A photograph of three students in school uniforms, two boys and one girl, smiling and looking at a book. The image is overlaid with a blue gradient.

Analysing and Creating Australian Stories Unit of Work

(NSW English Stage 5 Syllabus
for the Australian curriculum)

Unit overview and lessons
based on developing student
skills in exploring and creating
Australian stories through
analysis and interpretation of
perspectives and voice in creative
and non-fiction Australian texts

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Quiller

Analysing and Creating Australian Stories: Unit of Work

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Unit of work:	Analysing and Creating Australian Stories	Year: 10	Stage: 5
Duration:	6 weeks	Assessment:	Documentary or YouTube clip
Text types:	Documentaries, short stories, recounts, articles, prose poetry	Language:	Film techniques, voice, perspectives
Concept:	Voice, perspectives and creative writing		
<p>Learning experiences: reading, writing, viewing, creating</p> <p>Links to other learning areas:</p> <ul style="list-style-type: none"> • History • Drama <p>General capabilities:</p> <ul style="list-style-type: none"> • Personal and social capability • Critical and creative thinking • Intercultural understanding • Ethical understanding <p>Cross curriculum priorities:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and culture • Asia and Australia's engagement with Asia 			
		<p>Other learning across the curriculum areas</p> <ul style="list-style-type: none"> • Civics and citizenship • Difference and diversity 	

Essential Learning Goal	Overarching Questions	Key Learning Ideas
To analyse and interpret voice and perspectives in Analysing and Creating Australian Stories and to use this knowledge to develop skills in creating texts with a unique voice to represent personal perspectives.	<p>How are voice and perspectives represented in texts?</p> <p>How can voice be developed in writing?</p> <p>How does interpretation affect experiences with texts?</p>	<p>How voice in texts is created</p> <p>How perspectives in texts are created</p> <p>The effects of perspectives and voice in texts on the responder</p> <p>How to create YouTube clips and documentaries about Analysing and Creating Australian Stories</p>

Analysing and Creating Australian Stories Unit of Work

Links to NSW English Syllabus for the Australian curriculum: Stage 5

Objective A: Outcome 1

A student: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

Sub-strands	Content descriptions
Develop and apply contextual knowledge	<ul style="list-style-type: none"> analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented
Respond to and compose texts	<ul style="list-style-type: none"> identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750) explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)

Objective A: Outcome 2

A student: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies EN5-2A


Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> value engagement in the creative process of composing texts consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference

Develop and apply contextual knowledge	<ul style="list-style-type: none"> interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
Respond to and compose texts	<ul style="list-style-type: none"> use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1744, ACELY1754) plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1741, ACELY1751) use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1748, ACELY1776)
Objective B: Outcome 3 A student: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B	
Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
Develop and apply contextual knowledge	<ul style="list-style-type: none"> understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1550, ACELA1563) analyse a range of texts that include the use of Aboriginal dialects and Aboriginal English

Respond to and compose texts	<ul style="list-style-type: none"> • create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) • compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage • use voice effects, eg tone, volume, pitch, pauses and change of pace, for specific effects such as arguing a point of view or attempting to persuade an audience to a course of action
Objective C: Outcome 5 A student: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-5C	
Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> • investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts • create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) • reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
Develop and apply contextual knowledge	<ul style="list-style-type: none"> • critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing • understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
Respond to and compose texts	<ul style="list-style-type: none"> • respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity • formulate, develop and express their own ideas and beliefs creatively, thoughtfully,

	<p>positively and confidently on issues such as sustainable patterns of living</p> <ul style="list-style-type: none"> • pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts • understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
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NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 134-151

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</p> <p>Outcome 1 analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented</p> <p>Outcome 2 interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</p> <p>Outcome 3 create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)</p> <p>Outcome 5 investigate the ways</p>	<p>Refugee voices</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about refugee voices. 2. Read and discuss how voice is created in Najeeba Wazefadost's, an Afghan refugee, story about being a refugee in Australia. 3. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Skim over the remaining paragraphs. 2. Fill in the table below by identifying how Najeeba's voice is conveyed through attitude, tone and personal style in the rest of her story. <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. Write a letter to Najeeba responding to her story. In your letter show the following: <ul style="list-style-type: none"> • how her story affected you personally • how her story informed you about the plight of refugees in general and in Australia • how her perspective in the story is of value to Australian culture. 2. Use your own voice when responding. In other words, write in a way that represents your authentic voice. <p>Special educational needs</p> <ol style="list-style-type: none"> 1. Reduce the number of activities. 		<p>Refugee voices worksheet</p> <p>Najeeba Wazefadost's story</p> <p>http://www.amnesty.org.au/refugees/comments/23976/</p>

<p>different modes, subject areas, media and cultural representation affect their personal and critical responses to texts</p> <p>Outcome 5</p> <p>critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts</p> <p>Outcome 5</p> <p>formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living</p>			
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