



Department of
Education

Year 12 ATAR English as an Additional Language or Dialect

Unit 3: Australia as Cultural Community



Resource Package

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Year 12 English as an Additional Language or Dialect

UNIT 3: *Australia as Cultural Community*

Resource Package

INFORMATION TO STUDENTS:

This resource package provides students with a range of learning materials to cover a period of two weeks or eight lessons. See the table below for the two-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 Syllabus and focuses on content and skills required for UNIT 3.

PACKAGE OVERVIEW:

Lessons	Key Focus
1 and 2	<i>Engaging with Unit Content and Mapping to Course Outline</i>
3 and 4	Text Audit and Revision
5 and 6	Reading Comprehension
7 and 8	From Comprehension to Synthesis

LESSONS ONE and TWO – *Engaging with Unit Content and Mapping to Course Outline*

Learning Intentions

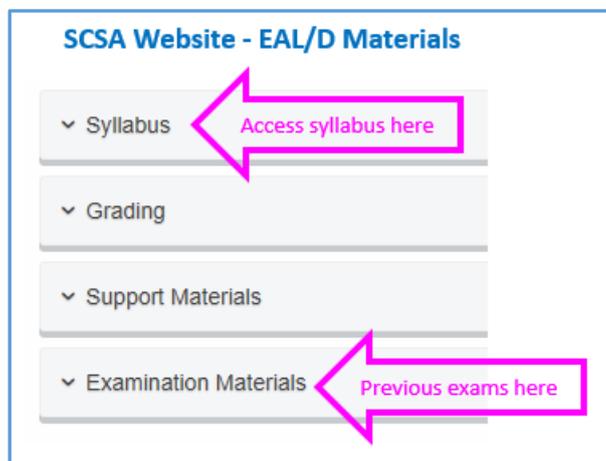
- Review Unit 3 Syllabus description and content applying your knowledge to your school's Course Outline; and
- Reflect and evaluate SAE skills and apply to Course Outline.

Syllabus link/s – UNIT CONTENT

- Communication skills and strategies (all points)
- Comprehension skills and strategies (all points)
- Language and textual analysis (all points)
- Creating texts (all points)

What you need

- Copy of EAL/D ATAR Syllabus Year 12. **School Curriculum and Standards Authority (SCSA)** (pp. 12-14)
Direct SCSA access: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect> (see image below)
- Copy of **your** school Course Outline



Success Criteria

- ✓ Develop understanding of Unit 3 description, content and skills.
- ✓ Develop understanding of Unit 3 contexts, content and skills.
- ✓ Reflect on Unit 3 content, contexts and skills and map to school Course Outline.
- ✓ Develop understanding of examinable content and implications for further course study.

STEPS

1. Read and match **unit content** to relevant explanations.
2. Read and match **unit description** to unit content.
3. Reflect on and audit school **Course Outline** and **suggested contexts** (*using a graphic organiser*).
4. Write and reflect.

STEP 1: Read and match unit content to relevant explanations

Understanding Unit 3 Content: *evaluate and reflect.*

In your study of the Year 12 EAL/D ATAR course, you need to become familiar with the syllabus which you will find on the SCSA website (link provided on previous page). Below are the headings for the UNIT 3 syllabus content.

- A. Read **Unit 3: Unit Content** (*p 12. Year 12 syllabus*). Take note of the main headings/sections and what each comprises.
- B. On the table below, match **Unit 3 content** to explanations by drawing an arrow

Unit 3 Content	Unit 3 Content explanations
Communication skills and strategies	The process of writing to show understanding
Comprehension skills and strategies	<i>Understand</i> how language works to convey intended meaning
Language and textual analysis	The <i>process</i> of reading to understand
Creating texts	<i>Using</i> oral language to express understanding

STEP 2: Read and match unit description to unit content

Understanding and Applying

- A. Now read **Unit 3: Unit description** (p. 12)
 B. Match **Unit descriptions** (p. 12) to **Unit content** (p. 13) by drawing an arrow

Unit description	Unit 3 content
Develop SAE skills to describe, inform, express point of view and persuade, apply SAE language choices to create oral and multimodal texts, use SAE appropriate to different audience and purpose	<i>Understand</i> how language works to convey intended meaning
Analyse language choices in a range of contexts, analyse and evaluate ideas, attitudes and values, explore how culture influences 'cultural schemas', develop an appreciation of the concept of cultural constructs in protecting individual freedoms, analyse SAE appropriate to different audience and purpose	<i>Using</i> oral language to express understanding
Analyse language choices in a range of contexts, investigate commonality and difference and apply to intercultural understandings, explore SAE structures and patterns that influence meaning	The process of writing to show understanding
Develop SAE skills to describe, inform, express point of view and persuade, apply SAE language choices to create written and multimodal texts, consolidate independent research skills, use SAE appropriate to different audience and purpose	The process of reading to understand

STEP 3: Reflect on and audit school Course Outline and suggested contexts

- Reflecting on your school's course outline and Unit 3 suggested contexts: mind mapping activity. It is imperative that you understand the syllabus. Examiners create all exam questions based on the syllabus concepts, so it is important that you understand these concepts. Your [school's] Course Outline should therefore make explicit links to the syllabus and determine every part of your school work.
- Take out your Course Outline and highlight where the syllabus content has been addressed (see example below from the SCSA SAMPLE Course Outline).
- Create a list of questions to ask your teacher if there is anything you do not understand.
- Complete the activities that follow.

Semester 1 – Australia as a Cultural Community

Week	SYLLABUS CONTENT	Assessment tasks
1-3	<p>Overview of course and expectations – course documents and school assessment policy</p> <p>Communication/Comprehension/Language and textual analysis</p> <ul style="list-style-type: none"> • compare and contrast texts from different cultures and times, and discuss their purposes and effects • distinguish between and evaluate facts and opinions presented in texts • examine how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts • explain cultural beliefs and assumptions reflected in texts • reflect on and analyse how language choices influence audience response • frame research questions to direct inquiry and synthesise information from multiple sources, including literary and non-literary texts • evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language • analyse how texts are influenced by other texts and contexts • critique cultural attitudes • analyse the composition and layout of multimodal texts and texts containing visual elements • evaluate the validity and relevance of evidence and assumptions in texts • use metalanguage to review and evaluate texts <p>Language competencies</p> <p>Semantic</p> <ul style="list-style-type: none"> • identify inferred meanings in texts • distinguish between fact and opinion 	<p>Task 1: Response</p> <p>Read and view a range of texts about what it means to be an Australian. In response to two written texts and one visual text on this topic, complete a comprehension task with short answer questions and a synthesis question.</p>

- Read **Unit 3: Suggested contexts** (pp. 12-13)
 - Read your school's Course Outline and map to **Unit 3: Suggested contexts** by writing dot points under the relevant sub-heading (ie. *What have you learnt so far? What are we going to learn?*). Use a graphic organiser (similar to the one provided) to guide this process.
- NOTE:** Your school's Course Outline may focus on one, two or more of these **contexts**.



STEP 4: Write and reflect

- What **paragraph structure** you have been developing (i.e. TEEEL, TEEET, PEEEL...)?

In an educational context, following a clear paragraph structure is an important way of demonstrating your ability to organise ideas and write academically.

- A. Revise the paragraph structure used at your school. Then, **write one paragraph** about one of the texts you have studied in this course so far and what it explores about **Australian context**. *Don't forget to include some evidence in your paragraph. Use the topic sentence below if you need a starting point:

EXAMPLE TOPIC SENTENCE:

*The viewing text, **Redfern Now: Episode 4**, explores Australian identity in a contemporary context.*

** Have you learnt about **nominalisation** and **lexical cohesion**? Key tools for writing academically to consider!*

LESSONS THREE and FOUR – Text Audit and Revision

Learning Intentions

- Investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts. (p.4 Year 12 syllabus); and
- Consolidate and reflect on UNIT 3 text study.

Syllabus links – UNIT CONTENT

- Comprehension skills and strategies (all points); and
- Language and textual analysis (all points).

What you need

- Copy of *your* school Course Outline;
- All class work relating to the specific study of a text;
- A copy of each text you have studied - as applicable; and
- Worksheet - **Text Audit and Revision**.

Success Criteria

- ✓ Consolidated understanding of all texts studied
- ✓ Understanding of texts and their explicit links to UNIT 3: *Australia as a Cultural Community*
- ✓ An established, detailed template for further development and explicit exam preparation.

STEPS

1. Revise coursework and text study to date.
2. Complete retrieval chart to consolidate and organise understandings of course work;
2.1 establish working template to further develop for examination preparation.

STEP ONE: Revise and understand your study to date

What have I studied?

The following work is designed to support your preparation for the Written and Practical examinations.

You should be able to:

- understand and discuss each text you have studied to make links to the Unit 3 content;
- use subject-specific vocabulary;
- make direct textual references; and discuss and understand, *Australia as cultural community*.

You need to:

- A. review notes and information you have recorded from your UNIT 3 school studies so far;
- B. consider the purpose of text study and the link to UNIT 3: Australia as a Cultural Community; and
- C. highlight *key quotes* and *subject-specific vocabulary*.

STEP TWO: Consolidate your understandings

How does my study directly link to Unit 3 content? What can I articulate about what I have understood?

- A. Use the **worksheet** on the following three pages to complete a retrieval chart with detailed notes about each text studied. Use the provided example on the short story 'Neighbours' by Tim Winton as a guide to complete each section. *Don't forget to keep adding to this chart as you continue your studies.

WORKSHEET: Text Audit and Revision: *Applying course concepts to your texts*

	EXAMPLE	Text 1 Title	Text 2 Title	Text 3 Title
	'Neighbours'			
	Author/Publication details: Tim Winton (1987)	Author/Publication details:	Author/Publication details:	Author/Publication details:
TEXT TYPE (Features)	<p>FICTION – SHORT STORY</p> <p>Point of View: Third person</p> <p>Narrative Structure/Plot: A young couple move to a new suburb...</p> <p>Characters/Characterisation: The journey of the young man is from prejudice and intolerance to acceptance and realisation...</p> <p>Setting: Australian inner-city suburb. Internal/External environment. [Human]</p> <p>Story is placed within the context of the history of Australia and multiculturalism.</p> <p>Reflecting broader, contemporary Australian policy and growing acceptance of multiculturalism.</p> <p>THEMES: Displacement and Change. Self-Discovery. Masculinity.</p>			
PURPOSE	<p><i>To engage readers and gain sympathy for the narrator's situation (and writer's perspective).</i></p> <p><i>To show changes in attitude/s over time.</i></p> <p><i>To provide an idealised/aspirational template for multiculturalism.</i></p>			

<p>AUDIENCE (target audience, gender, cultural identity, personal response)</p>	<p><i>Sympathy, empathy and hope is likely to be created in readers. I could appreciate different cultural perspectives.</i></p>			
<p>LANGUAGE (techniques)</p> <p><u>Form</u></p> <ul style="list-style-type: none"> ○ Descriptive, rhetorical and persuasive structures <p><u>Style</u></p> <ul style="list-style-type: none"> ○ Collocations, idiomatic expressions, and colloquialisms ○ Lexical choices 	<p><i>Tone is optimistic, reflects a positive transformation of the young man (and perhaps the nation).</i></p> <p><i>An emphasis on displacement from the opening line.</i></p> <p><i>Humour highlighting the cultural clashes.</i></p> <p><i>Descriptive language to create an image of beauty and transformation.</i></p> <p><i>Use of Australian vernacular to highlight social, cultural and historical context.</i></p>			
<p>UNIT 3 Context for Learning: AUSTRALIA as a CULTURAL COMMUNITY</p> <p>Attitudes, Values, Beliefs Subject-Specific Vocabulary</p>	<p><i>Inclusive, accepting and tolerant views of migrants, parenting, community and care.</i></p> <p><i>Multiculturalism (changing attitudes to migration and migration policies).</i></p> <p><i>Cultural diversity</i> <i>Cultural stereotypes</i> <i>Cultural clash</i> <i>Community</i> <i>Displacement</i></p>			
<p>DIRECT QUOTES/EVIDENCE</p>				

<p>EXPLANATION (KEY: relevance of evidence to unit content)</p>	<p><i>Winton’s representation of an ‘Australian cultural community’, affirms multiculturalism in an authentic way and offers a more inclusive view of Australian identity.</i></p>			
<p>DIGGING DEEPER: What are the similarities and differences across these texts? What ideas about contemporary Australia do they represent? Which ideas/texts do <i>you</i> more closely align with? WHY?</p>				

LESSONS FIVE and SIX – Reading Comprehension

Learning Intention/s

- Investigate the ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. (p.4 Year 12 syllabus).
- Develop explicit comprehension skills – as relevant to Reading and Viewing section of examination.

Syllabus links – UNIT CONTENT

- Comprehension skills and strategies:
 - distinguish between and evaluating facts and opinions presented in texts; and
 - explain cultural beliefs and assumptions reflected in texts.
- Language and textual analysis:
 - evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language;
 - evaluate the validity and relevance of evidence and assumptions in texts; and
 - analyse how language forms and conventions used in different modes and media influence audiences.
- Creating texts:
 - use strategies for planning, synthesising, rehearsing, editing and refining. These include, monitoring and correcting spelling, grammar and punctuation, and using dictionaries and thesauruses.

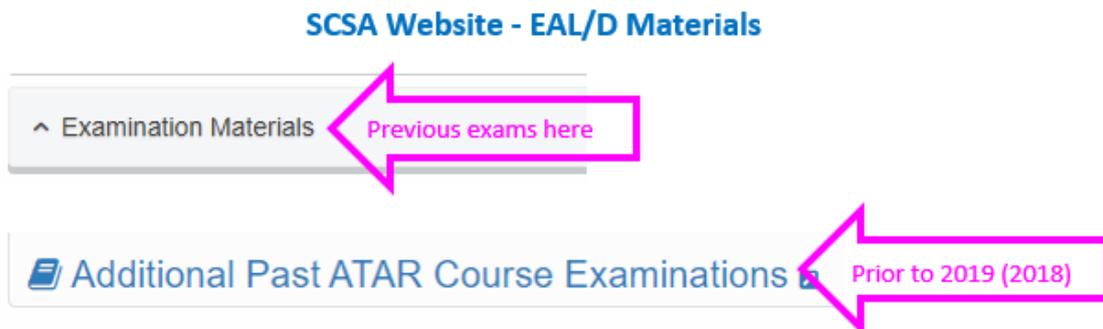
What you need

- Copy of the 2018 WACE Examination, **Section Two**: Reading and Viewing and the **Marking Key**.

Links to the required documents:

- SCSA: **2018 WACE Examination**, pp.9-15 at https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0005/543047/2018_ELD_Written_Examination-Web-version.PDF
- **NB.** The full text for **TEXT 4 ‘Beijing bets on facial recognition in a big drive for total surveillance’** can be accessed at: <https://www.washingtonpost.com/news/world/wp/2018/01/07/feature/in-china-facial-recognition-is-sharp-end-of-a-drive-for-total-surveillance/>

- SCSA: **2018 WACE Examination – Marking Key**. Section Two: Reading and Viewing, pp. 6-8. (*see image*).
Access at: https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0004/543046/2018_ELD_Ratified_Marking_key.PDF



Success Criteria

- ✓ Revision and development of reading comprehension skills
- ✓ Apply reading comprehension skills to make connections across texts (i.e. synthesis).

STEPS

1. Revise reading comprehension strategies from 2018 WACE examination.
2. Apply reading comprehension skills.
3. Reflect on reading comprehension skills.

STEP ONE: Revising reading strategies

- What reading strategies do I use to read **accurately** (comprehension is 'correct') and **efficiently** (in as little time possible)?

The following work is designed to support your preparation for the **Reading and Viewing section** of the examination, and to developing your reading skills generally. Key to this course, is to use reading skills to engage with ideas and texts in our world. To do this, you should develop and practise reading comprehension skills throughout the year. Let us look at the **2018 WACE Examination** to revise and further develop our reading comprehension skills.

- A. Revise the **THREE LEVELS OF COMPREHENSION**. In the Reading and Viewing section of the examination you are being assessed on your ability to make meaning from texts at the 1. LITERAL, 2. INFERENTIAL and 3. APPLIED level. There are a huge number of online resources you can search for and access if you need to revise your understanding of these levels – you can start with this YouTube video (not an exciting one, but very clear):
<https://www.youtube.com/watch?v=ETfk1wFUdt0>

Now, open the [2018 WACE Examination](#). (You may like to download and/or print a copy).

B. Making predictions/Making annotations:

- Read the title for **TEXT 3** (page 10 of the examination): ‘Big mother is watching is watching you’ and answer the following questions:
 - What is this alluding to?
 - What/Who is ‘Big mother’?
 - What might this article be about?
- Read the first paragraph: Does this affirm/change what you predicted? Any unfamiliar words? Use ‘context clues’ and/or a dictionary to check definitions.
- Clarify your understanding so far and highlight the key words in opening paragraph that link to the title.
- Read for *gist*, highlighting the key words that re-appear across the extended text. What can you *infer* about this text?
- Now read each paragraph closely. Paying close attention to the key idea introduced in each topic sentence and the detail that follows. How does each paragraph link to main idea (i.e. from title and first paragraph)? **Write key ideas in the margins.**

- C. Follow the process above for **TEXT 4** (page 12 of the examination) [‘Beijing bets on facial recognition in a big drive for total surveillance’](#). PLEASE NOTE: The link provided is to an extended version of this text. Be sure to look for and understand the key ideas about *surveillance* being highlighted. The exam title is, ‘Facial recognition technology’.

D. **TEXT 5:** Reading graphs and tables (page 14 of the examination).

The third text, in this section of the examination, will be a visual text (i.e. a graph, table, cartoon or photo). This can be tricky to comprehend as these texts can come in a variety of forms and sometimes require contextual knowledge. Of course, attending to all information available on these texts is paramount.

Use the tips below to assist your comprehension of **TEXT 5:** Bar Chart:

- Read every single word/number carefully. Information provided is not extensive, so every detail should be noted and understood.
- Read the title accurately (this provides you with the main idea).
- Read for ‘gist’, then read for detail (Who? Where? What? When? By whom?).
- Take note of the two axes and what each represents. Read from right to left, looking at the vertical axis first. *First notice the three categories provided (i.e. Local government using CCTV, Local Government without CCTV who do not..., Local Government without CCTV who plan...).
- Now notice the two bars in each category that denote 2005 and 2014 – why? That is, to show changes over time. Then compare/contrast across each.

STEP TWO: Applying the reading strategies

- A. Answer the comprehension questions for the THREE texts. *Obviously you have read these texts, but you might like to set a time limit (e.g. 10 minutes) to reflect 'exam conditions' in some way.
- B. Use the [Marking Key](#) to mark your work. Look at pages 6 and 7 *only*. Consolidate your understanding and go back to locate the 'answers' in each text.

STEP THREE: Reflecting on reading skills

- What reading strategies do I use to read **accurately** (comprehension is 'correct') and **efficiently** (in as little time as possible).
- A. Reflect on your performance in the comprehension section and consider the following questions.
- Did you read the text *accurately*? Was your understanding 'correct'?
 - Did you read the questions *accurately* and address each directly?
 - Did you infer the intended meaning?
 - What helped you understand the texts?
 - What hindered (stopped) your understanding?
- B. Now complete your final reflections. Copy down these headings (WWW and EBI). And using your responses from questions above, carefully consider strategies to assist you further.

WWW: What Worked Well? What questions did you perform best in? Why?

EBI: Even Better If? What could improve your performance?

LESSONS SEVEN and EIGHT

From Reading Comprehension to Synthesis

Learning Intention/s

- Investigate the ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. (p.4 Year 12 syllabus).
- Develop higher order comprehension skills – as relevant to Reading and Viewing: Synthesis section of examination.

Syllabus links – UNIT CONTENT

- Comprehension skills and strategies:
 - distinguish between and evaluate facts and opinions presented in texts; and
 - explain cultural beliefs and assumptions reflected in texts.
- Language and textual analysis:
 - evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language;
 - evaluate the validity and relevance of evidence and assumptions in texts; and
 - analyse how language forms and conventions used in different modes and media influence audiences.
- Creating texts:
 - use strategies for planning, synthesising, rehearsing, editing and refining. These include, monitoring and correcting spelling, grammar and punctuation, and using dictionaries and thesauruses.

What you need

- Copy of the 2018 WACE Examination, Section Two: Reading and Viewing and the Marking Key (as per previous lessons).
- **Links to the required documents:**
 - SCSA: **2018 WACE Written Examination**, pp.9-15. https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0005/543047/2018_ELD_Written_Examination-Web-version.PDF

- The full text for **TEXT 4: Facial recognition technology - ‘Beijing bets on facial recognition in a big drive for total surveillance’** can be accessed at:
<https://www.washingtonpost.com/news/world/wp/2018/01/07/feature/in-china-facial-recognition-is-sharp-end-of-a-drive-for-total-surveillance/>
- SCSA: 2018 WACE Examination - **Marking Key**, Section Two: Reading and Viewing, p. 8. https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0004/543046/2018_ELD_Ratified_Marking_key.PDF

Success Criteria

- ✓ Revision and development of reading comprehension skills
- ✓ Apply reading comprehension skills to make connections across texts (i.e. synthesis)
- ✓ Develop clear actions for ongoing improvement.

STEPS

1. Defining synthesis.
2. Inferring meaning across texts.
3. Making connections to structure the writing.
4. Marking and reflections.
5. From here...

STEP ONE: Defining synthesis

- What is synthesis? What are the steps I should follow to *connect ideas* and write a clear, coherent synthesis response that directly addresses the synthesis question.

Synthesis is a higher order comprehension skill. Literally, it is the combination of parts to form a whole (i.e. understanding from separate texts combined to form one, whole synthesis response – in relation to one connecting idea).

Therefore, for this section [two] of the exam, you must **apply** your ability to **infer** meaning in one text, to then make connections across texts - and to yourself. For this reason, we stress the importance of your comprehension skills for individual texts being *accurate* and *efficient*.

- A. Read the synthesis question [question 21] on page 15 of the [2018 examination](#). This is where we always begin: *understanding the question*. ‘Highlight’ the keys words: including the **content words** (the subject) and the **verbs** (what you need to do). Use the image below as a **starting point**:

Question 21

Texts 3, 4 and 5 explore the **technology** being used in different contexts for **surveillance**.

Synthesise three main facts and opinions presented in Texts **3, 4** and **5** about surveillance. Refer to all three texts and to your own knowledge and experience.

WACE 2018 Examination [p.15] https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0005/543047/2018_ELD_Written_Examination-Web-version.PDF

- B. Look at the content words and think about synonyms for these (you can use these to create lexical cohesion across your work and show your marker that you are addressing the question). For example: **surveillance** = observe, monitor, shadow...
- C. Briefly look back to your comprehension questions, what have you already *inferred* about this from the texts? *This *is* the understanding you are *applying*.

STEP TWO: Inferring meaning in and between texts

- What are the steps I should follow to understand and *connect the ideas*?
- A. Write the main **FACTS/OPINIONS** about surveillance you have understood from each text. You may use the example below as a **starting point**:

TEXT 3 (<i>'Big mother...'</i>)	TEXT 4 (<i>Facial recognition...</i>)	TEXT 5 (<i>Bar chart</i>)
<ul style="list-style-type: none"> • Parents believe they have the right to monitor children. • Surveillance is used to protect children. 	<ul style="list-style-type: none"> • Use of surveillance can be convenient. • Surveillance can be used to protect the public (against criminals). 	<ul style="list-style-type: none"> • Increased use of surveillance by local government. • Decrease in those who do not plan to use it. • Implies local governments see a need in communities.

B. Now you need to make the connections across texts. Look at your own list of ideas, what *connecting* ideas can you see? Colour coding can be useful – see example again below. *Go back to the synthesis question to ensure your ideas directly address this.

TEXT 3 (‘Big Mother...’)	TEXT 4 (Facial recognition...)	TEXT 5 (Bar Chart)
<ul style="list-style-type: none"> Parents believe they have the right to monitor children. Surveillance is used to protect children. 	<ul style="list-style-type: none"> Use of surveillance can be convenient. Surveillance can be used to protect the public (against criminals). 	<ul style="list-style-type: none"> Increased use of surveillance by local government. Decrease in those who do not plan to use it. Implies local governments see a need in communities (to protect).

C. Use the previous work to organise your ideas, gather *direct textual evidence*, and make those explicit references to your own experiences, for your synthesis response. *Remember your response **leads with the connecting ideas**. As per below:

From inferring meaning to applying meaning		
IDEAS	Evidence/Quotes	Your response <i>Knowledge and Experience</i>
1. Surveillance is seen as serving an important need in our society (including protection).	TEXT 3: TEXT 4: TEXT 5:	I have not directly experienced ... However, as a young person who...
2.		
3.		

NB. In an examination/assessment, this work should form your planning. This is your clear guidance for a well-structured response that addresses the question.

STEP THREE: Making connections to structure the writing

- What are the steps I should follow to *connect ideas* and write a clear, coherent synthesis response that directly addresses the synthesis question?

As recommended by SCSA, a coherent synthesis response must follow a structure. This shows your marker that you are addressing the synthesis question and able to synthesise in a clear and organised way.

A. Use all your work to date, and the recommended structure below, to write your synthesis response.

Remember:

- You are connecting the parts (applying your inferred meaning in texts) to create a whole (the synthesis).
- You must directly address the question (repeat the key/similar words to create lexical cohesion).
- Use the language of cohesion (in addition, furthermore, similarly...)
- Lead each paragraph with the idea you are connecting (avoid the summary!).

Recommended structure:

<p>KEY WORDS from question:</p> <p>For use in response.</p> <ul style="list-style-type: none"> • Key words from question and key ideas in yellow. • Language of cohesion in blue.
<p>INTRODUCTORY STATEMENT: (NOT A FULL INTRODUCTION. Keep it brief – this is not the synthesising part)</p> <p><i>Texts 3, 4 and 5 provide a range of facts and opinions about the use of...</i></p>
<p>FIRST CONNECTING IDEA as per your planning:</p> <p><i>Many people believe that surveillance allows people to feel safe and protected...</i> <i>According to Text 1, 'Big mother is watching you', parents feel... As the author notes, 'Similarly, Text 2, 'Facial...' highlights</i></p>
<p>YOUR RESPONSE to first idea:</p> <p><i>I have not directly experienced... However, as a young person who...</i></p>
<p>SECOND CONNECTING IDEA as per your planning:</p>

The **convenience** of **surveillance technology** is **another idea explored...**

YOUR RESPONSE to second idea:

THIRD CONNECTING IDEA as per your planning:

FINAL RESPONSE (NO CONCLUSION – again this is not synthesising):

STEP FOUR: [self] Marking and reflections

- How did I go?

A. Now use the [2018 Marking Key](#), p.8. to mark your synthesis response. Further apply your comprehension skills to understand each criterion in the marking key. Make connections from the Marking Key to your work and the recommended structure. Can you see the structure really is the guide to writing a coherent synthesis?

What is your mark out of 15? Reflect...

STEP FIVE: From here...

PRACTICE! Now you know how to access previous WACE examinations, you can establish your own revision and study program. Consider all your work in this package (and Unit 3) and engage in your own learning process by asking yourself:

What are my areas of strengths?

What are my areas for growth?

What exactly do I need to practice? (And, who can help me?)

A final note:

You should be aware that the professional association for EAL/D (WATESOL) publishes a 'Good Answers' guide every year, based on the previous years' examination. In addition to the invaluable advice presented, student work is included in these texts. Here, the '2019 Good Answers' provides some very useful modelled responses for the 2018 Reading and Viewing section we have explored. Your school may have purchased copies, or to purchase your own, go directly to the website at:

<https://watesol.org.au/>

And, you have the world of online materials available to you. As a start, **Reading Australia** (link: https://readingaustralia.com.au/level/secondary/?post_type=book) suggests a great range of Australian texts with resources!
