



Department of  
Education

YEAR 12 GENERAL

# **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**

STUDENT RESOURCE PACKAGE

UNIT THREE: ATTITUDES, ISSUES, IDENTITY

@ Department of Education WA 2020

Requests and enquiries concerning copyright should be addressed to:  
Manager Intellectual Property and Copyright  
Department of  
Education 151 Royal  
Street  
EAST PERTH WA 6004  
Email: [copyright@education.wa.edu.au](mailto:copyright@education.wa.edu.au)

Except where indicated, this content © Department of Education Western Australia 2020 and released under Creative Commons **CC BY NC** Before re-purposing any third party content in this resource refer to the owner of that content for permission.



<https://creativecommons.org/licenses/by-nc/4.0/>

# YEAR 12 GENERAL

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

### STUDENT RESOURCE PACKAGE

#### UNIT THREE: ATTITUDES, ISSUES, IDENTITY

**INFORMATION TO STUDENTS:** This resource package is targeted at students, to provide a range of learning materials covering a period of one week or two lessons. See the table below for the one-week overview. Of course, you may work through this work at a pace that suits your learning. All work makes explicit reference to the Year 12 EAL/D General Syllabus and focuses on content and skills required for Unit 3.

#### PACKAGE OVERVIEW:

LESSON	LESSON CONTEXT
1 & 2	SOVEREIGNTY NEVER CEDED

# LESSON 1 & 2: SOVEREIGNTY NEVER CEDED

## LESSON OVERVIEW

In this compound lesson, you will read an opinion piece from ABC News titled "'Profound, Wise And Sensitive': How A Modern Court Judgement Has Grappled With A Lore That's Existed For Time Immemorial", which should provide you with an insight into cultural conceptions of land and ownership, the impact of change and Australia as a community. In addition, you will watch an excerpt from the Q&A program in which Indigenous actress Shareena Clanton gives an impassioned plea for the major parties to stop using Australia's first people as a political football. By engaging with these texts as directed by the step-by-step instructions, you will have an opportunity to develop the knowledge, understandings and skills outlined by the framework below.

## WHAT YOU NEED

- SCSA EAL/D General Syllabus Year 12. School Curriculum and Standards Authority (SCSA) accessible online at: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>
- Grant S., "'Profound, Wise and Sensitive': How A Modern Court Judgement Has Grappled With A Lore That's Existed For Time Immemorial" ABC News, [website] 2020 accessible online at: <https://www.abc.net.au/news/2020-02-15/unresolved-question-of-indigenous-sovereignty-haunts-australia/11962834>
- Clanton S., "Q&A: Shareena Clanton Says Indigenous People Want To Be 'The Author Of Our Own Destinies'" Youtube, [website] 2020 accessible online at: <https://www.youtube.com/watch?v=FghAgcOZgUg> (accessed 22 April 2020).

## LEARNING OUTCOMES (SUCCESS CRITERIA)

- communicate ideas and opinions in a range of contexts.
- demonstrate literal and inferential comprehension of information, ideas and language used in texts.
- understand and apply social and cultural references from different contexts.
- plan and create written and multimodal texts appropriate to purpose and audience.

## SYLLABUS LINKS (UNIT CONTENT)

### Communication skills and strategies

- understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance.
- understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts.
- identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures.
- using active listening strategies.

### Comprehension skills and strategies

- using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts.

- identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts.
- distinguishing between main ideas and supporting details and between fact and opinion
- selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources.

Language and textual analysis (all content)

Creating texts (all content)

# LESSON 1 & 2: STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Understand the article by using various comprehension skills, as directed below.

- Before you read the article, see if you can predict what it is about by looking at contextual information, structure and visual elements (e.g. titles, subheadings, photographs etc).
- Check your prediction by skimming the article for general meaning. Write a few sentences summarising this general meaning in your own words.
- Scan the text for 3 statements of fact, and 3 statements of opinion. How are they different? Identify the key assumptions and beliefs presented in the article, and display them using a graphic organiser (e.g. mind-map, flow chart etc.)

**STEP 2:** Watch the excerpt from the Q&A program, and answer the questions below.

- What are the main attitudes being expressed by Shareena Clanton in this text? Describe how non-verbal cues (e.g. eye contact, gesture, physical space/distance), language, style, tone and register affect your appreciation of Clanton's ideas.
- Explain any similarities you notice between this text and the article you read in Step 1. Identify the central issues discussed in both texts.

**STEP 3:** Use research skills and strategies to deepen your understanding of the concept of 'sovereignty', using the questions below as a guide.

- What is meant by the phrase 'sovereignty never ceded'?
- What is the role of 'sovereignty' in the history of contact with Indigenous Australians? What role does the issue of 'sovereignty' play in working towards reconciliation in Australia?

Note: Research skills and strategies can include note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately.

**STEP 4:** Write your own!

Using your responses and notes from steps 1 - 3, formulate an opinion piece of your own

- which: uses appropriate structure and content to communicate your ideas and opinions. uses common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives, common collocations, conjunctions and/or idioms to connect and communicate your ideas.
- draws upon your personal experiences, and reflects upon what you have learnt throughout the lesson.

Note: Make sure you plan, edit and refine your piece. Pay special attention to spelling, grammar and punctuation-use a dictionary or thesaurus if you are unsure!