



CURRICULUM AND ASSESSMENT OUTLINE

ASSESSMENT ACTIVITY YEAR 7

7

ENGLISH

Novel study:
Blueback by Tim Winton

Section 1: Summary

Background information

Brief Description of Assessment Activity	Write a letter, email or blog (or series of these) from Abel to another character or 'group' implied in the novel. For example, to Stella or Dora, Costello PTY Ltd, the Local Council.			
Context summary	A mixed ability group of 32 year 7s with about a third who have well developed reading and writing skills. There are however other students who are resistant readers and who have had very little experience with analysing texts. This will be the first novel that they have studied in high school.			
The purpose of the assessment activity	To assess students' understanding of the characters and issues in the novel, and communicate this understanding effectively. Students need to demonstrate the conventions of the genre that they have chosen to write in, as well as appropriate use of language, sentence and paragraph structure, spelling and use of punctuation.			
Audience Suitability	At Year Level	Extension	Students with disability	EAL/D
Links to other learning areas	Sustainability and land use.			

Summary of links to the Australian Curriculum

Content Strand	Language			Literature		Literacy	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	



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Section 2: Links to the Australian Curriculum

English –Year 7

Content descriptions	Relevant Aspects of the Achievement Standard
<p>Literature Responding to Literature</p> <ul style="list-style-type: none"> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) <p>Language Expressing and developing ideas</p> <ul style="list-style-type: none"> Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence (ACELA1534) <p>Literacy Interpreting, analysing, evaluation</p> <ul style="list-style-type: none"> Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721) <p>Creating texts</p> <ul style="list-style-type: none"> Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) 	<p>Reading and viewing</p> <p>By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.</p> <p>Writing</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.</p> <p>Speaking and listening</p> <p>Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.</p>

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v40 <www.australiancurriculum.edu.au/Home>



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Section 3: Student activity

This unit of work focus on identifying the key features of narrative conventions:

- plot
- setting
- characterization
- conflict development
- resolution
- themes

As well as this, students will explore the features of 'Australian' literature, focusing at first on the novel Blueback and also on other short texts as time allows. Students will identify the Australian stereotype and explain how the characters either conform to or challenge this role.

Throughout the unit, students will be encouraged to give their own response to the text, looking at the major environmental issues and how these issues are relevant to the world around them.

Students will create a journal of responses to various recent environmental issues, including relevant newspaper articles and their response to them (this also provides a link to the Newspaper Study unit to be studied next).

Various activities to focus on sentence structure and how to use clauses.

Create a webpage or wiki that explores one of the environmental issues discussed in the novel.

Read a variety of letters to the editor, blogs with a focus upon:

- format / layout
- language to suit purpose, context and audience / recipient
- Forward, CC, BC conventions for e-mails.

Write a letter, email or blog (or series of these) in class from Abel to another character or 'group' implied in the novel. For example, to Stella or Dora, Costello PTY Ltd, the Local Council.

Student learning (associated with this activity)

- Guided reading of the novel.
- Narrative conventions.
- Language use
- Environmental issues
- Exploration of the issue in the real world
- Creation of a wiki, webpage or blog that expresses ideas from the novel and the world around us.

In class, write a letter, email or blog from Abel to another character.



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Section 4: Assessment

Marking Guidelines

Please note that the following marking guidelines are those developed by the teacher for this task in the context of their teaching and should not be viewed as a model that should be used for all assessment activities.

The assessment takes into account:	4 marks	3 marks	2 marks	1 mark	0 marks
Accurate reflection of the voice of the character/s chosen					
Identification of main ideas, issues & viewpoints in the novel					
Understanding of purpose & audience of the task					
Use of evidence from the text to support chosen ideas within the letter/ email					
Use of language to clearly relay issue/s & ideas					
Use of accurate spelling, punctuation & grammar.					

How will I assess?

- Observation
- Teacher journal
- Checklist
- Negotiated rubric
- Self assessment
- Peer assessment
- Student teacher conferences
- Teacher made tests
- Student journals