CONVERSATIONS ABOUT CONCEPTS IN TEXTS

In Unit 3, students explore connections between texts by examining representations of the same concepts and issues in different texts. In doing so, they consider how the textual constructions of the same concepts and issues in different texts resonate, relate to, and clash with one another. By examining texts in relation to other texts, students are offered opportunities to explore how connections between texts contribute to meaning-making. They revisit and build on understandings from Units 1 and 2 about how meaning and perspectives are shaped by the relationships between language, purpose, text, context and audience.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of a blog to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with an identified public audience
3. analyse perspectives and representations of concepts, identities, times and places in two texts
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in the two 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 a blog for a public audience
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, and complementary features if appropriate, to achieve particular purposes.

Assessment Conditions:
Blog – extended written
5 weeks' notice
1 000 – 1 500 words
Friday 6th March 2020
[Week 6]

READING / VIEWING/ LISTENING:
Core Text 1: *Class Novel*
Core Text 2: *Short Story or Film*
Supplementary Texts: Exemplar 1 and 2, common blog posts, reviews or critiques of core texts

COMPREHENSION SKILL FOCUS:
Making Connections

THINKING:
Interpreting, inferring, comparing, analysing, justifying

WRITTEN / SPOKEN / MULTI-MODAL TEXTS
Blog [extended written response for public audience]

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Implication sequences, evaluative language, elaborating clauses

PRIORITY STANDARDS

	Objective 3	Objective 4	Objective 5	Objectives 1 and 2
4	appraise/justify			manipulate
3	analysis of			use of the patterns and conventions of a blog and the role of the writer to achieve a particular purpose
	perspectives and representations of concepts or identities in paired texts	the ways cultural assumptions, attitudes, values and beliefs underpin the paired texts and invite readers to take up positions	of the effects of stylistic and aesthetic choices in paired texts	
2	*Recognise or recall key vocabulary:* concepts, identities, representations, perspectives. Narrative elements [setting, characters, plot, themes, style] - codes of characterisation, narrative viewpoints, aesthetic features, stylistic devices *Perform basic process such as:* ☐ identifying elements in the text which contribute to perspectives and representations of concepts or identities ☐ recognising the connections, patterns, similarities and differences between elements of the text which create the textual construction or point of view ☐ draw meaning from these relationships to reach and explain conclusions about perspectives and representations of concepts or identities [using implication sequences and elaborating clauses]	*Recognise or recall key vocabulary:* cultural and historical context, assumptions, attitudes, values, beliefs, invited readings, positioning, infer, implied meanings, associations, connotations *Perform basic process such as:* ☐ identifying parts of the text which convey assumptions, attitudes, values and/or beliefs ☐ inferring [deriving the implied meaning drawn from cultural attitudes, values, beliefs and attitudes ☐ recognising the connections, patterns, similarities and differences between the parts of the texts ☐ draw meaning from these relationships to reach conclusions about how readers are positioned by the author in relation to concept or identity	*Recognise or recall key vocabulary:* symbolism, motifs, intertextuality, stylistic devices [particular to texts], … Film: Visual and Audio elements *Perform basic process such as:* ☐ identifying stylistic and aesthetic devices ☐ recognising the connections, patterns, similarities and differences between these devices within and across texts ☐ draw meaning from these relationships to describe how they contribute to representation of concepts or identities ☐ explain how they position readers to view the concept or identity	*Recognise or recall key vocabulary:* hook, context, synopsis, preview, claim, elaboration, evidence, serial, integration, judgment, summary, compositional analysis, blog, blogger, layout, purpose, role, relationships *Perform basic processes such as:* ☐ identify role and the impact of this on the written response ☐ connect with readers through stylistic devices and 'voice' and tone ☐ identify appropriate background information ☐ describe the plot of each text [synopsis] ☐ state thematic concerns related to representations of particular concepts or identities ☐ summarise arguments [preview and review] ☐ explain claims and elaborate using evidence and implication sequences ☐