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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 | |
|  | **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? |  |

*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 |  | |