

**English as an Additional Language/Dialect
Sample unit package
2BELD—Making choices**

Learning contexts

- social and ethical issues
- global issues

This sample unit package contains

- a teaching program
- an assessment outline
- assessment tasks and marking keys (where available)

This sample package is provided as support for teachers. It has been updated to reflect WACE policy expectations for 2008 and beyond.

Sample teaching program – English as an Additional Language/Dialect

Unit 2B Making choices

Please note: the following program is an example of how a teacher selected a context appropriate to the student's needs.

Some of the issues discussed are sensitive and would not be relevant to all students.

If adapting this program, different perspectives on certain issues would need to be considered.

Week	Teaching / learning	Assessment
1 – 3	<p>Activities to reinforce:</p> <ul style="list-style-type: none"> • gathering information from a wide range of sources • note taking strategies/skills • use of abbreviations • distinguishing fact and opinion/main and supporting ideas • different types of letters • use of organizers to reconstruct information • managing interactions. <p>Introduction to Task 1:</p> <p>Read/view expository/persuasive texts, feature articles and documentaries on health issues and, in particular, HIV/AIDS.</p> <p>Participate in selected activities from the BioRAP web site http://www.biorap.org/</p> <p>Listen to guest speaker on health issues– take notes - interact with guest speaker by asking questions to gain more information or for clarification.</p> <p>Begin writing your summary of the information for Task 1 Part A.</p> <p>Decide on the information you are going to use and plan your writing.</p> <p>Send class letters of appreciation to the guest speaker.</p>	<p>Task 1</p> <p>Part A: listen to a guest speaker, take notes and organise the information using a structured overview then develop a summary.</p> <p>Part B: Respond to the question: 'What is HIV/AIDS?' Incorporate other information and the use of emotive and persuasive language to explain this issue and to present the stance that this is a serious issue affecting people from all cultures.</p> <ul style="list-style-type: none"> • notes and summary • teacher observation of interaction • plan for response • letters <p>Task 1 Part A due week 3</p>
4 – 6	<p>Complete writing for Task 1 Part B (Plan, Produce, Proof).</p> <p>Activities to explore:</p> <ul style="list-style-type: none"> • format and purpose of a formal report • combining text types • interrupting and suggesting alternatives • referential phrases • use of headings and dot points • editing skills. <p>Scene setting and pre-reading activities to activate background knowledge and build personal connections to</p>	<p>Task 1 Part B due week 4</p> <p>Task 2</p> <p>Write a formal report to the Health Department of WA providing advice about newly arrived young Australians in relation to health matters. Make</p>

Week	Teaching / learning	Assessment
	<p>novel.</p> <p>Read/view documentaries/feature articles on issues arising from the novel.</p> <p>Begin guided reading of <i>Playing with Fire</i>.</p> <p>Introduction to Task 2.</p> <p>Develop a letter of enquiry to be sent to the Health Department to ascertain current provision of support for newly arrived Australians in relation to health issues.</p>	<p>recommendations for how best to educate them on these matters. Present your report orally in groups.</p> <ul style="list-style-type: none"> • reading log • anecdotal notes
<p>7 – 9</p>	<p>Activities to reinforce:</p> <ul style="list-style-type: none"> • accepting and rejecting ideas • changing topics • discussing points of difficulty • style and choice of conjunctions to suit purpose • punctuation for direct and indirect speech. <p>Continue reading of novel- short answer responses to questions based on the novel.</p> <p>In same gender pairs, discuss how lack of information for newly arrived Australians may put their health at risk.</p> <p>In small groups, write questions to be included in a survey of class members about knowledge of issues such as HIV/AIDS.</p> <p>Students survey each other as above.</p> <p>In groups, students brainstorm, then organise ideas, rotating to ensure all groups have been exposed to all ideas.</p> <p>Listen to a Health Department representative’s overview of current “on arrival” provision of information in relation to matters of health.</p> <p>Individually; using the ideas gathered from class discussion, in pairs and from the survey; students each write a report advising the Health Department of Western Australia how to better target newly arrived Australians with information about health issues. Oral presentation of report: Task 2.</p>	<ul style="list-style-type: none"> • anecdotal notes <p>Task 2 due week 9</p> <ul style="list-style-type: none"> • short answer response (oral and written) • notes • group generated questions • teacher observation of group participation • notes • written report • observation of debate • tape of oral report • reading log
<p>10 – 12</p>	<p>Read and discuss the Declaration of Human Rights (abridged version).</p> <p>Introduction to Task 3.</p> <p>Read ‘The UN in Brief’ on http://www.un.org/Overview/brief1.html</p> <p>Make notes on:</p> <ul style="list-style-type: none"> • the role of the UN • the role of agencies such as the World Health Organization, the UN Children’s Fund and the UN High Commission for Refugees. <p>Identify the UN stance on issues such as those relating to the ageing population, health, the environment and ecological sustainability.</p>	<p>Task 3 Investigation</p> <p>Investigate the role the United Nations plays in helping to find solutions for global issues. What has been the work of its various agencies such as the world Health Organisation, the UN Children’s Fund (UNICEF) and the UN High Commission for Refugees (UNHCR)? How has it been involved in issues such</p>

Week	Teaching / learning	Assessment
	<p>Activities to encourage:</p> <ul style="list-style-type: none"> • developing and comprehending abstract vocabulary • expression of logical relationships • developing strategies to deal with unfamiliar and unpredictable situations • understanding of cross cultural use of information and communication technologies. <p>View 'Uniting the World Against Aids' http://www.unaids.org/en/</p> <p>Watch <u>rap video</u> clip 'People are you listening' by MAGZ http://www.unicef.org/uniteforchildren/index.html</p>	<p>as landmines, Avian flu and HIV/AIDS. Present your findings orally in a multimodal form, (i.e. a combination of text types; documentary, graphs, expository text).</p> <ul style="list-style-type: none"> • observation of discussion • reading log • notes • plan
<p>13 – 15</p>	<p>Discuss the role of Goodwill Ambassadors such as:</p> <ul style="list-style-type: none"> • Barbara Hendricks • Adel Imam • Angelina Jolie • Giorgio Armani • Jack Thompson <p>Select one from the list and focus your reading/viewing on that person. Read feature articles and use as models for your writing.</p> <p>Task 4: Feature Article on a Goodwill Ambassador.</p> <p>Activities focusing on:</p> <ul style="list-style-type: none"> • becoming familiar with conventions of feature articles • formal meetings and protocols • punctuation for direct/indirect speech • audience rapport • how structures, patterns and audience expectations influence language and meaning. <p>Role play a UN type meeting in class:</p> <ul style="list-style-type: none"> • identify three issues to be analysed through class discussion • allocate 'persona' for each class member • research 'persona' to develop responses. 	<p>Task 4</p> <p>Written Production</p> <p>Write a feature article on the role and work of one of the UNHCR Goodwill Ambassadors.</p> <p>Why did they choose to take the role?</p> <ul style="list-style-type: none"> • Notes • Plan for feature article <p>Task 4 to be written in class week 14</p> <ul style="list-style-type: none"> • observation of role play of meeting • reading log <p>Task 3 due week 15</p>

Sample assessment outline – English as an Additional Language/Dialect

Unit 2B Making choices

Assessment type	Assessment type weightings	Task	Task weightings	Outcome 1 Speaking	Outcome 2 Listening	Outcome 3 Reading and Viewing	Outcome 4 Writing
Investigation	20%	Task 3: Investigate the role the United Nations plays in helping to find solutions for global issues. .	20%	✓		✓	
Response	20%	Task 1 – Part A: Listen to the guest speaker. Take notes, organise the information using a structured overview and then develop a summary.	10%		✓		✓
		Task 1 – Part B: Respond to the question: ‘What is HIV/AIDS?’	10%				
Production (written or multimedia)	20%	Task 4: Write a feature article on the role and work of one of the UNHCR Goodwill Ambassadors.	20%			✓	✓
Production (oral participation / performance)	20%	Task 2: Write and present a formal report to the Health Department of WA providing advice about newly arrived young Australians in relation to health matters.	20%	✓	✓		
Examination	20%		20%				

Sample assessment task

Task 1: Response to a talk presented by a guest

Assessment type:	Response
Outcomes:	Outcome 2: Listening Outcome 4: Writing
Context:	Social issues
Task duration:	Four weeks
Task weighting:	20% of unit total

This task will be completed in two parts:

Part A (marked out of 20)

You will listen to a talk presented by a guest. During the presentation you will have the opportunity to ask questions. You will then use your notes and structured overview to develop a summary of the talk.

Part B (marked out of 20)

Respond to the question: 'What is HIV/AIDS?' Incorporate other information and the use of emotive and persuasive language to explain this issue and to present the stance that this is a serious issue that affects people from all cultures

Part A (due at the end of week 3)

- participate in activities to develop a range of skills and understandings
- read and view selected texts to provide background to guest speaker
- listen to guest speaker - taking notes and using the opportunity to ask questions
- organise notes using a graphic organiser
- develop summary

Part B (due during week 4)

- decide on the information you are going to use and develop a plan
- reconstruct the information to form a response to the question
- complete response

What needs to be included in your folio for assessment?	Due dates
Part A	
<input type="checkbox"/> Notes taken during the talk	
<input type="checkbox"/> Graphic organiser used to organise notes	
<input type="checkbox"/> Final written summary	
Part B	
<input type="checkbox"/> Notes and plan	
<input type="checkbox"/> Completed response	
<input type="checkbox"/> Completed assessment rubric	

Sample marking key

Task 1: Response to a talk presented by a guest

Assessment type: Response

Outcomes: Outcome 2: Listening
Outcome 4: Writing

Context: Social issues

Task duration: Four weeks

Task weighting: 20% of unit total

Part A (marked out of 20, 10% of unit total)

Activity	Not demonstrated	Developing	Satisfactory	High	Excellent
Asks relevant questions where appropriate to increase understanding of the issue					
Ability to take and organise notes of key points from guest speaker					
Understands the attitudes and intentions of the speaker from language used and/or tone					
Summary of information reflects the content of the presentation					
Independently evaluates the information					
TOTAL	/20				

Part B (marked out of 20, 10% of unit total)

Activity	Not demonstrated	Developing	Satisfactory	High	Excellent
Response demonstrates order and cohesion					
Content is relevant to and appropriate for the task					
Uses vocabulary, emotive and persuasive language effectively for the task					
Is able to use a variety of sentence structures					
Presents a clear opinion					
TOTAL	/20				

Teacher comments

Sample assessment task

Task 2: Production of a report to the Health Department of WA

Assessment type: Production (oral)

Outcomes: Outcome 1: Speaking

Outcome 2: Listening

Context: Social issues

Task duration: 2-3 weeks

Task weighting: 20 of unit total

You are to use the information gained from your listening, viewing and reading to provide a formal report to the Health Department of WA in which you provide advice on the needs of newly arrived young Australians. Include recommendations on how better to educate them on health matters.

You will need to:

- participate in 'paired' discussion taking notes
- develop and conduct a survey within the class
- listen to input provided by a representative of the WA Health Department on current provision of support to newly arrived young Australians - take notes
- organise ideas using notes
- plan, produce, proof your report
- present your report to class members, in group

What needs to be included in your folio for assessment?	Due dates
<input type="checkbox"/> Notes taken during initial discussion in pairs and of talk	
<input type="checkbox"/> Notes and plan of report	
<input type="checkbox"/> Report	
<input type="checkbox"/> Taped oral presentation of report	
<input type="checkbox"/> Completed assessment rubric	

Sample marking key

Task 2: Production of a report to the Health Department of WA

Assessment type: Production (oral)
Outcomes: Outcome 1: Speaking
 Outcome 2: Listening
Context: Social issues
Task duration: 2-3 weeks
Task weighting: 20 of unit total

To be assessed	Marks	Goal setting notes <i>What is required?</i>
Paired discussion	10	
<ul style="list-style-type: none"> • Notes recording the discussion • Main points of each speaker highlighted • Key points summarised in final response 		
Notes from Health Department official	10	
<ul style="list-style-type: none"> • Current initiatives noted correctly • Independent comment on the information given • Attitude of the guest speaker towards the issue correctly identified 		
Oral presentation of report	20	
<ul style="list-style-type: none"> • Structure of presentation • Point of view clearly presented and supported by examples • Correct use of varied grammatical structures • Use of subject specific vocabulary • Use of notes or visual aids 		

Total mark

Teacher comment

Sample assessment task

Task 3: Investigation of the role of the United Nations in helping to solve global issues.

Assessment type: Production (oral)

Outcomes: Outcome 1: Speaking
Outcome 2: Listening

Context: Global issues

Task duration: 2-3 weeks

Task weighting: 20% of unit total

Investigation on the role of the United Nations in finding solutions to global issues

This will take a multimodal form, but must incorporate an oral segment.

You will need to:

- participate in reading and viewing texts to develop an overview of the United Nations (UN)
- identify the role of various agencies
- identify the stance taken by the UN on various global issues such as landmines, Avian flu and HIV/AIDS
- view/read additional texts to extend information
- negotiate the form the results of your investigation will take
- using your notes develop an overview
- complete presentation including and oral component

What needs to be included in your folio for assessment?	Due dates
<input type="checkbox"/> Notes annotated with reference resources	
<input type="checkbox"/> plan for presentation	
<input type="checkbox"/> final presentation	
<input type="checkbox"/> completed assessment rubric	

Sample marking key

Task 3: Investigation of the role of the United Nations in helping to solve global issues.

Assessment type: Production (oral)

Outcomes: Outcome 1: Speaking
Outcome 3: Reading and viewing

Context: Global issues

Task duration: 2-3 weeks

Task weighting: 20% of unit total

Speaking (10%)	
Criteria	/20
<ul style="list-style-type: none"> Information is organised and supported with examples. A point of view is maintained Lexical choice is varied and appropriate Stress and intonation are often used to highlight key points Speech is clear and fluent despite occasional errors in pronunciation Appropriate register is sustained throughout the presentation Appropriate non-verbal skills are used 	17-20
<ul style="list-style-type: none"> Presentation is generally well-structured and substantiated with some detail A point of view is presented Lexical choice is appropriate Stress and intonation are attempted to highlight key points Speech is generally clear and fluent despite some interference from L1 pronunciation Appropriate register is attempted throughout Some non-verbal skills are used to enhance presentation 	13-16
<ul style="list-style-type: none"> Information is relevant but lacks some detail. A point of view is attempted Lexical choice is adequate for meaning to be understood Stress and intonation are attempted with some control Comprehension of speech causes some difficulty for the audience Appropriate register is not sustained throughout Non-verbal skills are used to support communication 	9-12
<ul style="list-style-type: none"> Information is concrete and presented in short utterances, linked by a limited range of cohesive devices. The point of view is difficult to discern Lexical choice is simple and repetitive Stress and intonation may be attempted but with minimal control Speech is very difficult to understand Appropriate register is not evident Non-verbal skills are heavily relied upon for communication 	4-8
<ul style="list-style-type: none"> Information is minimal or irrelevant and linked by simple cohesive devices Point of view is difficult to discern Lexical choice is simple or inappropriate Stress and intonation are not attempted or inappropriately applied Presentation is difficult to understand 	0-3

Comment:

Reading (10%)	
Criteria	/20
<ul style="list-style-type: none"> • Obtains detailed information on United Nations operations from a wide variety of texts, interpreting information beyond the literal level. • Identifies and explains the connotative and figurative language used in the source material in own words. • Analyses and evaluates the contribution of the United Nations to finding solutions for global issues. • Comments on the cultural attitudes and beliefs underlying the actions of the United Nations. 	17-20
<ul style="list-style-type: none"> • Obtains information on United Nations operations from a variety of texts and is able to interpret non-literal information contained within these texts. • Distinguishes between fact and opinion in the source materials and identifies where stereotypes have been presented. • Takes sufficient notes from source materials, summarises and evaluates this information in own words • Explains that cultural values which underlie the actions of the United Nations. 	13-16
<ul style="list-style-type: none"> • Identifies adequate information from several texts. • Identifies the difference between fact and opinion and of common stereotypes with contextual support. • Takes sufficient notes from the stimulus materials to summarise or explain the main points. • Understands that interpretation of the United Nations interventions is reliant upon cultural background and can explain this in a simple way. 	9-12
<ul style="list-style-type: none"> • Extracts the main points from texts • Independently decodes information when cultural references are explained • Skims and scans to locate key words and can summarise the gist of the text. • Can identify and understand familiar idioms and basic symbolism. 	4-8
<ul style="list-style-type: none"> • Identifies most of the key information in texts • Attempts to decode information although confusion in similar words and phrases is evident. • Skims and scans to locate most key words and can summarise the gist of the texts with general accuracy. • Interprets common cultural references and some basic symbolism in texts with minimal prompting 	0-3

Comment:

Sample assessment task

Task 4: Production of a feature article

Assessment type: Production (written)

Outcomes: Outcome 3: Reading and Viewing

Outcome 4: Writing

Context: Global issues

Task duration: 2 weeks

Task weighting: 20% of unit total

Write a feature article on the role and work of one of the UNHCR Goodwill Ambassadors. Why did they choose to take the role?

You will need to:

- discuss the role of Goodwill Ambassadors for the UNHCR
- select the focus for your feature article
- research a variety of texts for additional information
- using notes and graphic organiser develop a plan for your article (include references)
- begin to write you article

What needs to be included in your folio for assessment?	Due dates
<input type="checkbox"/> Feature articles and other texts	
<input type="checkbox"/> Graphic organiser	
<input type="checkbox"/> Drafts of work	
<input type="checkbox"/> Feature article	
<input type="checkbox"/> Completed assessment rubric	

Sample marking key

Task 4: Production of a feature article

Assessment type: Production (written)
Outcomes: Outcome 3: Reading and Viewing
Outcome 4: Writing
Context: Global issues
Task duration: 2 weeks
Task weighting: 20% of unit total

Criteria	Examples	Total possible marks	Marks awarded / points of note
Content	Depth of research Independent perspective presented Use of examples and details to support ideas	15	/15
Structure	Feature article structure Feature article techniques Ordering of information	15	/15
Grammar	Use of simple and complex grammatical forms Use of correct punctuation Words are correctly spelled	15	/15
Vocabulary	Wide-ranging vocabulary Use of emotive or persuasive language Article is in own words	15	/15
TOTAL		60	/60

Teacher comment

Student comment

References for 2B

Mankell, H 'Playing with Fire' translated by Anna Paterson. Crows Nest, NSW. : Allen & Unwin, 2002.

BioRAP website: <http://www.biorap.org/> Contains information on a range of health issues including HIV AIDS. Has information and teaching notes.

Uniting the World against AIDS <http://www.unaids.org/en/>

The UN in brief:

1. How the UN works <http://www.un.org/overview/brief1.html>

People are you listening. MAGZ. video rap. <http://www.unicef.org/unitedforchildren/index.html>

NOTE: *Secrets in the Fire* – Mankell's first book about Sophia has been made into a film.