



# QWILLER TEACHING UNIT: AUSTRALIAN STORIES

(NSW English 7–10 Syllabus  
for the Australian curriculum)

Grade 9/10

Stage 5

an integrated language,  
literacy & literature  
teaching unit for exploring  
& creating Australian stories



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SHELLEY MCNAMARA

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## Unit Overview

<b>Unit title:</b>	Australian Stories	<b>Stage/Year:</b>	Stage 5, Year 10
<b>Duration:</b>	10 weeks (6 parts)	<b>Assessment:</b>	Documentary (opening scene) or YouTube clip
<b>Targeted content groups/ Textual concepts:</b>	<p><b>Understanding and responding to texts A</b></p> <p>Representation; Code and convention; Connotation; Narrative</p> <p><b>Understanding and responding to texts B</b></p> <p>Theme; Perspective and context; Argument and authority</p>	<b>Meeting the text requirements:</b>	<p>As the focus of learning in each Stage, students are required to engage meaningfully with:</p> <ul style="list-style-type: none"> <li>• film.</li> </ul> <p>Across each stage, the selection of texts must give students experiences of:</p> <ul style="list-style-type: none"> <li>• a range of fiction and non-fiction texts that are widely regarded as quality literature</li> <li>• a range of texts by Australian authors</li> <li>• a range of texts by Aboriginal and Torres Strait Islander authors</li> <li>• a range of cultural, social and gender perspectives, including from popular and youth cultures.</li> </ul>

## Unit Overview

<b>Outcomes:</b>	<b>NSW English Syllabus: Stage 5</b>	<b>Learning across the curriculum areas:</b>	<p><b>Cross-curriculum priorities</b></p> <ul style="list-style-type: none"> <li>Aboriginal &amp; Torres Strait Islander histories &amp; culture</li> <li>Asia &amp; Australia’s engagement with Asia</li> </ul> <p><b>General capabilities</b></p> <ul style="list-style-type: none"> <li>Critical &amp; creative thinking</li> <li>Ethical understanding</li> <li>Literacy</li> <li>Personal &amp; social capability</li> <li>Intercultural understanding</li> </ul> <p><b>Other learning across the curriculum areas</b></p> <ul style="list-style-type: none"> <li>Civics &amp; citizenship</li> <li>Difference &amp; diversity</li> </ul>
	<p><b>Reading, viewing and listening to texts</b></p> <p><b>EN5-RVL-01</b> uses a range of personal, creative and critical strategies to interpret complex texts</p>		
	<p><b>Understanding and responding to texts A</b></p> <p><b>EN5-URA-01</b> analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p>		
	<p><b>Understanding and responding to texts B</b></p> <p><b>EN5-URB-01</b> evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p>		
<b>Sentence-level grammar and punctuation:</b>	<p><b>Expressing ideas and composing texts A</b></p> <p><b>EN5-ECA-01</b> crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</p>	<b>Word-level language:</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Language forms and features of Australian stories</li> <li>Verbal and non-verbal language devices</li> <li>Documentary film devices</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>rules for adding -ing or -ed</li> </ul>
	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>direct and indirect speech</li> <li>dialogue writing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>tense (past, present, future)</li> </ul>		

## Unit Overview

### Essential learning goal/ intention:

Students will explore and create Australian stories through analysis and interpretation of perspectives and voice in creative and nonfiction texts.

### Unit focus/ rationale:

This unit develops students' understanding of identity, culture, and storytelling. Students will explore and create Australian stories through analysis and interpretation of perspectives and voice in creative and nonfiction texts such as prose poetry, narratives, documentaries, multi-media texts, and YouTube clips. Through studying multicultural, Aboriginal, and historical Australian stories, students will investigate questions like 'What is identity?' and 'How is culture constructed?' They will reflect on Australia's identity and use these stories as inspiration to create their own, representing their perceptions of Australian culture and life. The unit emphasises developing skills in writing with voice, expressing perspectives, and understanding how perspectives are constructed in media. Students will learn to communicate effectively by listening carefully, speaking clearly, and debunking stereotypes. They will craft personal stories through journaling, reflection, and digital storyboards while exploring diverse Australian voices. The culminating tasks include creating YouTube clips that contribute to a 21st-century Australian voice and/or producing a documentary about an Australian story. These projects allow students to synthesise their learning, showcasing their understanding of storytelling and their unique contributions to Australia's cultural narrative.

Outcome & content	Teaching & learning sequence
<b>Part 1: Developing engagement - Australian Identity</b>	
<p><b>(EN5-RVL-01) Reading, viewing and listening skills</b></p> <ul style="list-style-type: none"> <li>Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning</li> </ul> <p><b>(EN5-URB-01) Theme</b></p> <ul style="list-style-type: none"> <li>Analyse how themes can be understood to underpin cohesive meaning in texts, and apply this understanding in own texts</li> </ul>	<b>Lesson 1.2: What is the Australian identity?</b>
	<b>Learning intentions:</b>
	<ol style="list-style-type: none"> <li>Define Australian identity.</li> <li>Understand that Australia's national identity is determined by the language we speak and reflects the socio-demographics of the speaker's character.</li> <li>Read 'Bush, beach, beer and bayonet – or a grown-up Australia in Asia?' by Alison Broinowski and analyse how it explores Australia's national identity.</li> </ol>
	<b>Evidence of learning</b>
	<b>Achievement criteria</b>
	To demonstrate their learning, student will:
	<ul style="list-style-type: none"> <li>Define Australian identity.</li> <li>Answer the questions about the article.</li> <li>Find an image that reflects your understanding of the Australian collective identity and complete activities, including a drawing of what our national dress should look like.</li> <li>Write a paragraph about a snapshot of people in your local area.</li> </ul>
<b>Teaching guidance:</b>	
<ol style="list-style-type: none"> <li>Introduce &amp; explain the lesson concept.</li> <li>Explore Dig Deep activity/activities with the class.</li> <li>Students complete the activity, completing as many levels as they can.</li> <li>See 'Hungry for more' independent learning tasks to extend students.</li> </ol>	

## Teaching &amp; learning sequence

## Part 1: Developing engagement - Australian Identity

## DEFINING AUSTRALIAN IDENTITY

*Dig deep***Think, pair, share**

1. How would you define the Australian identity?
2. Compare your definition with a partner or the class. Account for the different perspectives about what the Australian identity actually is.

## AUSTRALIAN IDENTITY AND LANGUAGE

*Dig deep*

1. Below is an extract from an article about 'Australian identity'. The article, written by Alison Broinowski, Visiting fellow, Faculty of Asian Studies at Australian National University, is titled 'Bush, beach, beer and bayonet – or a grown-up Australia in Asia?' and attempts to answer the question 'What is Australia?' It's an interesting question.
2. Before we read the article, talk with a friend about: 'What is Australia for?' Think about what Australians stand for or represent.

Acknowledgement: Alison Broinowski, 'Bush, beach, beer and bayonet – or a grown-up Australia in Asia?', *The Conversation*, 14 June, 2012. <https://theconversation.com/bush-beach-beer-and-bayonet-or-a-grown-up-australia-in-asia-7172>

*Activity 1.2:* Exploring Australian identity**Level 1**

1. The writer begins with a snapshot of Bondi. Describe the people of Bondi. What does 'Australia is a 'country of clichés' mean?
2. What are some of these Australian clichés?
3. What do you think the author means by Australians 'obsessed with identity is a cliché'?
4. What are some ways that the clichés mentioned are actually contradicted?
5. Why do you think the Bush narrative is the 'default Australian cultural narrative'?
6. How do you think the Director of Ceremonies, Ric Birch's opening ceremony for the 2000 Olympics showed 'self-satire'?
7. The writer quotes a PHD researcher who says that 'Australia has no national dress, song or literature'. Do you agree with this? Explain your answer.



## Teaching &amp; learning sequence

## Part 1: Developing engagement - Australian Identity

**Activity 1.2:** Exploring Australian identity

## Level 2



Acknowledgment: ChatGPT- prompt realistic Australian country landscape.

Acknowledgment: ChatGPT- prompt realistic Australian urban landscape.

2. In what ways do the two images above represent an Australian collective identity? What ways do they NOT represent an Australian collective identity?
3. Find an alternative image that reflects your understanding of Australian collective identity. In three sentences explain how your image reflects Australia's collective identity. How does it compare and contrast to the images given above? Draw a sketch of what you think should be our national dress.
4. What do you think would be a good national song? What would be a good example of national literature? Explain your ideas.
5. How do you think our 'national narrative made up of bush, beach, and beer' (or Bundy) could be a cliché?
6. Do you think Australia's identity has changed over the last 20 years? Explain how and the contributing factors.

## Level 3

7. Create a snapshot of people in your local area. Continue the following sentence by adding a time and place and then a list of people in your area – how they behave, their dress and any other thing that distinguishes them.

\_\_\_\_\_ at \_\_\_\_\_ reveals a snapshot of today's Australia

\_\_\_\_\_.