



ENGLISH

Teaching, learning and assessment exemplar

Year 8

Analytical writing | Environmental citizenship



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the [Outline](https://k10outline.scsa.wa.edu.au) – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The English curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This Year 8 English exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 21 lessons, with a time allocation of three hours per week.

This teaching, learning and assessment exemplar provides a sequence of lessons that reflect an integration of the three interrelated strands of Language, Literacy and Literature which, together, make up the Western Australian Curriculum: English. The curriculum content related to each lesson sequence is provided. To ensure that all aspects of the mandated Year 8 strands and sub-strands are taught over the school year, refer to the English page of the Western Australian Curriculum on the Authority website.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

Using this exemplar

This teaching and learning exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: English.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching on the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/english-v8/overview/ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-assessing/ways-of-assessing-english>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Analytical writing | Environmental citizenship

Students adopt the role of literary environmentalists as they seek to uncover the ways in which the issue of climate change is represented through a range of print, digital and filmic texts. Teachers offer students a variety of current contextual perspectives surrounding the topic, to examine how we may better protect the environment; students will consequently refine an articulate and convincing voice when analysing these representations.

Students explore the responsibilities of individual activists and organisations who seek to encourage changes in our current environmental behaviours. Additionally, students reflect on the valuable role of Aboriginal and Torres Strait Islander Peoples, whose knowledge of Country enables them to offer solutions for how to better manage extreme weather events, and care for the land and waters entrusted to us all. In conducting an analysis of texts from a selection of genres, students simultaneously reflect on their own responses to texts, considering how their personal values influence their interpretations.

Through a scaffolded formative assessment task, students are invited to communicate their concerns, and specify the ways in which they believe society can shape long-lasting, future change using evidence from a selection of text types. As students hone their use of metalanguage and structure, they undertake a summative assessment, selecting one extended response question to discuss a specific multimodal text studied. In this way, it is anticipated that students will build on prior knowledge across a range of course disciplines, in order to adopt an empowered, well-informed position on one of the biggest issues facing their generation.



Western Australian Curriculum | What will be taught

Language

- Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate
- Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres
- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims
- Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning
- Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning
- Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy

Literature

- Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
- Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives

Literacy

- Identify how texts relate to contexts
- Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions
- Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text
- Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing
- Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical



Achievement standard | What is assessed

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features, literary devices and/or multimodal features and features of voice.

Reading and Viewing

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They discuss and analyse how ideas are represented and how texts reflect or challenge contexts. They discuss and analyse the aesthetic qualities of texts, and how text structures shape meaning. They discuss and analyse the effects of language features, intertextual references, literary devices and visual features. They select supporting evidence from texts to develop their own response.

Writing and Creating

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features, literary devices and/or multimodal features.



LESSONS 1–23



Lesson sequence | Environmental citizenship through analytical writing

Lessons 1–2

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text
 - Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing
 - Identify how texts relate to contexts
-

Reading critically

Teacher

- With students, brainstorm the term ‘critical’ and discuss why it is important to be critical readers (online, when watching films and documentaries, and when reading). Resources for the teacher to access before teaching are provided in Appendix A.
- Provide students with an image of Abraham Lincoln (Appendix A) alongside the quotation ‘I love using the internet to find stories about myself.’ — Abraham Lincoln 1864. Discuss why this is funny, but also what it means in terms of authenticity.
- If time permits, allow students to play the *BBC adventure game* (Appendix A). The game helps students explore the accuracy and reliability of online information such as social media posts, online news articles and images.
- Discuss with students the term ‘critical’ as being a form of judgement and determination of the value of a text because of its credibility, reliability and source validity.
- Ask students what elements make a source credible, valid and reliable. Revise these terms if required.
- Teach/revise with students the meaning of the words ‘objective’ and ‘subjective’.
- Ask students to create a vocabulary bank of key terms.
- Inform students that when we research online, a lot of information is provided; it is therefore important to decipher the most credible, valid and reliable sources to make educated and informed judgements.
- Break down a website address (domain) and guide students through the correct terminology to discuss it. See below as an example:
 - http:// = protocol
 - www. = subdomain
 - smilebehappy = domain name
 - .com = top-level domain
 - smilebehappy.com = root domain

Students add these key terms and definitions to their vocabulary bank.

- Explain to students that the best way to determine a source's credibility, validity and reliability is through the top-level domain.
- Inform students that in general, the most reliable top-level domains generally include .gov and .edu, although these can sometimes include elements of bias.
 - Traditionally .org is assigned to a charity/organisation. Ultimately the information they present may be accurate, but will likely be for a purpose (is biased). The same is true of .com because these are commercial sites.
 - .net sites should generally not be trusted as resources of information.
- Create a source credibility quiz (various platforms provided in Appendix A) for students to play, in order to revise these key terms. The questions are below, and the answers are presented in bold.
 - A website is valid and reliable when **'the website's author is clear, and the date is recent'**, **'the website contains errors in spelling'**, **'there are lots of advertisements on the page'**, **'the hyperlinks to other websites are not working'**.
 - A well-designed website makes me feel confident in its authenticity. **True** or false?
 - If the website has not been updated in five years **'it is still considered a reliable source of information'**, **'the information it presents may be out of date'**.
 - **'The website includes lots of evidence from university studies; it must an unreliable resource'**. True or **false**?
 - **'The most trustworthy top-level domains are usually'** **' .gov, .au', '.gov, .com', '.gov, .net', '.gov, .edu'**
- Provide students with Lessons 1–2 worksheet – How reliable is this site? Students may discuss websites in pairs as they complete the worksheet (Appendix A).
- Introduce students to the United Nations' Sustainable Development Goals (Appendix A).
 - Discuss how/why the United Nations is an organisation whose website/research can be trusted as a source.
 - Encourage a discussion regarding which goals are linked to the environment and managing climate change (there are explicit ones, but students should see how the goals are interrelated and rely on one another to address the issue wholly).
- Communicate that in upcoming lessons the issue of climate change will be explored through a range of texts.
- As a class, encourage students to brainstorm the reasons why they think exploring the issues of climate change is important. This is an opportunity for diagnostic assessment, to determine what students already know about the topic.

Students

- Participate in a discussion about credible, valid and reliable sources.
- Take note of the language used to describe the various elements of a website address.
- Add the key terms and definitions learned in this lesson to a vocabulary bank page in their workbooks.
- Complete the Source Credibility quiz (Appendix A).
- In pairs, complete Lessons 1–2 worksheet. How reliable is this site? (Appendix A)
- Review and discuss the United Nations' Sustainable Development Goals and explore how these come from a reliable source (Appendix A).
- Discuss why the issue of climate change is an important one to explore.



Lessons 3–4

The Western Australian Curriculum content addressed in these lessons is below.


Literacy

- Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions
 - Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing
 - Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical
-

Collective responsibility

Teacher

- Ask students what they know about the following key terms, which will have been presented in their study of Science and/or Humanities and Social Sciences. Encourage them to search for the terms in a dictionary/online for definitions if required. Ask students to keep these in their workbooks, adding them to their vocabulary bank of key terms.
 - conservation
 - sustainability
 - preservation
 - exploitation
 - destruction
 - extinct
 - threatened
 - endangered
 - vulnerable
 - environment
- Discuss the different types of conservation threats, including:
 - environmental – deforestation and forest degradation, pollution, water scarcity, overpopulation, climate change and loss of biodiversity
 - animal – loss of habitat, illegal wildlife trade, pollution and climate change
 - marine – overfishing, habitat loss from factors such as dredging, illegal fishing, climate change, e.g. coral bleaching and pollution
 - human – loss of Indigenous peoples’ cultures/languages/traditions, climate change and marginalisation.
- Discuss with students who has the responsibility to conserve, and why it is important to do so. Those who hold responsibility include:
 - all of us
 - state and federal government
 - zoos/aquariums
 - charities and non-government organisations.

- 
- Watch [See How Perth Zoo is Saving Wildlife!](#) (Appendix A) with students, then have them answer the comprehension questions below.
 - What steps are Perth Zoo taking to save wildlife?
 - In what countries has Perth Zoo supported animals?
 - Why is Perth Zoo's work with orangutans significant?
 - What is it about Australia's wildlife that is wonderful?
 - What is it about the current state of Australia's animals and wildlife that is concerning?
 - What is the overall purpose and message of the video?

Who can we learn from?

- Watch [What we can learn from Indigenous Australians and their 60,000 years caring for country?](#) (Appendix A) or the shorter film by the Kimberley Land Council [Right way fire](#) (Appendix A).
- Students make notes on the environmental, animal, marine and human concerns currently being experienced by Australians. Lessons 3–4 worksheet – Impacts on Australia may guide students to do this (there are two note-taking options to select from) (Appendix A).
- Encourage students to participate in active listening as they note the main ideas from the text and any supporting evidence.
- Support students as they write a summary of their notes in the form of a paragraph, answering the question: What does this text teach us about the environmental impact of climate change on Australia?
- Review students' summaries and notes on submission.

What is the impact?

- Select an image or allow students to choose one related to an extreme weather event or disaster (Appendix A).
- Encourage students to adopt the viewpoint of one of the creatures, people or inanimate objects from one of the images, and write a description of the event (electronically or by hand). Support students to include:
 - first person narration and a consideration of their feelings as the cyclone/flood/bush fire approached
 - figurative and descriptive language to describe their experiences of the cyclone/flood/bush fire. Students should try to include their five senses when creating imagery.
- Offer students Lessons 3–4 worksheet – Impacts on Australia – Imaginative writing activity as a scaffold if required (Appendix A).
- Allow students to swap their work with a peer to guess whose perspective they have written from, and what event or natural disaster event they have described.



Students

- Look up definitions of the words provided by the teacher and add these to their vocabulary bank of key terms.
- Contribute to a discussion of the different types of conservation threats and who has responsibility for conservation.
- Watch the [See How Perth Zoo is Saving Wildlife](#) video and answer the comprehension questions.
- Watch either [What we can learn from Indigenous Australians and their 60,000 years caring for country?](#) Or [Right way fire](#). Make notes using Lessons 3–4 worksheet – Impacts on Australia.
 - Answer the question: What does this text teach us about the environmental impact of climate change on Australia?
 - Submit summary and notes for the teacher to review.
- Adopt the perspective of a person, inanimate object or animal from a selected or provided image and write a description of their experience of the extreme weather event or natural disaster.
 - Use Lessons 3–4 worksheet – Impacts on Australia – Imaginative writing activity as support if required.
- Swap with a peer and review each other’s work.



Lesson 5

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing
- Analyse how authors and creators use text structures to organise ideas and develop and shape meaning

Language

- Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate
- Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres
- Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning

Environmentalists and environmental organisations

Teacher

- If required, create a persuasive techniques revision quiz for students to play. Questions to use are presented below and answers are in bold (various quiz platforms are provided in Appendix A).
 - 'We can make a difference' is an example of? Give options with the answer **inclusive language**.
 - 'We', 'You', 'Our' are examples of pronouns. **True** or false?
 - 'The tornado is coming this way' is an example of a statistic or **fact**.
 - 'Forty-five percent of avocados are sold ripe' is an example of a statistic. **True** or false?
 - An example of a rhetorical question is (students select). 'Surfing must be a challenge for those who are inexperienced, or those who do not have the correct equipment' or '**Would you want to be caught surfing an 80-foot wave with limited protection?**' Discuss the punctuation as an indicator here.
 - 'Now is the time to change the date, now is the time for reconciliation, now is the time to come together' is an example of **anaphora** or alliteration. (students select)
 - An example of emotive language is (students select), '**Yesterday I was excluded, discarded and abandoned to fend for myself**' or 'Yesterday, my friends left me to eat lunch alone.'
 - 'You will make a difference' is an example of (students select). 'Inclusive language', 'Flattery', '**Inclusive language and flattery**', or 'Emotive language'.
 - 'Tigers currently face a loss of habitat, reduction of prey, limited water sources and falling temperatures.' What technique is this? Students select: 'Repetition', 'Rhetorical question', '**List**', 'Emotive language'.
 - 'Celebrities and professionals can endorse products or ideas'. **True** or false?

- Examples of professional endorsement include (students select). 'A university professor endorsing an idea in a textbook', 'A dentist endorsing a brand of toothpaste', 'A football player endorsing a soft drink' (**All of the above**).
- 'The term 'hyperbole' means happy'. True or **false**?
- 'Hyperbole means exaggeration. Which of the following examples are of hyperbole?'
Students select: 'I love you to the moon and back,' 'You can make all the difference', 'All your dreams will come true' (**All of the above**).
- Give students the list of environmentalists and organisations to select from (Appendix A).
- Once they have chosen, direct students to complete Lesson 5 worksheet – Environmentalist/ Organisation profile page, or compose a poster using their research (Appendix A).

Environmentalism in action: Greta Thunberg

- Present Greta Thunberg's speech (Appendix A). Discuss, and support students as they make notes on the following:
 - the ways Thunberg uses non-verbal cues and vocal effects, such as facial expressions, eye contact and gesture, as well as tone variation, volume and pace for effect
 - the rhetorical devices Thunberg uses to engage her audience and persuade them to make a difference (in both the video and printed script)
 - the ways these verbal and visual modes work together to make us feel as viewers and listeners
 - Students may use Lesson 5 worksheet – Watch and listen – Thunberg's presentation skills to assist with note-taking (Appendix A).
- Explain the different terms 'perspective' and 'viewpoint' and encourage students to add these key terms and definitions to their vocabulary bank.
- Discuss with students what Thunberg's viewpoint is on climate change and what actions are being taken to deal with climate change.
- Ask students why it is that Thunberg's perspective as a young person living in a time where we may still make a difference is so valuable to achieving her purpose and appealing to her audience.
- Watch Greta Thunberg's GIF, shared on Twitter (Appendix A). Discuss:
 - Why does this make us laugh? Link to the speech we have just watched: how does this GIF rely on our understanding of Thunberg's climate change viewpoint?
 - What does this GIF show us about Thunberg's personality?



Students

- If required, complete the quiz on persuasive language features.
- Select an individual environmentalist or environmental organisation to research, from the list provided by the teacher.
- Complete Lesson 5 worksheet – Environmentalist/Organisation profile page or create a poster using research to respond to the question prompts.
- Watch and read Greta Thunberg’s speech.
- Participate in a discussion about Thunberg’s use of voice, as well as the persuasive language she employs, and the way these work together to achieve a purpose and evoke a response.
 - Use Lesson 5 worksheet – Watch and listen – Thunberg’s presentation skills to support with note-taking if required.
- Explore the difference between viewpoint and perspective as key terms, and add these to the vocabulary bank, with definitions.
- Watch Thunberg’s GIF, shared on Twitter, and consider the ways in which this draws on our prior knowledge of her speech, as well as what this demonstrates about her personality.

Lessons 6–7

The Western Australian Curriculum content addressed in these lessons is below.

Literature

- Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives

Literacy

- Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
-

The environment in literature

Teacher

- Guide students in reading the poem *The Tree Arrangement* (Appendix A).
- Students complete the following table as a class or in small groups, using evidence from the poem to show the positive interpretation of the elm, versus the neighbour’s negative perception of it as a ‘weed’.

elm		weed
	versus	

- Discuss how, as in this poem where people perceive the tree differently, so people also disagree on the issue of climate change. This poem reflects how fortunate Australians are to live in a democracy, and as such, it is valuable to listen to varying perspectives. Although people’s views may be different, it is important to be respectful and tolerant of others’ views.

- Review how language is used to discuss personal responses to texts, and how these personal responses are influenced by our own contexts, values and beliefs.
 - Encourage students to contribute to a list of positive and negative words to describe their explicit responses to texts. See below for examples.

Positive responses to texts	Negative responses to texts
joy/elation	concern/alarm
appreciation/respect	disgust/aversion
awe/reverence	shock/astonishment
pride/admiration	shame/embarrassment

- Discuss the values and beliefs which influence the above responses to texts. For example, the sense of joy and elation felt when watching a baby turtle make it to the ocean in a documentary is influenced by the personal values of life and survival, as well as love and respect for animals.
- Encourage students to contribute to a list of values to justify why they respond in a particular way to a text. Alternatively, provide students with the list below and get them to tick those which are of value to them.

<ul style="list-style-type: none"> ▪ life and survival ▪ nature (animals, plants, the ocean) ▪ family ▪ friends ▪ freedom ▪ security ▪ justice ▪ loyalty ▪ honesty 	<ul style="list-style-type: none"> ▪ creativity ▪ intelligence ▪ success ▪ respect ▪ diversity ▪ love ▪ religion/faith ▪ forgiveness ▪ compassion ▪ change 	<ul style="list-style-type: none"> ▪ wisdom ▪ beauty ▪ teamwork and cooperation ▪ communication ▪ education ▪ strength and courage ▪ wealth
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- Select a picture book which is read on YouTube (Appendix A).
- Model how to discuss the written and visual elements, using appropriate metalanguage, in line with the text's purpose and intended audience.
 - Encourage students to take note of what the text teaches us about how we may better appreciate and/or care for the environment.
 - Discuss the values it appeals to and how we respond to the text.
- In the same manner, watch and guide students as they then read and discuss a selection of environmental picture books in small groups. Some examples are provided in Appendix A.
 - Students may rotate around the room to read a variety of books, making notes on the various environmental lessons in each text and how to better care for the planet through action.



- Encourage students to mimic you, using apt visual and written metalanguage when discussing the ways in which these books present the issue of climate change.
- Lessons 6–7 worksheet – Picture book analysis template is provided to assist students with notetaking (Appendix A).



Students

- Read and discuss the poem *The Tree Arrangement* (Appendix A).
- As a class or in small groups, complete the table of contrasting viewpoints on the tree, using evidence from the poem.
- Revise the language used to discuss personal responses to texts, and what these personal responses are influenced by (personal contexts, values and beliefs).
- Contribute to a list of positive and negative words that describes explicit responses to texts.
- Watch the teacher model how to use appropriate metalanguage to discuss the written and visual elements of a picture book, in line with the text's purpose and intended audience.
 - Take note of what the text teaches about how they may better appreciate and/or care for the environment.
 - Discuss the values the text appeals to and how they respond to the text.
- Read and discuss a selection of picture books in small groups (Appendix A).
 - Rotate around the room to read a variety of picture books, making notes on the environmental lessons taught; use Lessons 6–7 worksheet – Picture book analysis template if required.
 - Use apt visual and written metalanguage when discussing the ways in which these books present the issue of climate change.



Lessons 8–9

The Western Australian Curriculum content addressed in these lessons is below.

Literature

- Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators


Literacy


- Identify how texts relate to contexts
 - Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text
 - Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
-

Persuasive written and visual texts

Teacher

- Revise previous lessons with students. So far, we have considered the issue of climate change, who is fighting to address it, and some ways in which authors/media representatives suggest we can contribute to change.
- In simple terms, semiotics (Appendix A), relies on the physical signifier (e.g. a word or image) and signified (our own, non-physical associations with that signifier) for the reader to make meaning. This is why emotive language is so powerful; it taps into our connotations (what is signified) through signifiers (words).
- With students, revise the examples of emotive language below and discuss how these words make us think or feel.
 - Emotive language words to use:
 - crisis
 - emergency
 - breakdown
 - catastrophe.
 - What connotations are associated with these words? Push students beyond basic justifications, such as positive and negative. Instead, encourage them to describe in small groups, or draw what they see when they read these words. What colours do they see? What images?
 - Do these words inspire action?
 - What if all these words were used together in a paragraph?
 - Do we want to make a change and actually do anything, or does it seem too overwhelming when seeing these words together?

- 
- There has been a recent shift in language to discuss climate change, which is now generally referred to as the climate crisis. Discuss with students why they think this language shift has occurred. Some points may include:
 - The terms ‘climate change’ and ‘global warming’ have been in common use since around the 1980s; these are no longer adequate or relevant in a modern context.
 - Not enough has been done about climate change over this period of roughly 40 years, and so the language needed to change, to reflect an increased sense of urgency.
 - Present students with the trailer for the [Landfill Harmonic Orchestra](#) (Appendix A). Watch the trailer with students through once. Re-watch and pause to discuss the text. Some focus questions may include:
 - At the beginning of the trailer, lots of awards from various countries, film festivals and organisations are presented across two scenes. What is the purpose of showing these? Encourage students to link back to the language of Lesson 1 (credible, valid and reliable).
 - Where do we see visual evidence of the poverty the people of Cateura live in?
 - Describe explicitly what we see, e.g. houses are all crowded on top of one another with tin roofs, they are located below a rubbish dump.
 - Encourage students to explain how this shows poverty, e.g. because in wealthier areas people typically have homes made of more solid materials and they are not usually located in such a dangerous place.
 - What examples of rubbish being reused are seen? For instance, a discarded x-ray is being recycled as part of a drum.
 - How is the Harmonic Orchestra contributing to addressing the climate crisis in a practical way?
 - Students may require a revision of persuasive and visual terms before the visual analysis later in this lesson.
 - Teachers will need to locate images of visual shot types, angles, and a character’s facial expression to create a visual language revision quiz. The questions are presented below, and answers are in bold (various quiz platforms are provided in Appendix A).
 - ‘Juxtaposition’ refers to placing two contrasting elements next to one another, to create a meaning. **True** or false?
 - An extreme long-shot is often employed to establish the setting and atmosphere. **true** or false
 - A mid-shot will often show the entirety of the setting, what the character is wearing, and their facial expression. **True** or false?
 - Poppies are often a symbol of: (students select) ‘**sacrifice and mourning**’, ‘romantic love’, ‘freedom of expression, ‘social justice’.
 - The camera angle used in this image is: (students select) ‘eye-level camera angle’, ‘high camera angle’, ‘**low camera angle**’, ‘close up shot’.
 - In this shot, the character’s facial expressions can best be described as: (students select) ‘**happy and excited**’ ‘confused and disorientated’, ‘elated and excited’, ‘concerned and troubled’
 - ‘Composition refers to what is included inside the frame, and anything that has been deliberately excluded’. True or **false**?
 - ‘The colour green often has associations with’: (students select) ‘aggression and hatred’, ‘femininity’, ‘romantic love’, ‘**the environment**’.

- 
- 'Close proximity between characters is often symbolic of strained and fractured relationships'. True or **false**?
 - 'The placement of an object in the foreground of the frame suggests that it is of significance in terms of the overall image's meaning'. **True** or false?
 - On the board, or by printing and providing images, guide students in conducting a static image analysis, using selected examples from Appendix A.
 - Model the use of visual metalanguage to discuss the composition of the static images selected. For example, placement, salience, framing, representation of action or reaction (body language and/or facial expression), shot type, camera angle and social distance (proximity). Additional visual features such as lines, colour, juxtaposition, gaze, lighting, and text may also be discussed as appropriate.
 - If selecting an advertisement, an exploration of persuasive language will also be required. For example, inclusive language, imperative language, emotive language, rhetorical questions, endorsement, statistics, facts, listing and repetition.
 - Provide students with Lessons 8–9 worksheet – Analysing images (Appendix A) to work on in pairs or small groups. Support students as they analyse allocated images on the worksheet, while focussing on the following.
 - What is the purpose of this text?
 - How do students know, e.g. what evidence can they find?
 - How does this evidence show the purpose, e.g. what visual language choice/s have been made, and how do these communicate the purpose?

Students

- Reflect on previous lessons, considering the issue of climate change, who is fighting to address it and what are some of the ways in which authors/media organisations suggest that the environment can be protected.
- Revise the examples of emotive language provided by the teacher and discuss how these words make them think and feel.
 - In small groups discuss or draw what they see when they read these emotive words.
 - Answer the teacher-provided questions regarding these emotive words.
- Discuss and understand the shift in language used to discuss climate change; now known as the climate crisis.
- Watch the trailer for [Landfill Harmonic Orchestra](#). Re-watch and contribute to a whole class discussion, answering questions.
- Review persuasive and visual terms, if required.
- Watch the teacher model a static image analysis.
- Complete Lessons 8–9 worksheet and analyse images in pairs or small groups, using visual metalanguage to do so.



Lesson 10

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions
-

The facts

Teacher

- Place students into groups of two or three. Allocate half the class with a selection of climate change causes research options, and the other half with climate solutions options. Students then combine to teach other groups (mixing causes and solutions where possible).
 - Offer students the scaffold Lesson 10 worksheet – Research template climate change causes and solutions if they need it (Appendix A).
- Allocate each group a website (Appendix A) to use as a source to create and deliver a short two-minute presentation to their peers on the topic of climate change.
- Allow students time (perhaps as a homework task) to select a song which inspires them to make a difference and supports their quest to take care of the planet. Students will listen to this class playlist in their final lesson of this unit of study.
- Encourage students to justify why they selected this song.
- Set parameters around appropriate language use in songs. Links to sample playlists are provided in Appendix A.

Students

- Get into groups of two or three.
- Research the allocated webpage on either climate change causes or climate change solutions, using Lesson 10 worksheet – Research template climate change causes and solutions, if required.
- Combine with a group who have completed the opposite research; for example, a causes group combines with a group who have worked on solutions.
- Present to one another, sharing their research information.
- Select a song which inspires them to take better care of the planet and provide this to the teacher, justifying why it is inspiring.



Lessons 11–12

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims.

Literacy

- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing.
-

Formative assessment

Teacher

- Revisit the purpose of previous lessons, where students have viewed and engaged with the issue of climate change presented in a range of texts and text types, such as poetry, static images, and picture books. Students have also undertaken research into an individual environmentalist or organisation who actively fights to address the climate crisis.
- Hand out the formative assessment task and go through this, and the marking key, with students. Allow for any questions.
 - Students handwrite answers to the following questions using the Formative assessment scaffold (Appendix B).
- The formative assessment questions are detailed below.

Question One

Based on two texts that you have read and/or viewed, what climate threats concern you the most and why?

Question Two

Based on two different texts that you have read and/or viewed, in what ways do you think we can better support our environment?

Note: for this question, you are required to discuss different texts to those covered in Question One.


Question Three

‘Having famous environmental activists and/or organisations to help guide us through the climate crisis is valuable.’

Do you agree or disagree with this statement based on any of the texts you have read and/or viewed? Explain your answer.

Note: for this question, you may select **any** text, including those you may have used for Questions One and Two.

- Encourage students to use the marking key to guide their self-assessment and edit their work.

- 
- Students are permitted notes, and two lessons to compose and review their handwritten responses before submission.
 - Collect the formative assessment task and provide feedback to students. Aim to have this back by Lesson 17 to support students in their preparation for the summative assessment task.

Students

- Reflect on the purpose of previous lessons and the various texts and text types studied.
- Go through the formative assessment task, and marking key, with the teacher. Ask any questions.
- Respond to the three questions, in the form of scaffolded, short answer responses (between 250–300 words per question).
 - Use evidence from text/s of their choice to support their opinions.
 - Use notes made during the past seven lessons if they wish.
 - Use two lessons to compose and review their handwritten responses before submission.
 - Submit their formative assessment task to the teacher for review and feedback.



Lessons 13–16

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing
 - Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
-

Teacher

- Select a visual text, such as a documentary, feature film or short film. Examples in Appendix A may be useful.
- If one is available, watch the text's trailer with students and encourage them to make predictions about what they think the text will be about and what issues it may deal with.
- Ask students what they think the word 'production' means and encourage students to research the context of production of the chosen visual text. Guide them in researching answers to the questions below.
 - Who directed it?
 - What other films/documentaries has this director worked on?
 - Who is it produced by, and have they produced similar films?
 - What year was it released?
 - Where was it broadcast (e.g. the cinema, Netflix, Apple TV)?
- Revise with students the meaning of 'context of reception'. This can refer to both when the text was broadcast (e.g. 2005), and to the time when students watch it (today).
 - If these years are far apart (as above), you may like to provide additional time for students to research any world events leading up to the text's composition, to support a better understanding of the production and reception contexts.
- Give students the opportunity to add the key terms and definitions of 'context of production' and 'context of reception' to their vocabulary banks.
- Watch the selected visual text with students and guide an analysis of the issues presented within it, and how these are presented through visual language. Offer students the option of using Lessons 13–16 worksheet – Film note-taking to record evidence from the text while watching the film (Appendix A).



Students

- Watch the trailer of the selected visual text. Make predictions about what issues are likely to be dealt with in the text.
- Add the terms and definitions of 'context of production' and 'context of reception' to their vocabulary banks.
- Research the visual text's context of production.
- Research the visual text's context of intended reception (if it is vastly different from their own).
- Watch the visual text and use Lessons 13–16 worksheet – Film note-taking, to scaffold their gathering of evidence.
- Make use of teacher's support and guidance as they watch and analyse the visual text.



Lessons 17–20

The Western Australian Curriculum content addressed in these lessons is below.


Literacy


- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing
 - Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
-

Practise response writing

Teacher

- Give students time to read the feedback on their formative assessment task.
- Give students the opportunity to edit their responses to the three questions (in pairs if they wish), making adjustments in a different coloured pen to demonstrate an active understanding of the feedback provided.
 - Ensure students are encouraged and empowered to respectfully clarify and question feedback; this will enable them to learn and improve in anticipation of the summative assessment task.
- Encourage students to engage in the feedback cycle, giving them the opportunity to respond by answering the following questions via survey/email/written/verbally. Ensure their work is named for follow up if required.
 - Did you find the scaffold useful in helping you to structure your formative assessment responses?
 - Did you feel confident in discussing the climate issues and solutions presented across a range of texts?
 - Do you feel confident in pinpointing and explicitly stating how you respond to a text, e.g. with joy?
 - Do you feel confident in explaining what your responses are influenced by, e.g. your values?
 - Based on the feedback from your teacher, have you used relevant evidence from the texts overall?
 - Based on the feedback from your teacher, is your handwriting clear enough to read?
 - Based on the feedback from your teacher, is your spelling and punctuation allowing you to communicate clearly?
 - List three of the edits you made based on your teacher’s feedback.
- Over the upcoming four lessons, offer students the opportunity to see what good answers to several essay questions look like, through the following methods:
 - teaching students how to deconstruct questions and their key words
 - teaching students how to structure an essay response (Appendix A)
 - modelling and explicit instruction on what to write in response to a range of questions, including topic sentences and evidence from the text. Some sample questions are provided below.

- 
- How has a visual text you have studied, persuaded you to take action?
 - Discuss an issue presented in a text you have studied, and explain how your response has been influenced.
 - How has visual language been used to represent an environmental concern in a text you have studied?
 - How has a text you have studied reinforced or challenged your values?
 - With reference to a text you have studied, explain how its construction positions you to feel pessimistic about the future.
 - How has a text you have studied made you more aware of a contemporary issue?
 - giving students the chance individually and in pairs, to annotate essay samples. The activities below may prove useful when using Lessons 17–20 worksheet – Essay samples and summative assessment task marking key (Appendix A).
 - Students place the essays in order and discuss which gets the highest grade and why.
 - Students use the marking key (which will also be the one used to mark their summative assessment task) to mark these responses in pairs/small groups.
 - Discuss the importance of defining the text type e.g. documentary.
 - Discuss the importance of contextualising examples (before providing them) as a way of embedding evidence, and thereby creating quality responses which flow.
 - Discuss the inclusive ‘we’, as opposed to ‘you’ when shaping a convincing voice in writing analytically.
 - Present the requirement to use first and surname (once) of the director/creator, and surname thereafter, not just the first name of director/creator.
 - Discuss the importance of explicitly defining e.g. what the issue is/what the response of the viewer is, in shaping a convincing argument.
 - giving students time to practise their response writing and provide it to the teacher and/or a peer for additional feedback if they wish.
 - providing the opportunity for students to revise spelling, grammar and punctuation conventions in order for students to produce effective analytical writing. Create a quiz using the questions presented below; answers are in bold (various quiz platforms are provided in Appendix A).
 - Examples of connectives include: ‘consequently, as such, however’, ‘additionally, likewise, contrastingly’, ‘thus, moreover, furthermore’, ‘**all of the above**’, ‘**of course**’.
 - Which statement does **not** belong in an analytical essay? ‘The film follows the journey of ...’, ‘**I loved this film and rate it 10 out of 10 because ...**’, ‘In conclusion ...’, ‘I respond with admiration for the character of WALL-E because ...’
 - A topic sentence includes key words from the question. **True** or false?
 - Embedding quotations and evidence means: ‘putting the word ‘quotation’ before providing the evidence’, ‘**including the evidence within a sentence naturally**’.
 - Which of the following is the best example of embedding evidence within a sentence naturally? ‘**The water is described by the voiceover as a ‘hungry beast’ reflecting ...**’, ‘The quotation ‘hungry beast’ shows how the water is ...’
 - Which of the following concluding statements is spelled correctly? ‘**In conclusion, it is evident that ...**’, ‘Overall, I feel confident in my assertion that...’, ‘To close, I believe that...’, ‘In summary, we see how ...’.
 - Your concluding statement requires a comma, e.g. ‘In conclusion,’. **True** or false?

- 
- Generally speaking, the text you have studied continues to exist after you have read/watched it. **True** or false? It is therefore appropriate to refer to it in the present tense. **True** or false? (**true** or false)
 - Which statement is accurate? ‘The film WALL-E showed us what the consequences of climate change are’, ‘The film WALL-E will show us what the consequences of climate change are’, **‘The film WALL-E shows us what the consequences of climate change may be’**, ‘The film WALL-E will show us what the consequences of climate change may be’.
 - A comma is useful for ‘A list, e.g. the issues of extreme weather events, pollution and land loss’, ‘Connecting two ideas, e.g. we believe in climate change, yet we do nothing’, **‘All of the above!’**
 - A semicolon may be used in place of ‘as’, to connect two ideas. **True** or false? (**true** or false)
 - An example of good semicolon use is **‘The Earth is dying; it cannot fix itself’**, ‘When we refuse to act now; we threaten our future existence’, ‘Goodbye to those scenic selfies; and hello to apocalyptic wastelands’, ‘Our home will be lost; gone forever’.

Students

- Read the feedback provided by the teacher on the formative assessment task.
- Edit their responses to the three questions (in pairs if they wish), making adjustments in a different coloured pen to reflect active understanding of the feedback.
- Respectfully clarify and question teacher’s feedback, if required.
- Engage in the feedback cycle by responding to the questions provided in the form of survey/email/written in a class workbook or verbally with the teacher.
- Are provided with examples of good answers to essay questions through teacher modelling, work samples and practising responses, as a class, in pairs and individually.
- Assess work samples using Lessons 17–20 worksheet – Essay samples and summative assessment task marking key.
- Write responses and provide these to a peer and/or teacher for additional formative feedback.



Lessons 21–22

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims
- Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning
- Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy

Literacy

- Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
 - Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical
-

Summative assessment task – extended response

Teacher

- Over two lessons, guide students in composing a page of notes (Lesson 21), and an extended response (Lesson 22) in which they demonstrate their understanding of visual analysis as the summative assessment task.
- Provide students with the summative assessment task and marking key; go through this with them and clarify as required.
- Support and encourage students as they select their question and complete their one page of A4 bullet pointed notes in lesson one, using bookwork, worksheets and formative assessment feedback, to aid them as required. These notes are to be written under test conditions, without teacher assistance.
- Collect the notes at the end of Lesson 21 and redistribute them at the beginning of the following lesson.
- In Lesson 22, allow students uninterrupted, silent time to handwrite their extended response using only their notes prepared in the previous lesson.
- Encourage students to edit their response for accuracy.
- Collect student responses with their notes at the end of Lesson 22 and provide feedback on their work.



Students

- Read the summative assessment task sheet and marking key and ask any questions as required.
- Select the question they wish to respond to, in relation to the film studied.
- Write one page of A4 bullet points, using class notes, worksheets and the formative assessment feedback as support.
- Submit these notes to the teacher at the end of Lesson 21. The teacher will hand these back at the beginning of the next lesson.
- In Lesson 22, respond to the question selected, using the page of A4 bullet points.
- Edit accordingly.
- Submit the final draft of their handwritten response to the teacher for feedback.



Lesson 23

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning
-

Reflection – where are we going?

Teacher

- Prior to the lesson, compose the online survey according to the information technology preferences of your school (Appendix A). Sample questions which may be inserted are included below.
 - What elements of this unit of study did you enjoy the most?
 - What elements of this unit of study did you not enjoy?
 - Were there any elements of this unit of study which were challenging/difficult?
 - What is one fact about climate change you have learned?
 - What is one visual language technique you have learned?
 - What are two possible positive responses to texts?
 - What are two possible negative responses to texts?
 - Name two values you hold which influenced your responses to the texts studied.
 - Was your teacher’s feedback on your formative assessment useful?
 - Select a new rule about writing extended responses you have learned.
 - Do you have any further comments about the content of this unit, or the ways in which it was taught?
- Encourage students to complete the survey, providing feedback on this overall unit of work, as well as the formative and summative assessment tasks.
- To conclude this topic, students look at the positive, practical and empowering ways we can take care of the planet.
- Allow students the opportunity to create an ecologically inspired poster using words, images and colours which they think reflect the messages of this unit overall. Some examples of websites and ideas are provided in Appendix A.
- As they complete the poster, allow students the opportunity to listen to their collated environmental inspiration playlist, composed prior to the lesson (students made suggestions and justifications for their choices in Lesson 10).

Students

- Complete the survey in order to inform the future teaching and learning of this unit.
- Create an ecologically inspired poster while listening to their class environmental inspiration playlist.



APPENDIX A:
TEACHING AND LEARNING – RESOURCES

Appendix A1 | Resources

Lessons	Resources
1–2	<p>Game</p> <ul style="list-style-type: none"> BBC IReporter. BBC news. (2018, March 9). https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096 <p>Online quiz platforms</p> <ul style="list-style-type: none"> Kahoot! – Home https://kahoot.com/ Nearpod – Home https://nearpod.com/ Plickers – Home https://get.plickers.com/ Poll Everywhere – Home https://www.polleverywhere.com/ Quizlet – Home https://quizlet.com/en-gb Quizizz – Home https://quizizz.com/ <p>Support resources for teacher</p> <ul style="list-style-type: none"> CCCOOnline Library – Evaluating sources toolkit: CRAP test. https://cccs.libguides.com/CRAPTest University of Texas at El Paso (UTEP) Connect – 4 ways to differentiate a good source from a bad source https://www.utep.edu/extendeduniversity/utepconnect/blog/march-2017/4-ways-to-differentiate-a-good-source-from-a-bad-source.html Website Evaluation – CRAAP test introduction https://webevaletec2012.weebly.com/craap-test-introduction.html (The table on this page is good for students as it uses the words, rather than accentuating the ‘CRAAP’ acronym.) <p>Websites</p> <ul style="list-style-type: none"> Library of Congress – Free to use and reuse: Abraham Lincoln https://loc.gov/free-to-use/abraham-lincoln United Nations Department of Economic and Social Affairs Sustainable – The 17 goals https://sdgs.un.org/goals Zapatopi.net – Save the Pacific Northwest tree octopus https://zapatopi.net/treeoctopus/ This is a safe but deliberately created site to show evidence of why websites should be evaluated.

Lessons	Resources
3–4	<p>Videos</p> <ul style="list-style-type: none"> • ABC News in-depth – <i>What can we learn from Indigenous Australians and their 60,000 years caring for country?</i> Songlines https://www.youtube.com/watch?v=Z8x1DS2-Ws • Kimberley Land Council – Kimberley Land Council Right way fire Mar 2020 https://www.youtube.com/watch?v=un3RTluNiS4 • Perth Zoo – See how Perth Zoo is saving wildlife! https://www.youtube.com/watch?v=UWWe4mC2FCY <p>Websites (for images)</p> <ul style="list-style-type: none"> • Boston Globe The Big Picture News Stories in Photographs – <i>Australian flooding</i> https://archive.boston.com/bigpicture/2011/01/australian_flooding.html • Deutsche Welle (DW) – <i>Australians flee massive bushfire amid lockdown</i> https://www.dw.com/en/australians-flee-massive-bushfire-near-perth-amid-coronavirus-lockdown/a-56416067
5	<p>Greta Thunberg GIF, speech and transcript</p> <ul style="list-style-type: none"> • NBC News – Read Greta Thunberg’s full speech at the United Nations Climate Action Summit https://www.nbcnews.com/news/world/read-greta-thunberg-s-full-speech-united-nations-climate-action-n1057861 • Stylist – Greta Thunberg’s best Twitter moments, from her Donald Trump takedown to the Sharon situation by Lauren Geall https://www.stylist.co.uk/people/greta-thunberg-best-twitter-moments-viral-donald-trump-takedown-sharon/341558 <p>Online quiz platforms</p> <ul style="list-style-type: none"> • Kahoot! – Home https://kahoot.com/ • Nearpod – Home https://nearpod.com/ • Plickers – Home https://get.plickers.com/ • Poll Everywhere – Home https://www.polleverywhere.com/ • Quizizz – Home https://quizizz.com/ • Quizlet – Home https://quizlet.com/en-gb

Lessons	Resources
	<p>Websites of environmental activists and organisations</p> <ul style="list-style-type: none"> • Environmental Jobs https://environmentaljobs.com.au/resources/links • Global Citizen. <i>5 young women and girls fighting for climate justice you should know.</i> (2021, April 22). https://www.globalcitizen.org/en/content/young-women-fighting-for-climate-justice/ • Global Citizen – <i>12 female climate activists who are saving the planet</i> https://www.globalcitizen.org/en/content/female-activists-saving-planet/ • Sea Shepherd – Home https://www.seashepherdglobal.org/ • The Environment Show. (n.d.) <i>Environmental leaders.</i> https://www.environmentshow.com/leaders/ • Treehugger – 17 Environmentalists you Should Know https://www.treehugger.com/environmentalists-you-should-know-1709040 • WWF Australia – Home https://wwf.org.au/
6–7	<p>Picture books (including those available on YouTube)</p> <ul style="list-style-type: none"> • French, J. (2018). <i>How to Help a Hedgehog and Protect a Polar Bear.</i> Nosy Crow. • Hood, S. (2016). <i>Ada’s Violin: The story of the recycled orchestra of Paraguay.</i> Simon & Schuster. • Krestovnikoff, M. (2019). <i>The Sea: Exploring our blue planet.</i> Bloomsbury Children’s Books. • Lindstrom, C. (2020). <i>We Are Water Protectors.</i> Roaring Brook Press. • Macfarlane, R. (2018). <i>The Lost Words.</i> Anansi International. • Mrs. Smith’s Speech and Language Therapy Corner. (n.d.). <i>Winston of Churchill.</i> https://www.youtube.com/watch?v=2_p7iY1cdf0 • Okimoto, J. D. (2013). <i>Winston of Churchill: One bear’s battle against global warming.</i> Scholastic. • Otter, I. (2021). <i>Dear Earth.</i> Caterpillar Books. • Seuss, Dr. (2013). <i>The Lorax.</i> RH Children’s Books. • Speechley, M. (2019). <i>The Gift.</i> Random House Australia. • Stories with Star. (n.d.). <i>We Are Water Protectors</i> by Carole Lindstrom and Michaela Goade [Video]. https://www.youtube.com/watch?v=FLZVQFhFegE • Storytime with Mrs. M. Dodd. (n.d.). <i>Dear Earth</i> by Isabel Otter – Read by Mrs. M. Dodd [Video]. https://www.youtube.com/watch?v=eb9ISwKieMA • Wise Wonder Enrichment. (n.d.). <i>Ada’s violin / Book Nook Story Time (Read Aloud)</i> [Video]. https://www.youtube.com/watch?v=WTfchBIASsc <p>Poem</p> <ul style="list-style-type: none"> • Poetry Foundation – The Tree Agreement by Elise Paschen https://www.poetryfoundation.org/poetrymagazine/poems/58635/the-tree-agreement

Lessons	Resources
8–9	<p>Pre-teaching resource</p> <ul style="list-style-type: none"> • Inside Out – <i>Symbolism</i> https://online.clickview.com.au/exchange/series/15395/inside-out/videos/32763/symbolism <p>Video</p> <ul style="list-style-type: none"> • Rotten Tomatoes Indie – Landfill Harmonic Official Trailer 1 (2016) [Documentary] https://www.youtube.com/watch?v=OyM-WaC0-Gg <p>Static images and advertisements</p> <ul style="list-style-type: none"> • AZO Cleantech – Exploring climate change & global warming by Dr Ramya Dwivedi, PhD https://www.azocleantech.com/article.aspx?ArticleID=898 • Skeptical Science – One of the best climate change ads I’ve seen by John Cook https://skepticalscience.com/One-of-the-best-climate-change-ads-lve-seen.html • The Guardian – ‘It was like an apocalyptic movie’: 20 climate photographs that changed the world by Gabrielle Schwarz https://www.theguardian.com/environment/2022/nov/05/20-climate-photographs-that-changed-the-world • The Guardian – Top 10: climate change campaigns by Charlotte Lytton https://www.theguardian.com/global-development-professionals-network/2013/nov/15/top-10-climate-change-campaigns
10	<p>Playlist samples</p> <ul style="list-style-type: none"> • Spotify ACCIONA – Songs for a better planet https://open.spotify.com/playlist/7AdffMxgbKrhlyXtuGjM1 • U discover music – Best Earth Day songs: 30 Save The Environment Classics by Martin Chilton https://www.udiscovermusic.com/stories/best-earth-day-songs/ • Local Spins – Songs to save the planet: The local spins playlist by Patty PerShayla https://localspins.com/songs-to-save-the-planet-the-local-spins-playlist-by-patty-pershayla-local-spins/ <p>Websites (causes of climate change)</p> <ul style="list-style-type: none"> • Climate Council – What’s the deal with transport emissions? https://www.climatecouncil.org.au/resources/transport-emissions-and-climate-solutions/ • National Geographic Society – Non-renewable energy https://education.nationalgeographic.org/resource/non-renewable-energy/ • NRDC – https://www.nrdc.org/stories/air-pollution-everything-you-need-know <p>Websites (solutions to climate change)</p> <ul style="list-style-type: none"> • Conserve Energy Future – What is sustainable transportation? By Rinkesh https://www.conserve-energy-future.com/sustainable-transportation.php • NRDC – Renewable energy: The Clean Facts. https://www.nrdc.org/stories/renewable-energy-clean-facts • Stop Global Destruction – How to stop air pollution https://www.stopglobaldestruction.org/how-to-stop-air-pollution/


Lessons	Resources
11–12	<p>Video</p> <ul style="list-style-type: none"> Conservation International – <i>Nature Now</i> https://www.youtube.com/watch?v=-S14SjemfAg
13–16	<p>Documentaries</p> <ul style="list-style-type: none"> Attenborough, D., Scholey, K., Fothergill, A., & Lanfear, S. (Directors). (2019). <i>Our Planet</i> [DVD]. Silverback Films. Attenborough, D., Fothergill, A., Scholey, K., & Hughes, J. (Directors). (2020). <i>A Life on our Planet</i> [Netflix]. Altitude Film Entertainment. Blokhina, I. (Director). (2018). <i>She is the Ocean</i> [Netflix]. InWaves Production. Chester, J. (Director). (2018). <i>The Biggest Little Farm</i> [DVD]. LD Entertainment and Impact Partners. Conners, L. (Director). (2019). <i>Ice on Fire</i> [Amazon Prime]. Appian Way Productions and HBO Films. Ferguson, C. (Director). (2015). <i>Time to Choose</i> [DVD]. Representational Pictures. Gameau, D. (Director). (2019). <i>2040</i> [DVD]. Good Thing Productions. Grossman, D. (Director). (2020). <i>I am Greta</i> [DVD]. B-Reel Films. Myers, T. (Director). (2016). <i>A Beautiful Planet</i> [DVD]. IMAX. Orlowski, J. (Director). (n.d.). <i>Chasing Coral</i> [DVD]. Exposure Labs. Stevens, F. (Director). (2016). <i>Before the Flood</i> [DVD]. Appian Way Productions and Rat-Pac Dune Entertainment. <p>Films</p> <ul style="list-style-type: none"> Kirkpatrick, K., & Johnson, T. (Directors). (2006). <i>Over the Hedge</i> [DVD]. Dreamworks Animation and Paramount Pictures. Kroyer, B. (Director). (1992). <i>FernGully: The Last Rainforest</i> [DVD]. Kroyer Films Inc. Miller, G. (Director). (2011). <i>Happy Feet Two</i> [DVD]. Dr. D Studios. Miyazaki, H. <i>Princess Mononoke</i> [DVD]. (1997). Studio Ghibli. Renaud, C. (Director). (2012). <i>The Lorax</i> [DVD]. Illumination Entertainment. Saldanha, C. (Director). (2006). <i>Ice Age: The Meltdown</i> [DVD]. Blue Sky Studios. Shriner, W. (Director). (2006). <i>Hoot</i> [DVD]. Walden Media. Stanton, A. (Director). (2008). <i>WALL-E</i> [DVD]. Pixar Animation Studios. <p>Short films</p> <ul style="list-style-type: none"> National Geographic – His Epic Message Will Make You Want to Save the World Short Film Showcase https://www.youtube.com/watch?v=B-nEYsyRIYo Philip Kapadia – Climate change Short Film https://www.youtube.com/watch?v=DhhVr5iLF-c WWF International – <i>How to Save our Planet</i> https://www.youtube.com/watch?app=desktop&v=0Puv0Pss33M



Lessons	Resources
17–20	<p data-bbox="336 309 719 342">Essay response writing website</p> <ul data-bbox="336 360 1390 465" style="list-style-type: none"><li data-bbox="336 360 1390 465">• Matrix Education – Part 6: How to write an essay https://www.matrix.edu.au/beginners-guide-to-acing-hsc-english/how-to-write-an-essay/Essay Structure Diagram (Page 1) - Line.17QQ.com <p data-bbox="336 499 603 533">Online quiz platforms</p> <ul data-bbox="336 551 810 981" style="list-style-type: none"><li data-bbox="336 551 810 618">• Kahoot! – Home https://kahoot.com/<li data-bbox="336 622 810 689">• Nearpod – Home https://nearpod.com/<li data-bbox="336 694 810 761">• Plickers – Home https://get.plickers.com/<li data-bbox="336 766 810 833">• Poll Everywhere – Home https://www.polleverywhere.com/<li data-bbox="336 837 810 904">• Quizizz – Home https://quizizz.com/<li data-bbox="336 909 810 976">• Quizlet – Home https://quizlet.com/en-gb



Lessons	Resources
23	<p data-bbox="336 309 638 340">Eco-inspiration websites</p> <ul data-bbox="336 360 1324 853" style="list-style-type: none"><li data-bbox="336 360 1324 427">• Biofriendly Planet – 4 Green Eco Tips For Sustainable Living. https://biofriendlyplanet.com/4-green-eco-tips-for-sustainable-living/<li data-bbox="336 434 1324 501">• Conserve Energy Future – 25+ Ultimate Ideas For Sustainable Living by Rinkesh https://www.conserve-energy-future.com/15-ideas-for-sustainable-living.php<li data-bbox="336 508 1324 575">• Ecobnb – <i>Eco Homes of the Future</i> https://ecobnb.com/blog/2016/01/eco-homes-future/<li data-bbox="336 582 1324 649">• Italianbark – Color trends Sustainable colours are the colours of the future https://www.italianbark.com/color-trends-sustainable-colours-future/<li data-bbox="336 678 1324 786">• The Guardian – Eco houses around the world https://www.theguardian.com/sustainable-business/sustainable-eco-houses-around-world<li data-bbox="336 792 1324 860">• The Minimalist Vegan – 100+ simple tips to live a more sustainable lifestyle https://theminimalistvegan.com/live-a-more-sustainable-lifestyle/ <p data-bbox="336 889 534 920">Survey websites</p> <ul data-bbox="336 940 782 1077" style="list-style-type: none"><li data-bbox="336 940 782 1008">• Microsoft – Microsoft forms https://forms.office.com/<li data-bbox="336 1014 782 1081">• SurveyMonkey – Home https://www.surveymonkey.com <p data-bbox="336 1111 762 1142">Websites for creating free playlists</p> <ul data-bbox="336 1162 1380 1335" style="list-style-type: none"><li data-bbox="336 1162 1380 1229">• Spotify – Create playlists https://support.spotify.com/us/article/create-playlists/<li data-bbox="336 1236 1380 1335">• Google Help – Create & manage playlists https://support.google.com/youtube/answer/57792?co=GENIE.Platform%3DDesktop&hl=en



Appendix A2 | Worksheets

Lessons 1–2 worksheet

How reliable is this site?

Go to the following website <https://zapatopi.net/treeoctopus/>.

Judge the reliability, validity and credibility of this website as a source using the criteria below.

1. According to the top-level domain, is this type of website usually reliable? Circle as appropriate.

Yes

No

2. When was this website last updated, or is this information unclear?

To find this out scroll to the very bottom of the homepage

3. Does the information on the site appear as true and relevant? Is it well-written and composed by someone with authority on the subject? Is it visually well-designed?

Complete the table to consider both points of view where possible.

Reliable	Unreliable

4. What is the purpose of this website?



The United Nations

Go to the following website to see the United Nations' 17 Goals at <https://sdgs.un.org/goals>.

Consider why the UN is a reliable source.

Record a summary of five of the UNs' Goals, and explain their interconnectedness.

<p>Five goals</p> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p>4. _____ _____</p> <p>5. _____ _____</p>
<p>How they are connected (bullet points are sufficient)</p>



Lessons 3–4 worksheet – Note-taking options

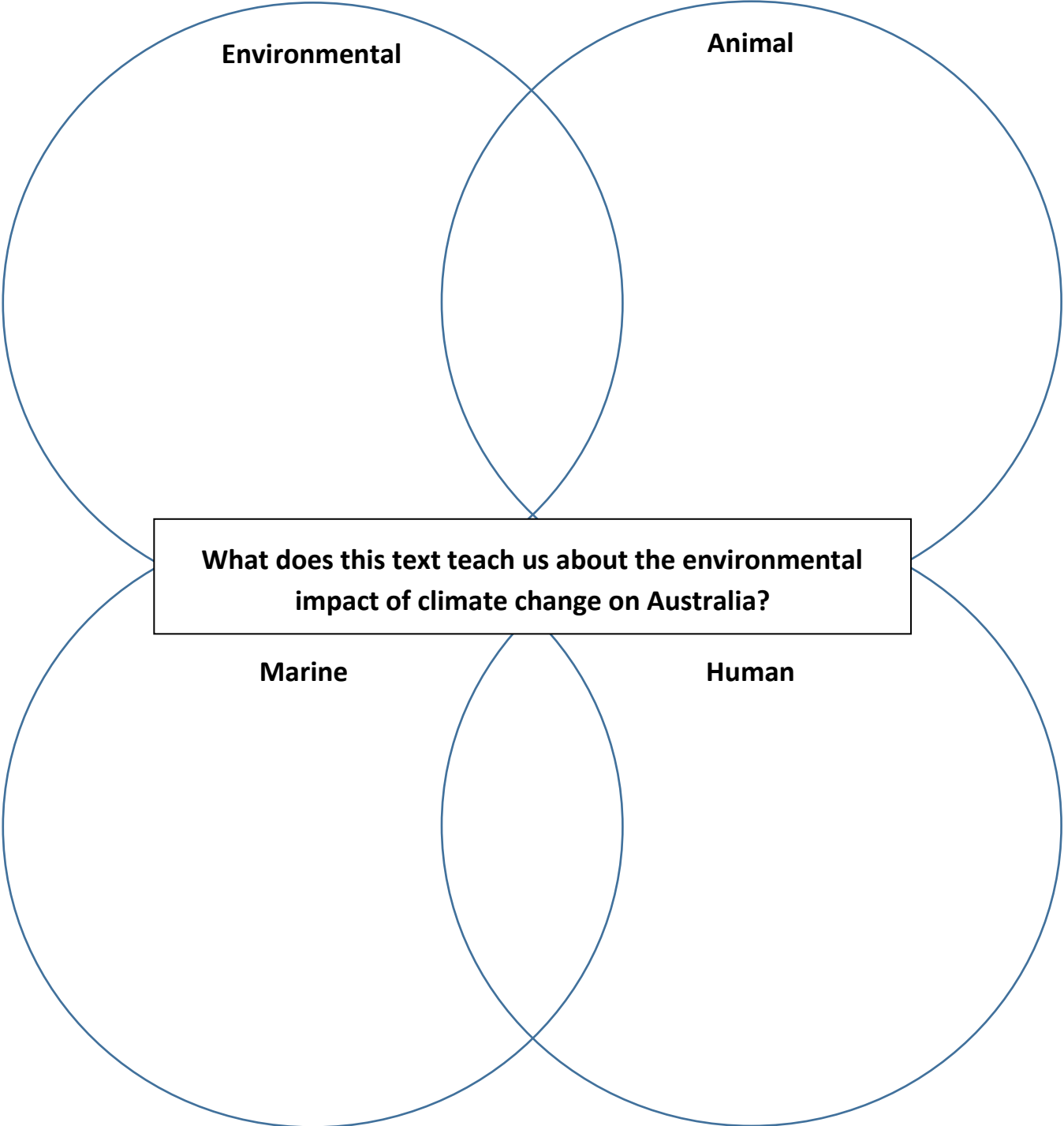
Note-taking option 1

Environmental	Animal	Marine	Human

What does this text teach us about the environmental impact of climate change on Australia?



Note-taking option 2





Lessons 3–4 worksheet – Imaginative writing activity

Select one of the images from the websites you have been provided with. Adopt the perspective of one of the creatures, people, or inanimate objects from one of the images. Write a series of short paragraphs to capture your feelings as the cyclone/flood/bush fire came through, using first person narration and past tense. Use figurative and descriptive language to describe your experiences of the cyclone/flood/bush fire. Try and use the five senses where possible.

I will be adopting the persona of: _____

What can I see? (Use some adjectives to describe what you can see)
What can I smell? (What smells are associated with the environment surround me? What does the fire do to the air?)
What can I touch? (What textures can I feel? Smooth? Rough? What materials are around me?)
What can I hear? (Consider sounds in the sky, sounds of nearby people, sounds of the wildlife, and any support services coming to assist.)

What are the general emotions and feelings I want to capture about the experience of my persona?

Lesson 5 worksheet – Watch and listen – Thunberg’s presentation skills

Presentation skills	Review of Thunberg’s Climate Change Speech
<p style="text-align: center;">Verbal techniques</p> <ul style="list-style-type: none"> • Pace — how slow or fast did she speak? • Projection — did her voice carry well? • Pausing — did she pause for dramatic effect? • Volume — was she loud enough? Was there any change in her volume? • Tone — did she vary her tone to suit the various content covered? • Emphasis — did she place stress on important words? 	
<p style="text-align: center;">Non-verbal techniques</p> <ul style="list-style-type: none"> • Posture — did she stand tall or slouched? • Did she use gestures to engage the audience? • Eye contact — did she look at the audience regularly? • Facial expressions — did she vary her facial expressions for interest, and to convey different emotions? 	



Lesson 5 worksheet – Environmentalist/Organisation profile page

[Insert an image of your chosen environmentalist or the organisation’s logo here]

The environmentalist or organisation I chose to research is named:

1. The reason I selected this environmentalist or organisation is because:

2. This environmentalist or organisation is most well-known for:

3. Three facts about this environmentalist or organisation:



Lessons 6–7 worksheet – Picture book analysis template

Text title	Examples of visual/written language used	Brief description of the effect	What it teaches us about caring for/ appreciating the environment

Lessons 8–9 worksheet – Analysing images

Image 1



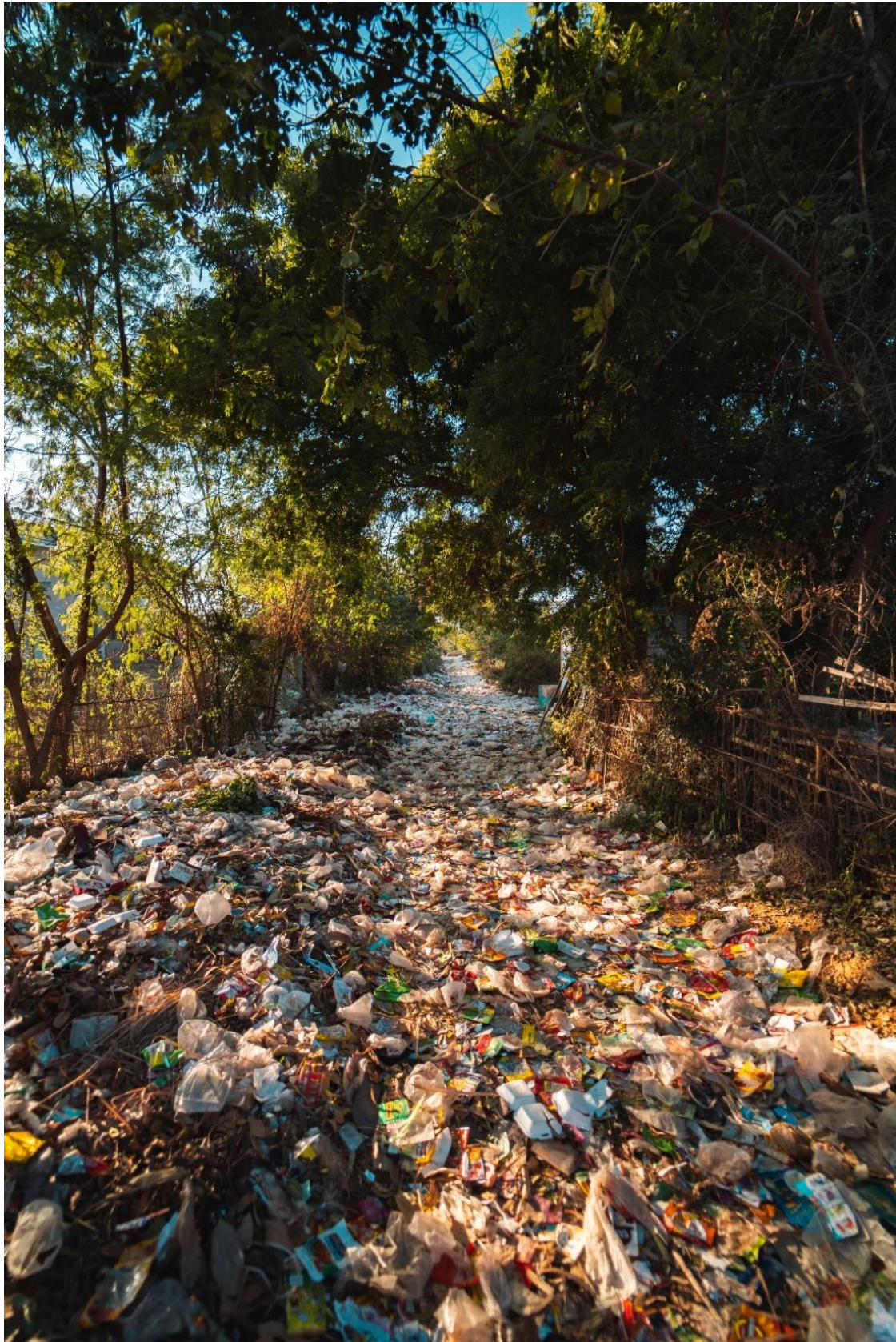
A pile of rubbish and debris that has washed up on a beach.

Image 2



A group of young people protest government responses to the climate crisis.

Image 3



Plastic pollution covers a roadway in a rural area.



Analyse the images that have been provided, using the following to assist you.

1. The purpose of image [insert image number] is to
*hint it may be to communicate a particular idea or issue

2. We see this through the visual language feature/s of (circle as appropriate)

placement salience framing lighting

representation of action or reaction (body language and/or facial expression)

shot type camera angle social distance (proximity)

leading lines colour juxtaposition gaze text

3. Where (describe the evidence of where we see this visual language choice made in the image)

4. This reflects the idea/purpose of

5. Because _____



Lesson 10 worksheet – Research template – Climate change causes and solutions

Our group has been allocated to research a (circle): cause / solution

The website we will be focusing on is (title): _____

Summary of the main cause/solution, according to the research website:

--

Summary of main arguments presented	Specific pieces of evidence (facts and statistics, expert opinions etc.)



Lessons 13–16 worksheet – Film note-taking

Note: multiple pages of this worksheet will be required

Issue	Where in text?	Evidence	Visual language technique	Audio language technique

Lessons 17–20 worksheet – Essay samples

How has a visual text you have studied persuaded you to take action?

The film WALL-E (2008), produced by Pixar and Disney, is about a waste-collecting robot who lives on a post-apocalyptic Earth, long-since abandoned by humans. These humans damaged the planet so much they are forced to live on a spaceship in order to survive, but WALL-E brings them a source of hope to brighten their lazy, consumerist space lives. This visual text has persuaded me to take action on the issue of climate change, both for my future self and those generations that come after me. Such action has been inspired by the visual and audio language used in the film WALL-E.

The **visual text** WALL-E has **persuaded** me to **take action on the issue of climate change** as a result of the film's **setting**. When the film opens, the camera zooms in from the universe to planet Earth. Once the camera makes its way through the grey clouds and thick, hazy smog, we are presented with mountains and mountains of rubbish towering high in the sky. As the camera weaves between these mountains, ironically with wind-turbines on top of them and abandoned sky rise buildings, we gradually make our way to the main character, WALL-E, who is packing the rubbish into cubes. While this film is set in a fictional, animated future, the impact that pollution is having on our environment and climate today is huge. The wind turbines on top of the mountains of rubbish in the film symbolise that the actions taken by humans to address their damaging impacts on the environment were simply too late. Additionally, their location on top of the rubbish, which has not been cleaned away, reflects the ridiculousness of their efforts. Watching the small, waste collecting robot of WALL-E undertake his work of condensing rubbish into cubes, also mirrors the magnitude of the problem; he is not ridding the planet of pollution, he is just reshaping and moving it around.

The setting of this film makes me uncomfortable and concerned for the future of our planet. Consequently, as a result of my values for ecological preservation and my belief that the planet needs our help, I am persuaded by the text to take action on the issue of climate change, in particular of polluting the planet. The film makes me see that we still have the chance to make a difference today, through harnessing renewable resources such as solar and wind energy, before it is too late. Currently, I recycle my waste, however, I can see I am like WALL-E, just reshaping the problem. Instead, I can educate myself about the products I buy and the ways in which I personally contribute to polluting the planet, and take steps to change these, such as not buying into fast fashion or only using reusable fabric bags.

What key details are presented about the film here?

Does the question ask for an 'issue'? Is this relevant? Why?

How can you tell that the introduction has now finished?

This is a topic sentence. Where did the words in bold come from?

In a visual analysis, it is important to describe the relevant elements of the scene (the evidence), while still linking to the technique (setting), and explain how this shows the issue stated in the topic sentence.

Why has the student ended the paragraph here when they still go on to explain themselves in another paragraph below?

How does the student justify their response to the film?

What practical solutions to pollution/climate change does this student put forth? How do these strengthen the argument/response to the question?

Discuss and compare the examples below, in which students seek to answer the same question, using the same text and evidence.

*Note: these extracts are taken from the body paragraphs of a range of essays.

Discuss an issue presented in a text you have studied, and explain how your response has been influenced.

The Truth about Climate Change is about a range of issues. This text has made me feel sad about how the climate is changing. "Every year" hurricanes happen and "80% of the city" and "1000" people were killed. David Attenborough says this in the documentary because of the 2005 Hurricane Katrina disaster in New Orleans. As he explains this information, you see water flowing through towns and in shots taken after the event, homes and cars which are upside down and broken by the water are shown. These show the issue as you see how the weather is dangerous. I feel sad when viewing this because it threatens our lives and makes me feel like we need to stop burning fossil fuels as soon as possible.

Discuss an issue presented in a text you have studied, and explain how your response has been influenced.

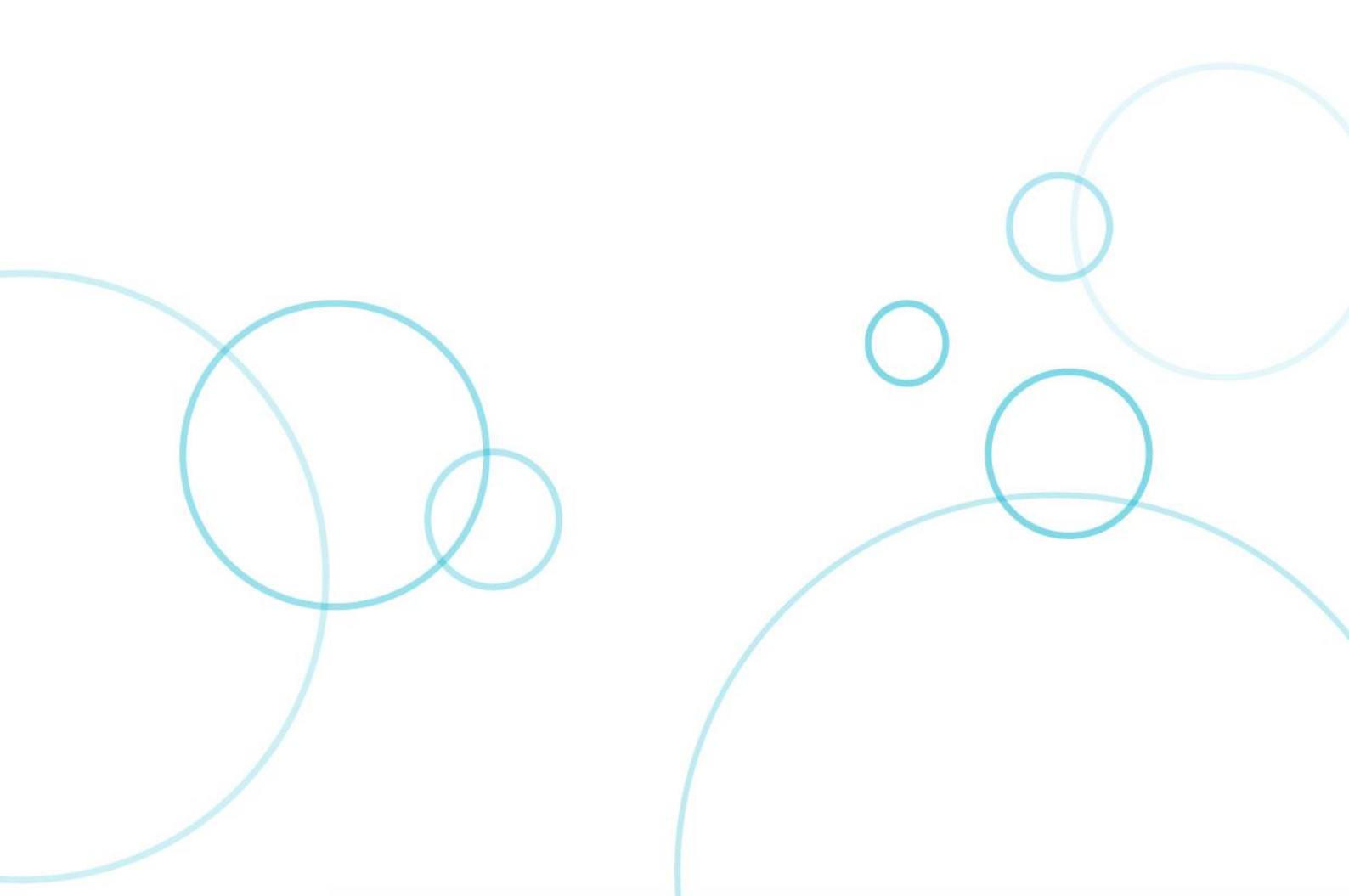
An issue has been presented in David Attenborough's The Truth about Climate Change. My response of panic is influenced when Attenborough says the quote, "every year" hurricanes happen. "80% of the city" and "1000" people were killed. This happened because of the 2005 Hurricane Katrina disaster in New Orleans in America. As David explains these, we see water flowing through towns, winds and falling houses. A shot of the city from the sky is also shown. In footage taken after the event, homes and cars which are upside down and broken by the water are shown.

These scenes work to show the issue as we see how the weather negatively impacts humans. I respond with panic when viewing this because cyclone Seroja tore through where I live and considerable damage was caused. As climate change creates unpredictable weather events, it threatens our lives and makes me feel a sense of dread, as we need to fix our environmental impacts as soon as possible.

Discuss an issue presented in a text you have studied, and explain how your response has been influenced.

The issue of climate change has been presented in David Attenborough's documentary film The Truth about Climate Change. Through the voiceover of Attenborough, as well as the actual footage of a natural disaster and its aftermath, my response of panic is influenced as a result of my value for survival and my belief that we must act now if we are going to save our planet and thus, human lives. Early in the documentary, Attenborough describes how hurricanes occur "every year" in New Orleans, however "80% of the city" was flooded and over "1000" people were killed in the 2005 Hurricane Katrina disaster. As Attenborough explains these statistics in a voiceover, we are presented with actual footage of powerful rivers of water flowing through towns, violent winds and houses collapsing. An aerial shot of the cityscape, much of which is underwater, is also shown. Furthermore, in footage taken after the event homes and cars which are crumpled, thrown upside down and utterly destroyed by the water are depicted.

These statistics, combined with the frightening visual scenes work to portray the issue of climate change as we see the consequences of extreme weather events impacting human lives. Attenborough reflects on the commonality of hurricanes in New Orleans, yet Katrina took everyone by surprise and its consequences are still felt today. In particular, the footage of the collapsing house and flowing rivers in the city, influence my response of panic as I consider my own experiences of living in Western Australia. Recently, cyclone Seroja tore through our region and considerable damage was caused. As climate change sparks unpredictable weather events, it threatens our lives, livelihoods and homes and makes me feel a sense of urgency, as we need to act in addressing our environmental impacts as soon as possible. For instance, we can reduce our use of fossil fuels and increase our commitments to creating lower carbon footprints by driving hybrid cars and investing in renewable energy resources.



APPENDIX B:
FORMATIVE ASSESSMENT TASK



Formative assessment task sheet

Title of task

Short answer response writing (formative assessment task)

Task details

Description of task	Using knowledge acquired through the study of texts from a range of genres and research into an environmental activist or organisation, students respond to three questions exploring the issue of climate change.
Type of assessment	Comprehension and written response
Purpose of assessment	To assess students' ability to effectively comprehend and communicate their position and understanding of climate change, as a result of reading a range of texts and text types
Assessment strategy	Students respond to three questions (between 250–300 words per question), using a scaffold to support their structure.
Evidence to be collected	Handwritten responses
Suggested time	Two 60-minute lessons, plus any additional time as determined by teacher

Content description

Content from the Western Australian Curriculum

Language

- Understand how cohesion in texts is improved by strengthening the internal structure of paragraph through with examples, quotations and substantiation of claims

Literacy

- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing



Task preparation

Prior learning

Students have read, discussed and made notes on a range of texts and text types, focusing on the issue of climate change. Students have also considered how the structural, visual and written language features of these texts shape meaning, and align with their purposes. Students have been encouraged to explore their own responses to these texts, justifying these in terms of personal values and beliefs. Over the course of this unit of study, students have also been exposed to a range of specialised vocabulary and language.

Assessment task

Assessment conditions

In class with teacher supervision

Resources

- Students may use their class notes on the various texts and the worksheets which have been provided prior to the formative task, to assist them.
- Students may use the scaffolded structure, to guide their written response and support their overall communication.

In sitting this formative task, students will:

- Read and view a selection of texts from a range of genres, including poetry, picture books, static images, online research materials and advertisements.
- Reflect on the issue of climate change and how we are seeking to address it.
- Select and apply relevant evidence from a range of texts.
- Reflect on their own responses to texts and communicate what values influence these.
- Write by hand, in order that the teacher can assess whether the student meets the Standard.
- Demonstrate understanding of specialised vocabulary, related to climate change.
- Critique, edit and thereby improve the accuracy of their work.



Formative assessment scaffold

Example paragraph response

Students may find the following sample helpful, in response to **Question One**. This concerns an advertisement entitled *Nature Now*, which was released in 2019 (Appendix A).

In the advertisement *Nature Now* the climate threat of fossil fuel emissions is presented. This is a climate threat because the extent of greenhouse gases currently being emitted are causing the Earth's temperature to rapidly rise, which pose a threat to life on Earth. In the advert, a montage is employed which shows a series of bank notes multiplying, combined with the unsettling audio of the flicking bank notes in the background. At the same time, Greta Thunberg's voiceover states, 'We spend ...' (at 1.25-1.29 within the video <https://www.youtube.com/watch?v=-S14SjemfAg>). Including Thunberg, who is an iconic environmentalist, is effective, as she is a trustworthy source whose voice has gained increasing support regarding the issue of climate change over the last few years. Having her present these confronting figures suggests just how many institutions are involved in contributing to fossil fuel emissions. This concerns me as I value the natural environment and the protection of wildlife, and thus I begin to wonder about the problems my generation will face when trying to counteract the damage caused by the older generations.

Question One

Based on two texts that you have read and/or viewed, what climate threats concern you the most and why?

In **[insert a text's name]** we see the climate threat of **[insert what threat]** presented. This is a climate threat because **[insert explanation of how it threatens the climate]**. We see this when **[provide an example or quotation from the text which shows the threat]**. This threat of **[state threat again]** concerns me because **[explain why this concerns you. Link to your values and/or beliefs]**.

An additional threat which concerns me is **[insert a different threat posed by climate change]**. This is a climate threat because **[insert explanation of how it threatens the climate]**. We see this threat presented in **[insert a different text's name]** when **[provide an example or quotation from the text which shows the threat]**. The reason the threat of **[state the threat again]** concerns me, is because **[explain why is concerns you. Link to a different set of values and/or beliefs]**.



Question Two

Based on two different texts that you have read and/or viewed, in what ways do you think we can better support our environment?

Note: for this question, you are required to discuss different texts to those covered in Question One.

While there are many ways for us to support our environment, the two texts which promote this most obviously in my opinion are **[insert name of Text 1]** and **[insert name of Text 2]**.

In **[insert name of Text 1]**, we see how we may **[provide a solution to climate change that is offered in Text 1]**. This is clear when, **[provide an example or quotation from the text which shows the solution]**. The reason I believe that this is a good option for better supporting our environment is **[explain why you think the solution offered may work well]**.

Another way we can better support our environment is by **[specify the solution offered by Text 2]** and we see this presented in **[insert name of Text 2]**. We see this when **[provide an example or quotation from the text which shows the solution]**. I believe this option would work well in supporting the environment better because **[explain why you think the solution offered may help]**.

Question Three

‘Having famous environmental activists and/or organisations to help guide us through the climate crisis is valuable.’




Do you agree or disagree with this statement based on any of the texts you have read and/or viewed. Explain your answer.

Note: for this question, you may select **any** text, including those you have used for Questions One and Two.




I believe that it **[insert is or is not]** valuable that we have famous activists, such as **[insert two environmental activists you know of]** and well-known organisations, such as **[insert two environmental organisations you know of]** to help guide us through the climate crisis.

I believe this because **[insert a detailed explanation, using evidence of what the activist/s and/or organisation/s have/have not achieved to support at least two points]**.


Marking key

Assessor use		
Description		
  		
as appropriate		
Question One		
Comprehension of a range of texts		
Does the student refer to more than one text in their response?		
Does the student demonstrate an overall understanding of the purpose of the texts?	Text 1	Text 2
Does the student use appropriate evidence from the texts to support their points?	Text 1	Text 2
Answering the question		
Does the student refer to more than one climate threat?		
Does the student explain why it is a climate threat?		
Does the student draw on their values and/or beliefs to justify their feelings of concern?		
Handwriting, vocabulary, spelling, grammar and punctuation		
Is the student's handwriting legible?		
Does the student use complex, yet appropriate vocabulary to discuss the topic of climate change?		
Is spelling accurate overall?		
Are grammar and punctuation used effectively, so that the sentences are fluent, clear and easy to read?		
Question Two		
Comprehension of a range of texts		
Does the student refer to different texts than those in Question One?		
Does the student demonstrate an overall understanding of the purpose of the texts?	Text 1	Text 2
Does the student use appropriate evidence from the texts to support their points?	Text 1	Text 2
Answering the question		
Does the student refer to more than one way in which we may better support the environment?		
Does the student explain why this is a solution that may work well?		



Description		Assessor use    as appropriate
Handwriting, vocabulary, spelling, grammar and punctuation		
Is the student's handwriting legible?		
Does the student use complex, yet appropriate vocabulary to discuss the topic of climate change?		
Is spelling accurate overall?		
Are grammar and punctuation used effectively, so that the sentences are fluent, clear and easy to read?		
Question Three		
Comprehension of a range of texts		
Does the student communicate their knowledge of more than one environmental activist?		
Does the student communicate their knowledge of more than one environmental organisation?		
Does the student use appropriate evidence from the texts to support their points?		
Answering the question		
Does the student make their position clear on whether environmental activists and/or organisations are valuable?		
Does the student explain why they have adopted this position?		
Has the student extended beyond the scaffold, which is encouraged in this question?		



Description		Assessor use  as appropriate
Handwriting, vocabulary, spelling, grammar and punctuation		
Is the student's handwriting legible?		
Does the student use complex, yet appropriate vocabulary to discuss the topic of climate change?		
Is spelling accurate overall?		
Are grammar and punctuation used effectively, so that the sentences are fluent, clear and easy to read?		
Teacher comments		



Instructions for teachers

Over two lessons, guide students to complete responses to the three questions. These are to be collected as a formative assessment, to collect data on students' understanding as they prepare for the summative assessment task.

1. Support students in reading and viewing a selection of poetry, picture books, static images, online research materials and advertisements, reflecting on the issue of climate change.
2. Provide students with the formative assessment task and marking key. Go through this with them and clarify as required.
3. To ensure equity and comparability as students are completing this over two lessons, it would be useful to collect their responses from lesson one, and return these in the second lesson for students to continue working.
4. Encourage students to use the scaffold to support their structure, as they compose their responses over the course of the two lessons.
5. Remind students they may utilise previous notes/lesson content should they desire.
6. Encourage self-assessment, using the marking key as a guide for editing.



Feedback | Teacher reflection

Teachers may use the feedback gained from the formative assessment to:

- review the skill development of students
- inform teaching and learning, including adapting the sequence if required
- respond to individual student work and identify possible approaches for improvement.

Students at Standard can:

- understand the purpose of text/s
- use evidence from the text to support their points
- explain how their personal values influence their responses to texts
- use mostly accurate spelling and grammar, as well as familiar punctuation correctly
- use vocabulary relevant to the topic of climate change
- write legibly
- use the scaffold to support their written response.

Specific questions and feedback to progress students' skill development and learning:

- Is there one text that you have explored, which best communicates the issue of climate change? Explain your answer.
- Can you reword any elements of the scaffold, without negatively affecting the structure of your analytical response, to make the phrasing your own?

Students above the Standard can:

- move beyond the scaffold, without impeding the structure of their work
- draw comparisons between texts
- use relevant examples from a range of visual and written texts, embedding these within a discussion to effectively answer the questions
- convincingly justify their responses to texts.

Specific feedback to progress students' skill development and understanding:

- consistently use relevant metalanguage to describe the effects of visual language features
- include relevant and specific evidence from the texts you have viewed and/or read to support a convincing argument.



Instructions to students

1. Using the knowledge you have gathered from reading and viewing a selection of poetry, picture books, static images, online research materials and advertisements, respond to the questions on the issue of climate change.

Question One

Based on two texts that you have read and/or viewed, what climate threats concern you the most and why?

Question Two

Based on two different texts that you have read and/or viewed, in what ways do you think we can better support our environment?

Note: for this question, you are required to discuss different texts to those covered in Question One.

Question Three

'Having famous environmental activists and/or organisations to help guide us through the climate crisis is valuable.'

Do you agree or disagree with this statement based on any of the texts you have read and/or viewed. Explain your answer.

Note: for this question, you may select **any** text, including those you may have used for Questions One and Two.

2. Use the scaffold to support your structure, when responding to the questions.
3. Use the assessment marking key to guide your self-assessment and edit your work.
4. Submit the final draft of your handwritten responses to your teacher for feedback.



APPENDIX C:
SUMMATIVE ASSESSMENT TASK



Summative assessment task

Title of task

Extended response – visual analysis (summative assessment task)

Task details

Description of task	Students write an extended response to a chosen question, demonstrating their capacity to use metalanguage to analyse a visual text
Type of assessment	Summative – Reading and Viewing, Writing and Creating
Purpose of assessment	To assess students' ability to effectively combine structural features and visual metalanguage for the purposes of creating an extended response
Assessment strategy	Plan, create and edit an analytical response
Evidence to be collected	Extended response and notes
Suggested time	One lesson to select the question and make notes, and one lesson to write the response. Plus additional time as determined by teacher

Content description

Content from the Western Australian Curriculum

Language

- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims
- Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning
- Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy

Literacy

- Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
- Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical



Task preparation

Prior learning

Students have received formative feedback on their understanding of the issue of climate change as presented in a selection of written, visual and online texts. They have also received feedback on the quality of their justifications for responding to texts. Students have analysed a filmic text, reflecting further on the issue of climate change presented within this medium. Additionally, they have participated in activities designed to support their understanding of extended response writing, particularly the structure and metalanguage required to successfully analyse a visual text.

Assessment task

Assessment conditions

In class with teacher supervision

Resources

- To assist students in making notes prior to the extended response, they may use the following (provided over the course of this unit of study):
 - class notes
 - various worksheets
 - feedback from the formative assessment task.

In sitting this summative assessment task, students will:

- Select the question which most appeals to them in relation to their film study.

Question One

Explain how the film you have studied achieves a particular purpose, through the director's visual and audio language choices.

Question Two

Discuss how audio and visual conventions have been used to shape the audience's response to climate change, in a film that you have studied.

Question Three

Analyse how an issue is presented in a film you have studied and explain how this makes you feel.

- Create a list of bullet points, making notes from their work conducted over the last 20 lessons.
- Hand these to the teacher for them to be redistributed in the following lesson.
- Handwrite their extended response and submit it to their teacher for feedback.
- Use the scaffold provided to support students if required.

Marking key

Description	Marks
Viewing conventions	
Explains the effect of a variety of visual language features, using specific and relevant terminology, including sounds and images used by the creator. Considers how these elements are employed or manipulated to achieve the text’s purpose of informing, entertaining and/or to shape the audience’s response	5
Identifies and explains in some detail, using mostly accurate terminology, the way that visual language features, such as sounds and images, are manipulated by creators for a particular purpose, such as to persuade, inform or entertain and/or to shape an audience response	4
Describes how visual language features, such as sounds and images, are used to represent an issue. Identifies how these are used to persuade, inform or entertain an audience and/or influence a response	3
Identifies a variety of visual language devices, such as sounds and images, used in a text. Recognises the purpose of the visual text, such as to inform, instruct, persuade or entertain and/or links to how the audience feels in response to the text overall	2
Presents a response with limited reference to language associated with analysing visual texts. The purpose of the text and/or how audiences are positioned to respond to the text are unclear	1
Subtotal	/5
Use of evidence	
Integrates relevant textual details, such as quotes and/or examples from the visual text to support, justify and substantiate claims, explaining their significance in light of the issue of climate change, and the question	5
Includes relevant, supporting evidence to draw inferences about the issue of climate change represented in the visual text, with a general discussion of its significance in relation to the question	4
Selects some evidence from the visual text in an attempt to clarify ideas in relation to climate change, but mostly describes, retells or repeats textual details	3
Identifies simple examples, including literal details of a text to illustrate ideas somewhat related to climate change	2
Presents a response that relies on own opinion, rather than the visual text, to write about the issue of climate change	1
Subtotal	/5

Description	Marks
Response structure	
Includes a logical introduction that engages with key ideas related to the question or topic and offers a specific thesis or argument, as well as a logical conclusion with a relevant summary of the key points and clear links to the thesis. Constructs well-developed, clearly structured paragraphs focusing on the question, using a combination of topic, developing, supporting and linking sentences	8–10
Constructs an introduction that addresses aspects of the question or topic and formulates a broad thesis statement, as well as a conclusion with a relevant summary of the key points. Structures paragraphs with relevant topic, developing and supporting sentences to construct a clear, sometimes formulaic text, which addresses the question	6–7
Constructs a brief introduction, incorporating some key words related to the question or topic, but does not form a clear thesis. Concludes with simple but relevant statements. Constructs paragraphs with some sense of structure, which is largely formulaic and describes ideas related to the question in a general way	4–5
Introduces a response, using key words from the question without developing a clear introductory paragraph. Concludes with broad statements that do not directly relate to the ideas presented. Groups together sentences about loosely related ideas; paragraphs are inconsistent	2–3
Presents a response that attempts to include either an introduction or a conclusion; paragraphs are not often used	1
Subtotal	/10

Description	Marks
Language and communication	
Makes deliberate language choices to write in a fluent and engaging style, and communicate effectively. Expresses ideas effectively, varying sentence structures, length and beginnings to shape meaning. Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately	5
Makes conventional, but effective, language choices to communicate ideas and influence reader response. Expresses ideas clearly, using simple, compound and complex sentences, with minor errors that do not detract from meaning. Spells most words correctly, but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar	4
Selects some vocabulary for effect, using language to influence audience response. Expresses ideas clearly, using formulaic simple, compound and complex sentence structures. Generally uses accurate spelling, grammar and punctuation	3
Makes familiar language choices when creating a text, sometimes experimenting with more challenging vocabulary. Presents ideas clearly in simple or compound sentences. Attempts to write cohesive complex sentences. Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text	2
Includes familiar language choices, ideas are not always clear, sentences do not always make sense and errors in spelling and punctuation impede meaning	1
Subtotal	/5
Total	/25



Instructions for teacher

Over two lessons, the teacher guides students in composing a page of notes (lesson one), and an extended response (lesson two) to demonstrate students' understanding of visual analysis as the summative assessment task.

1. Provide students with the summative assessment task and marking key. Go through this with them and clarify as required.
2. Support and encourage students as they select their question and complete their one page of A4 bullet pointed notes in lesson one, using bookwork, worksheets and formative assessment feedback, as required. These notes are to be written under test conditions without teacher assistance.
3. Collect these notes at the end of lesson one and redistribute them at the beginning of the following lesson.
4. In lesson two, allow students uninterrupted silent time to handwrite their extended response using only their notes composed in the prior lesson. Depending on the needs of your students, they may wish to use the scaffold provided, or you may decide not to provide them with the full range of questions on offer.
5. Encourage students to edit their response for accuracy.
6. Collect student responses with their notes.



Instructions to students

1. Read the Summative assessment task sheet and marking key, and ask your teacher any questions as required.
2. Select **one** question you wish to respond to in relation to the film you have studied.

Question One

Explain how the film you have studied achieves a particular purpose, through the director's visual and audio language choices.

or

Question Two

Discuss how audio and visual conventions have been used to shape the audience's response to climate change, in a film that you have studied.

or

Question Three

Analyse how an issue is presented in a film you have studied and explain how this makes you feel.

3. Write one page of A4 bullet points, using your class notes, worksheets and your formative assessment feedback to support you.
4. Submit these notes to your teacher at the end of the lesson. The teacher will hand these back to you at the beginning of the next lesson.
5. In lesson two, respond to the question you have selected, using your one page of A4 bullet points.
6. Use the summative assessment scaffold if required.
7. Edit accordingly.
8. Submit the final draft of your handwritten response to your teacher for feedback.



Summative assessment scaffold

Introduction

- Include the name of the visual text you have studied, the year it was released and who directed it.
- Include a two-sentence summary of what the visual text is about.
- Include a thesis statement using words from the question, and refer to visual language.

Paragraph one

- Create a topic sentence, using the words from the question to keep your essay focussed. Make sure you explicitly refer to visual language. For instance: The purpose of the film *WALL-E* is to educate children about the issue of pollution, which we see through the visual language choice of a wide-angle, aerial shot.
- Provide evidence from the text which supports your thesis. For instance: This is evident when we see a vast animated landscape covered in litter as we look over the Earth that was once populated by people, and is now over-polluted and uninhabitable.
- Explain how this evidence supports your thesis statement. For instance: This educates children about the issue of pollution, as they are shown the consequences of behaviours which are wasteful, such as throwing away things which are broken, instead of fixing them. This concern about our society is one which is important for younger generations to understand, as it will be their responsibility to address the consequences in the future. Looking down on the Earth within the aerial shot also reflects the control and god-like power, which is in the hands of the young viewer, and encourages them to address the issue in our real world, before it is too late.

Paragraph two

- Create a topic sentence, use evidence from the text and explain it in light of your thesis.

Paragraph three

- Create a topic sentence, use evidence from the text and explain it in light of your thesis.

Conclusion

- Include a statement that begins with a phrase, such as 'in conclusion'.
- Acknowledge your original thesis statement using words from the question, and refer to visual language.
- Specify an understanding that you have come to, having watched the film (in relation to the question).

Glossary

Refer to the Glossary through the following link <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-curriculum>.

Acknowledgements

Appendix A

Analysing images

Image 1 from: Beliaikin, A. (2024). *Garbage on the Kuta beach, Bali* [Photograph]. Retrieved June, 2021, from <https://www.flickr.com/photos/157635012@N07/48014509801>

Used under [Creative Commons Attribution 2.0 Generic licence](#).

Image 2 from: Janssen, V. (2019). *People holding banner* [Photograph]. Retrieved June, 2021, from <https://www.pexels.com/photo/people-holding-banner-2561628/>

Image 3 from: Dijkstra, S. (2019). *Photo of plastics near trees* [Photograph]. Retrieved June, 2021, from <https://www.pexels.com/photo/photo-of-plastics-near-trees-2583836/>

Essay samples

Information from: BBC. (2013, October 31). *David Attenborough: The truth about climate change (BBC - Part 2)* [Video]. Retrieved June, 2021, from <https://www.youtube.com/watch?v=HK47Pnx46rM>

