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|  | **Cairns School of Distance Education****YEAR 11 Essential English** **SEMESTER 2****Unit 2 Topic 1 Task 2A** |  |
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| **NAME: Kaylee Tetley****TEACHER: Ms Burnheim****DATE DUE:** Click here to enter text. |
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| **Plan for Spoken text** **Formative Internal Assessment 3 – Multimodal Response****TASK:** Create a plan for the spoken text of Formative Internal Assessment 3. The plan should include notes only for the **spoken text**. DO NOT write paragraphs at this stage.**Remember:*** spoken text must be at least 3 minutes in length and no longer than 5 minutes – detailed evidence and specific examples from the film should be included
* spoken text must be filmed
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|  | **FIA3 Task description:** Create a presentation that explains a particular representation of identity and/or belonging in the film, *Looking for Alibrandi*. Explain how this representation of identity **OR** belonging is constructed and how the audience is positioned to view this concept. |

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| **Plan for spoken section****Write NOTES only – do not write paragraphs** |
| **Planning for the introduction** |
| Who is the audience for this task? | * **Peers (Year 11 students)**
 |
| What is the context (where will the presentation be delivered?) | **Seminar presentation**  |
| List film details – name of film, name of director | **Looking for Alibrandi: Kate woods**  |
| List 2 key points to summarise the film’s plot |  |
| Write your thesis statement (one sentence) |  |
| Preview main arguments:* how is the representation of identity **OR** belonging constructed?
* how is the audience positioned to view identity **OR** belonging?
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*This planner continues on the next page..*

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| **Thesis:** |
| **Evidence to support the thesis** |
| Cultural assumptions, attitudes, values and beliefs underpinning *Looking for Alibrandi* and shaping representations of identity **OR** belonging | List examples of text structures (narrative, title, juxtaposition/editing) used to shape representations of identity **OR** belonging and position the audience | List examples of language features (symbols, colours, music, significant scenes) that shape representations of identity **OR** belonging and position the audience. |
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| **Planning for the conclusion** |
| Restate thesis |  |
| Final comments about identity **OR** belonging |  |