

CONVERSATIONS ABOUT ISSUES IN TEXTS

In Unit 3 [Topic 2], students create a perspective through reasoned argument to persuade an audience. Students will examine the representations of the same issues in different texts over the course of the unit, as well as strategies for a persuasive argument. They are to respond to the representation of a contemporary contentious social issue in at least two media texts and construct a persuasive argument of their own which adds to the public dialogue or 'conversation' about the issue

Assessment objectives

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

1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context
2. establish and maintain the role of the speaker/signer/designer and relationship with an identified public audience
3. create perspectives and representations of concepts, identities, times and places
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve persuasive purposes
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 persuasive text
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use spoken/signed and non-verbal features (and complementary, if appropriate) to achieve particular purposes.

Assessment Conditions:
 Media Monologue –
 persuasive spoken
 4 weeks' notice
 5 – 8 minutes
 19th May, 2020
 [T2 Week 5]



READING / VIEWING/ LISTENING:
 Core Text 1: Australian Story: *Close Contact*
 Core Text 2: *Media Text*
 Core Text 3: Theory text
 Supplementary Texts: Exemplar 1 and 2
 COMPREHENSION SKILL FOCUS:
 Synthesise



THINKING:
 Interpreting, synthesising, comparing, justifying



WRITTEN / SPOKEN / MULTI-MODAL TEXTS
 Media monologue: persuasive spoken
 HIGHLY VALUED LANGUAGE FEATURE FOCUS:
 Implication sequences, evaluative language

PRIORITY STANDARDS

	Objective 6	Objective 7	Objective 11
4	Argue/justify	Make logical decisions and connections across the monologue	Manipulate
3	Select and synthesise subject matter to support perspectives	Organise and sequence subject matter to support perspective	Use spoken/signed and non-verbal features [and complementary] to persuade
2	<p><i>Recognise or recall key vocabulary:</i> select, synthesise, perspective, relevant, representation</p> <p><i>Perform basic process such as:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarify the meaning of media texts and other supporting information <input type="checkbox"/> Explain how particular concepts, identities, times or places are represented <input type="checkbox"/> Identify relevant and appropriate information from media texts (and other sources) to include as evidence including stylistic devices and aesthetic features e.g. pun in a headline, the close up in the image; statistics, etc <input type="checkbox"/> Consider which information best supports your perspective (and will have the most impact on your audience) <input type="checkbox"/> Remove non-essential information <input type="checkbox"/> Combine relevant and essential information to form a base for your perspective 	<p><i>Recognise or recall key vocabulary:</i> organise, sequence, perspective, cohesive devices</p> <p><i>Perform basic process such as:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the stages and phases of a media monologue to guide the order of information <input type="checkbox"/> Identify the most appropriate way to discuss subject matter related to each media text e.g. Text A Text A Text B Text B [serial – one text at a time] Text A Text B Text A Text B [integrated – both texts in one section] <input type="checkbox"/> Identify the order of evidence <input type="checkbox"/> Use cohesive devices to support listeners to connect ideas 	<p><i>Recognise or recall key vocabulary:</i></p> <p><i>Perform basic process such as:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotate script to identify <ul style="list-style-type: none"> <input type="checkbox"/> Phrasing and pausing <input type="checkbox"/> Emphasis <input type="checkbox"/> Pace <input type="checkbox"/> Facial expressions <input type="checkbox"/> Gestures <input type="checkbox"/> Stance <input type="checkbox"/> Movement <input type="checkbox"/> Inclusion of graphics <input type="checkbox"/> Rehearse script <ul style="list-style-type: none"> <input type="checkbox"/> Pronunciation <input type="checkbox"/> Fluency <input type="checkbox"/> Volume <input type="checkbox"/> Clarity <input type="checkbox"/> And annotations [see above] <input type="checkbox"/> Consider purpose and make adjustments to delivery

