

# Exploring and Creating Marine Sustainability Texts Unit of Work

(NSW English Stage 5 Syllabus  
for the Australian curriculum)

Unit overview and  
lessons based on  
developing skills  
in creating and  
analysing marine  
sustainability texts

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*Quiller*



# Exploring and Creating Marine Sustainability Texts: Unit of Work

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<b>Unit of work:</b>	<b>Exploring and Creating Marine Sustainability Texts</b>	<b>Year: 9</b>	<b>Stage: 5</b>
<b>Duration:</b>	6 weeks	<b>Assessment:</b>	Webpage
<b>Text types:</b>	Webpages, narratives, media texts, manga	<b>Language &amp; punctuation:</b>	Dot points, colons and dashes
<b>Concept:</b>	interconnectedness (comparative studies), imagery (representation and texts) and rhetoric		
<b>Learning experiences:</b> reading, writing, viewing, creating		<b>Other learning across the curriculum areas</b>	
<b>Links to other learning areas:</b>		<ul style="list-style-type: none"> <li>• Civics and citizenship</li> <li>• Difference and diversity</li> </ul>	
<ul style="list-style-type: none"> <li>• Science</li> </ul>			
<b>General capabilities:</b>			
<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and creative thinking</li> <li>• Information and communication technology capability</li> </ul>			
<b>CROSS CURRICULUM PRIORITIES:</b>			
Personal and social capability Sustainability			

Essential Learning Goal	Key Learning Ideas	Overarching Questions
<p>How do texts position the responder to believe certain ideas and take action?</p>	<ul style="list-style-type: none"> <li>▪ Analysis of media and narrative texts</li> <li>▪ Re-creating texts</li> <li>▪ How texts borrow from other texts</li> <li>▪ How we can learn from the wisdom of the sea</li> </ul>	<ul style="list-style-type: none"> <li>▪ What elements contribute to marine ecology destruction?</li> <li>▪ What elements contribute to marine ecology renewal?</li> <li>▪ How can individuals and groups contribute to renewing the marine environment?</li> <li>▪ Why is it important to conserve the marine ecology environment?</li> <li>▪ What are the implications if we ignore the impact of human intervention on the marine environment?</li> </ul>

***Exploring and Creating Marine Sustainability Texts Unit of Work***  
**Links to NSW English Syllabus K-10 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

<b>Sub-strands</b>	<b>Content descriptions</b>
Engage personally with texts	<ul style="list-style-type: none"> <li>appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (<small>ACELY1745</small>)</li> <li>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 (<small>ACELY1746, ACELY1756</small>)</li> </ul>

**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

<b>Sub-strands</b>	<b>Content descriptions</b>
Engage personally with texts	<ul style="list-style-type: none"> <li>engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways</li> <li>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 (<small>ACELT1641</small>)</li> </ul>

Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)</li> <li>understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>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</li> </ul>

### 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"> <li>investigate the ways different modes, subject areas, media and cultural representations affect their personal and critical responses to texts</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>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</li> <li>formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living</li> <li>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</li> </ul>

### Objective C: Outcome 6

**A student:** investigates the relationships between and among texts EN5-6C

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> <li>explore and appreciate the similarities and differences between and among more demanding texts</li> </ul>

<p><b>Understand and apply knowledge of language forms and features</b></p>	<ul style="list-style-type: none"> <li>• compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</li> <li>• analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)</li> <li>• use appropriate metalanguage to identify, describe and explain relationships between and among texts</li> </ul>
<p><b>Respond to and compose texts</b></p>	<ul style="list-style-type: none"> <li>• create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)</li> <li>• research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media</li> </ul>

NESA, *NSW English Syllabus K-10 for the Australian English Curriculum*, 2014, pp 134-151



Content descriptions	Lesson Outline	Suitable for homework	Resources
<p><b>Outcome 1</b> appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</p> <p><b>Outcome 1</b> analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts</p> <p><b>Outcome 1</b> investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses</p> <p><b>Outcome 1</b> create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and</p>	<p><b><i>The Great Garbage Patch</i> mockumentary</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>1. Explain, discuss or read notes from the worksheet about the definition of a mockumentary.</li> <li>2. Watch and discuss <i>The Great Garbage Patch</i> mockumentary by Tangaroa Blue Foundation.</li> <li>3. Guide students through creating a mockumentary on marine conservation.</li> <li>4. Ask students to complete the exercise below:</li> </ol> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>a. What message does this mockumentary send about plastic bag use?</li> <li>b. What does the following slogan mean? 'plastic bags are not indigenous to the Pacific'</li> <li>c. Look at the following examples of language used in the mockumentary. Explain what is being said, why it is funny and what serious message is being conveyed.</li> </ol> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>a. You are going to create a storyboard for a scene in a mockumentary about an area of marine conservation that concerns you. For example saving the whales, protecting the Great Barrier Reef or rising sea levels. But before you do, it's a good idea to think about your topic and what you want to say about it.</li> <li>b. Choose an issue related to marine conservation. For example, rising sea levels.</li> <li>c. Brainstorm what you know about this issue and your concerns below. You might like to do some research on this topic. For example, ice melting causes the sea levels to rise, global warming is the cause of rising sea level and pollution causes global warming.</li> </ol> <p><b>Diversity of Learners</b> To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p><b>Extension</b></p>		<p><i>The Great Garbage Patch</i> mockumentary worksheet</p>

<p>complex issues (ACELY1746, ACELY1756)</p> <p><b>Outcome 3</b> engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways</p> <p><b>Outcome 5</b> investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts</p> <p><b>Outcome 5</b> 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</p>	<ol style="list-style-type: none"> <li>a. Create a four box storyboard for a scene in a mockumentary about your chosen issue. Include a drawing, description and the voiceover (what is spoken) for each frame.</li> <li>b. What type of music would you use for this scene?</li> <li>c. In one line, sum up the message in your mockumentary scene.</li> <li>d. Come up with a slogan for your mockumentary like the one in the Great Garbage Patch mockumentary – ‘plastic bags are not indigenous to the pacific’.</li> </ol> <p><b>Special educational needs</b></p> <ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. Reduce requirements of tasks.</li> </ol>		
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