive manner, the features of change in chosen text, appropriate to character/role assumed. • Demonstrates highly developed ability to use wide range of features of language appropriate to the character/role. • Composes an imaginative, informed monologue showing sophisticated use of conventions of genre. • Presents monologue with sustained flair, originality, confidence and control using a wide variety of appropriate techniques. 	13–15
<ul style="list-style-type: none"> • Identifies, explains and reflects in a perceptive manner the features of change in chosen text, appropriate to character/role assumed. • Demonstrates well developed ability to use range of features of language appropriate to the character/role. • Composes an imaginative, informed monologue showing highly effective use of conventions of genre. • Presents monologue with sustained confidence and control using a variety of appropriate techniques. 	10–12
<ul style="list-style-type: none"> • Identifies, explains and reflects in a sound manner the features of change in chosen text, appropriate to character/role assumed. 	7–9

<ul style="list-style-type: none"> • Uses range of language features appropriate to the character/role. • Composes an informed monologue showing some imagination and sound use of conventions of genre. • Presents monologue with some confidence and control using a limited range of appropriate techniques. 	
<ul style="list-style-type: none"> • Identifies, explains and may reflect in limited manner the features of change in chosen text, appropriate to character/role assumed. • Use range of language features which may be appropriate to the character/role. • Composes a monologue showing some use of conventions of genre. • Presents monologue using a limited range of appropriate techniques. 	4–6
<ul style="list-style-type: none"> • Identifies, and may explain in a limited manner the features of change in chosen text, appropriate to character/role assumed. • Uses language features which may be appropriate to the character/role. • Composes a monologue showing some use of conventions of genre. • Presents monologue using a limited range of appropriate techniques. 	1–3

2. Producing a Pamphlet

Instructions to students

Compose a pamphlet that has as its title: *It's Time for a Change*. OR *Change for the Better*. Your pamphlet should be an A4 sheet of paper, folded in three. You should use both sides of the page. In this pamphlet you will be expected to:

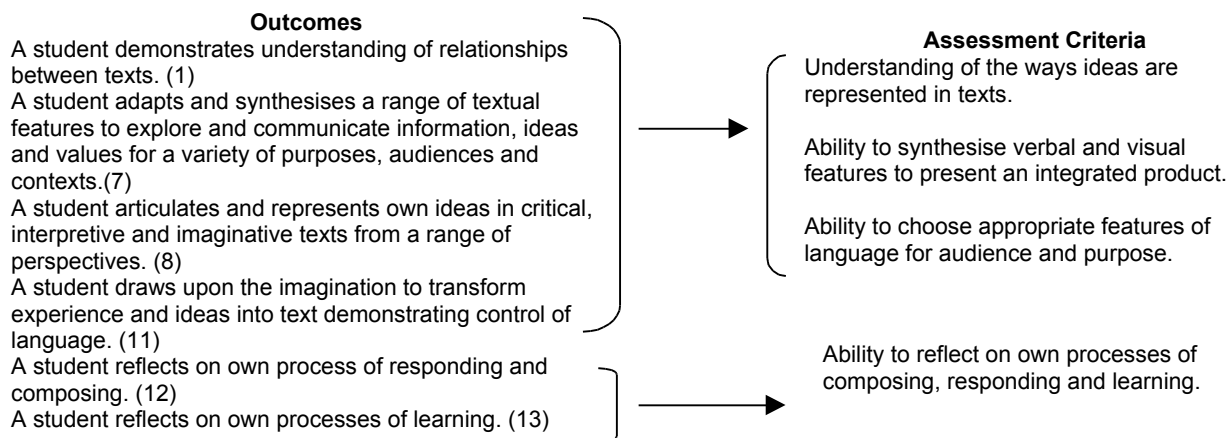
- create a context for the information
- integrate a key image from either the prescribed text or a text of your own choosing, into the pamphlet
- synthesise both verbal and visual features of language in order to persuade a target audience
- compose text which clearly aims to persuade audience for a particular purpose.

On a separate cover sheet, explain why you chose to represent change in this way. Write about 500 words.

The mark you gain will appear in the following assessment areas:

- As 25% of the Component Weighting for the Area of Study
- As 66% of the Mode Weighting for Viewing/Representing
- As 40% of the Mode Weighting for Writing.

Information for teachers



Formative activities for this task could include:

- identifying language features of persuasive language (eg direct address of reader, rhetorical questions, use of statistics, emotive language, slogan, balanced sentences) and explaining their effect
- synthesising knowledge of language features by composing persuasive text
- exploring features of visual text used in pamphlets such as line, dominant image, font, layout and effect of various syntheses of these features
- identifying a range of target audiences for a range of exemplars
- explaining and modeling exemplars of pamphlets.

Marking Guidelines	Marks
<ul style="list-style-type: none"> • Demonstrates sophisticated understanding of the ways ideas are represented in texts and articulates this understanding in the composition and in the explanation reflecting on the choices made. • Demonstrates sophisticated synthesis of a wide range of visual and verbal features, confidently creating an original, informed and integrated product. • Demonstrates highly developed ability to choose a wide range of features entirely appropriate for audience and purpose. • Skillfully composes sophisticated, original and detailed pamphlet using wide range of appropriate conventions sustained throughout pamphlet. 	13–15
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the ways ideas are represented in texts and articulates this understanding in the composition and in the explanation reflecting on the choices made. • Demonstrates highly able synthesis of a wide range of visual and verbal features, confidently creating an informed and integrated product. • Demonstrates well developed ability to choose a range of features appropriate for audience and purpose. • Skillfully composes an effective, and detailed pamphlet using range of appropriate conventions. 	10–12
<ul style="list-style-type: none"> • Demonstrates sound understanding of the ways ideas are represented in texts and shows this understanding in the composition and in the explanation reflecting on the choices made. • Demonstrates sound synthesis of a range of visual and verbal features, creating an informed and integrated product with some confidence. • Chooses some effective features appropriate for audience and purpose. • Composes a pamphlet using range of appropriate conventions with some effectiveness and clarity. 	7–9
<ul style="list-style-type: none"> • Demonstrates understanding of some of the ways ideas are represented in texts and shows this understanding in the composition and in the explanation reflecting on the features used. • Attempts to integrate visual and verbal features, creating a product with some effectiveness. • Chooses some features appropriate for audience and purpose • Composes a pamphlet using some appropriate conventions with limited effectiveness and clarity. 	4–6
<ul style="list-style-type: none"> • Demonstrates understanding of one or two features through which ideas are represented in texts and shows this in the composition and in the identification of the features used. • Attempts some integration of visual and verbal features, composing with limited effectiveness. • Chooses a few features appropriate for audience and purpose. • Attempts to compose a pamphlet using a few conventions with limited effectiveness. 	1–3

3. Changing View

Instructions to students

Phase 1 (in class)

View a television advertisement selected by your teacher because it explicitly or implicitly promises change.

Answer the following questions.

1. What is the purpose and audience for this text? How do you know this?
2. Identify at least four features of language that you find effective and explain why.
3. How does the medium of this advertisement produce meaning for the viewer? You should mention specific details in your answer.
4. How does the text relate to the idea of change?

Phase 2 (over time, eg 1 week)

5. Using the spaces provided in the storyboard form, compose an alternative ending to the advertisement. This should alter the view of change expressed or offered in the advertisement.

Phase 3 (in class)

6. Write a reflection explaining why you altered the advertisement as you did and how that alters the view of change.
7. How do the two versions of the advertisement relate to the representations of change in your prescribed and other texts?

Outcomes assessed

2. A student demonstrates understanding of relationships between texts.
3. A student develops language relevant to the study of English.
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the details of text in order to respond critically and personally.

11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
 12. A student reflects on own processes of responding and composing.

Criteria for Assessment

- Demonstrates knowledge and understanding of visual and verbal language features and the ways in which they shape meaning.
- Composes an alternative ending appropriate to purpose, context and form.
- Composes a sustained reflection which articulates understanding of form, purpose and meaning.
- Articulates understanding of the representation of change in a range of texts.

The mark you gain will appear in the following assessment areas:

As 60% of the Component Weighting for the Area of Study

As 66% of the Mode Weighting for Viewing/Representing

As 40% of the Mode Weighting for Writing,

Information for teachers

Formative activities for this task could include:

- close viewing of various television advertisements
- discussion of what change is promised to the viewer by various advertisements
- identifying visual language features of television advertisements (eg camera angles, shots, focus, effect of naturalism as opposed to formalism, line, colour, lighting)
- explaining their effect on meaning and response
- explaining and modeling exemplars of storyboard.

Marking Guidelines	Marks
<ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of visual and verbal language features and the ways in which they shape meaning. • Composes an alternative ending entirely appropriate to purpose, context and form which is original, confident and sustained. • Composes a sustained reflection which perceptively articulates understanding of form, purpose and meaning within and between texts. 	13–15
<ul style="list-style-type: none"> • Demonstrates highly developed knowledge and understanding of a wide range of visual and verbal language features and the range of ways in which they shape meaning. • Composes an alternative ending appropriate to purpose, context and form which is confident and sustained. • Composes a sustained reflection which soundly articulates understanding of form, purpose and meaning within and between texts. 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of a wide range of visual and verbal language features and the range of ways in which they shape meaning. • Composes an alternative ending appropriate to purpose, context and form which is confident. • Composes a reflection which articulates understanding of form and purpose and meaning within and between texts. 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of a range of visual and verbal language features and some ways in which they shape meaning. • Composes an alternative ending appropriate in some ways to purpose, context and form. • Composes a reflection which articulates some understanding of form, purpose within and between texts. 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of some visual and verbal language features and limited appreciation of some ways in which they shape meaning. • Composes an alternative ending linked in some limited ways to purpose, context and form. • Composes a limited reflection which articulates some understanding of form and purpose within texts. 	1–3