

# YEAR 12 ENGLISH: UNIT 3, OUTCOME 1

## Reading Text: *False Claims of Colonial Thieves*

### 2022

24th Jan		
Week 2 31st Jan	<b>Students commence Monday 31st</b> <i>Reading and creating texts</i> <i>Like a House on Fire</i>	
Week 3 7th Feb		<i>Reading and creating texts: Creative response</i> <i>SAC due 5pm Friday</i>
Week 4 14th Feb	Reading text False Claims of Colonial Thieves	
Week 5 21st Feb		
Week 6 28th March		
Week 7 7th March	7th Labour Day Public Holiday 8th Curriculum day	
Week 8 14th March		
Week 9 22nd March		
Week 10 28th March		
Week 11 4th April		Reading and creating text: Text Response SAC
Term 2	Course Focus	School Assessed Coursework
Week 1 25th April	Analysing argument  25th April ANZAC day	
Week 2 2nd May		



## **UNIT 3 ENGLISH**

### **AREA OF STUDY 1 – Reading Text– *False Claims of Colonial Thieves***

**This area of study focuses on the reading of a range of literary texts to develop critical and supported responses.**

- In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.
- In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts.
- They develop and justify their own detailed interpretations of texts.
- Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses.
- They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression.
- They craft their writing for convincing and effective presentation.

#### **Outcome 1**

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### ***Key knowledge***

- an understanding of the world of a text and the explicit and implied values it expresses
- the ways authors – create meaning and build the world of the text – respond to different contexts, audiences and purposes
- the ways in which readers’ interpretations of texts differ and why
- the features of a range of literary and other written, spoken and multimodal texts
- the conventions of oral presentations and discussion
- the features of analytical interpretations of literary and other texts: structure, conventions and language, including relevant metalanguage
- the conventions of spelling, punctuation and syntax of Standard Australian English.

#### ***Key skills***

- explain and analyse – how the features of a range of texts create meaning and how they influence interpretation – the ways readers are invited to respond to texts
  - identify and analyse the explicit and implied ideas and values in texts
- examine different interpretations of texts and consider how these resonate with or challenge their own interpretations
- synthesise ideas and interpretations to develop an interpretation of their own
- apply the conventions of oral presentation in the delivery of spoken texts
- apply the conventions of discussion
- use textual evidence appropriately to justify analytical responses
- plan analytical interpretations of texts
- develop, test and clarify ideas using discussion and writing
- draft, review, edit and refine analytical interpretations to texts for expressiveness, accuracy, fluency and coherence, and for stylistic effect
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

## **What does VCAA say about this collection? - An introduction**

This unique collaboration between two WA poets, Charmaine Papertalk Green of Yamaji Indigenous heritage and John Kinsella of Anglo-Celtic extraction, sees the two engage in a dialogue that explores the impact of colonisation and how it manifests itself in the modern world.

The poems are identified by the initials at the end, either CPG or JK, and often respond directly to each other, so readers get the views of each poet in a kind of conversation between the two. Other poems stand alone and there will be a string of poems by one of the writers with no direct response.

All of the poems are deeply embedded in the Australian landscape and address the themes of dispossession, ownership, dealing with trauma, and personal, cultural identity. Overall, the collection is best described by the poems 'Simply Yarning' by Papertalk Green and 'Yarn Response Poem' by Kinsella, where Papertalk Green observes that 'yearning puts us on common ground' and Kinsella responds that he will 'yarn right back at you - it's what we do when we connect'.

Although the book contains poems of powerful indignation it is ultimately a hopeful collection that in its very structure aspires to bring people together, despite their differences.

### **Poems we will study:**

- Undermining
- Prologue
- Don't want me to talk
- Hawes-God's intruder
- A New Ode to Westralia
- I don't like flying over
- Drug slaves
- Death stress
- Always Thieves
- The great western woodland
- Creation marking
- Grandmothers
- Shopping centre carpark
- Simple Yarning and Yarn Response

**English Unit 3 – Reading Text Rubric**

	DESCRIPTOR: typical performance in each range					
	Descriptors	Very low 1-2	Low 3	Medium 4	High 5	Very high 6
<b>Unit 3</b> <b>Outcome 1</b> <b>Part 1</b> <b>Produce an analytical interpretation of a selected text.</b>	<b>Understanding and analysis of context, views and values expressed by the text and author.</b>	Limited understanding of the world of the text with reference to the values it expresses. Limited awareness of how the author has responded to different contexts, audiences and purposes.	Some understanding of the world of the text through an analysis of the values it expresses. Some awareness of how the author has responded to different contexts, audiences and purposes.	Satisfactory understanding of the world of the text through an analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes.	Thorough understanding of the world of the text through a detailed analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes.	Sophisticated understanding of the world of the text through an insightful analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes.
	<b>Sustained interpretation of the text.</b>	Limited interpretation of textual meaning that makes little attempt to analyse features of the text.	Some interpretation of textual meaning through a broad analysis of features of the text.	Clear and appropriate interpretation of textual meaning through a close analysis of features of the text.	Comprehensive and logical interpretation of textual meaning through a close analysis of features of the text.	Sustained and insightful interpretation of textual meaning through a complex analysis of features of the text.
	<b>Use of textual evidence.</b>	Limited reference to the text.	Some use of textual evidence to justify the interpretation.	Suitable use of textual evidence to justify the interpretation.	Careful use of textual evidence to justify the interpretation.	Considered and accurate use of textual evidence to justify the interpretation.
	<b>Use of analytical features including use of metalanguage.</b>	Limited use of the features of an analytical interpretation.	Some use of the features of an analytical interpretation including the use of structure, conventions and language, including the use of metalanguage.	Sound control of the features of an analytical interpretation including the appropriate use of structure, conventions and language, including the use of relevant metalanguage.	Careful control of the features of an analytical interpretation including the careful use of structure, conventions and language, including the use of relevant metalanguage.	Skillful control of the features of an analytical interpretation including the highly proficient use of structure, conventions and language, including the use of relevant metalanguage.
	<b>Expressive, fluent and coherent writing.</b>	Written language that shows limited control of spelling, punctuation and syntax of standard Australian English.	Mostly clear written language that employs some conventions of spelling, punctuation and syntax of standard Australian English.	Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of standard Australian English	Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English.	Highly expressive, fluent and coherent written language that employs the skillful and accurate use of spelling, punctuation and syntax of Standard Australian English.

Very low 1-11	Low 12 - 16	Medium 17 - 20	High 21 - 24	Very high 25 - 30
UG	E – D	D + – C +	B – A	A – A+

**Unit 3 English – Outcome 1**  
**Reading and creating text Practice SAC**



**Name:**

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**The Task:**

You are required to complete an analytical response to *False Claims of Colonial Thieves* by Charmaine Papertalk Green and John Kinsella. Choose **one** topic from the choices below. You are required to analyse in writing how the collection constructs meaning, conveys ideas and values, and is open to a range of interpretations.

**Conditions:**

- This SAC will take place during a **100 minute double session**, in **Week 11 of Term 1**.
- You are required to write between **800 – 1000 words**.
- You must prepare and bring **one A4, single-sided, hand-written page of quotes only** to your SAC.
- You are permitted to bring a **dictionary** that has **no markings** on it.
- You are advised to plan, edit and proof read your response, before submission to your teacher.
- Your response must be written in **black or blue pen only** in an A4 size lined **SAC book**.
- Your response will be marked out of 30 according to the **criteria below**.

**Please circle the topic to which you are responding.**

1. How do Papertalk Green and Kinsella describe the complexities of colonisation in their poem?

OR

2. *False Claims of Colonial Thieves* explores the environmental degradation of colonisation and mining. Discuss.

**Assessment Criteria** (Each criterion will be allocated 6 possible marks)

Understanding and analysis of context, views and values expressed by the text and author
Sustained interpretation of the text
Use of textual evidence
Use of analytical features including use of metalanguage
Expressive, fluent and coherent writing

## Reading Text: Peer and Self-Assessment Tool

Criterion descriptor	Success Criteria – I have:	Low	Med	High	Examples
<i>Understanding and analysis of context, views and values expressed by the text and author</i>	Conducted research into the social, historical and cultural ‘world’ of the text and referred to this while developing my interpretation				<p>The (adjective) portrayed by Papertalk Green suggests that ...</p> <p>In ... (poem title) (author last name) explores the devastating effects of ... on the lives of ...</p> <p>Through ... (poem name) (author last name) conveys how ...</p>
	Conducted research into the author’s life and how this has shaped their views and values. Discussed how these views and values are expressed through the text – both explicitly and subtly				<p>Through the portrayal of the destruction of the landscape in (<i>poem name</i>) (author last name) reveals to readers that ...</p> <p>[Poem name] embodies the values of ...</p> <p>The poem endorses the values of ... which are evident in [...poetic device] treatment of ...</p> <p>We come to understand that ...</p> <p>Through [poem name] we are able to see that ...</p> <p>Readers are made aware of ...</p> <p>Papertalk Green challenges...</p>
	Examined how the author expresses their views and values through the text’s characters and its ideas and themes				<p>Kinsella is critical of...</p> <p>(author’s last name) supports...</p> <p>(author’s last name) endorses...</p> <p>(author’s last name) scrutinises...</p> <p>While (author’s last name) suggests that ... in (poem title) they also suggest that ... in (poem title).</p>
	Used my knowledge of the world of the text and the author to discuss how the author responds to different contexts, audiences and purposes				<p>(author’s last name) represents [theme name] to be ... which is conveyed through ...</p> <p>The author’s interest in [theme]... is expressed through the experiences of ...</p> <p><b>Any sentence that makes the examiner aware that you are aware that the author is creating meaning for</b></p>

	Integrated/used appropriate vocabulary words to discuss the world of the text and the views and values of the author				<b>readers and therefore the text is open to interpretation.</b>
<i>Sustained interpretation of the text.</i>	Planned and developed a logical response				<p>By portraying the struggles of the aboriginal people and through her depiction of the desolation of the land with pivotal past experiences, (author's last name) evokes the sense of...</p> <p>(author's last name)'s collection illustrates how hard it is to remain resilient in the face of colonial activity, yet offers hope by depicting experiences of a sense of belonging when given avenues through which to express themselves...</p> <p>(author's last name) encourages readers to question (idea) and the silencing of Indigenous voices through...</p> <p>(author's last name) tackles issues of ...</p>
	Inclusion of a 'highlight statement' in introduction				
	Inclusion of a 'Supporting ideas'				
	Inclusion of a 'Contrasting idea'				
	Inclusion of a 'End statement' In introduction				
	I have included reference to at least 5 short stories.				
<i>Use of textual evidence.</i>	Identify appropriate and important sections of the text				Embed short phrases in sentences or use short sentences, with inverted commas 'xxx'
	Embed short quotes in a seamless manner				
	Researched and used appropriate words/metalinguage to extend their vocabulary and the quality of their ideas and analysis				<p>Through the use of allusions/symbols/motifs/ (any poetic device) (author's last name) enables readers to ...</p> <p>The [poem title] exemplifies that ...</p> <p>The metaphoric title '<i>False Claims of Colonial Thieves</i>' alerts readers to consider the significance of ...</p>

<p><i>Use of analytical features including use of metalanguage.</i></p>	Annotate their texts for structures and features				<p>The references to Australian nature and culture symbolise ...</p> <p>(author's last name) shows that ... through the use of [name of feature/structure] which can be seen in (include a quote).</p> <p>A motif (recurring symbol) in the poetry .... is ... which is associated with ...</p> <p>(author's last name)'s vivid imagery of ... suggests that ...</p> <p><b>Mentioning any of the words on the metalanguage list.</b></p>
	Embed quotations				
	Know and can identify the structures/features used by an author to create meaning				
	Analyse how the structures/features have been used by the author to expose their views/values				
	Show a unique and insightful interpretation of these structures/features in their writing				
	Show they have developed a unique critical voice/style when analysing and examine their interpretation of these structures/features				
	Write an introduction, TEEEL paragraph and conclusion				<p>Use <u>clear topic sentences</u> that link directly to your argument about the topic.</p> <p>Sentences that are grammatically accurate and clearly written.</p>



<i>Expressive, fluent and coherent writing.</i>	Writing stays on task and clearly answers the essay topic				<p>Use of link words such as:  On the other hand, In contrast, Likewise, Alternatively, Consequently, In addition, As a result, Moreover, ...</p> <p>Linking the last sentence of a paragraph to the topic, e.g. (author's last name)'s portrayal of ... clearly shows that ...</p>
	Master the structure of a text response essay but then move beyond its mechanical components to develop individuality and interesting writing				
	Used correct grammar and tense				
	Used punctuation marks to develop an authorial voice and a unique style				
	Used punctuation marks correctly				
	Spelled words (especially contextually relevant words) correctly				
	Sentences are not superfluous/ do not go on and on				

<b>Prepositional phrase</b>	<b>Author/poem</b>	<b>Analytical Verb</b>	<b>Idea Noun Phrase</b>	<b>Topic Noun</b>
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<p>Throughout Featured in Through As shown in In</p>	<p>False Claims of Colonial thieves  The collection</p>	<p>challenges scrutinise explores highlights  Presents  Demonstrates  Elaborates  Symbolises  Studies  Illustrates  Encapsulates  Conveys  Discovers  Materialises  Employs  exhibits</p>	<p>the challenges and triumphs of...  the pressures and difficulties of...  a world in which...is...  the dangerous nature of...  how... challenges readers to...  the ways in which.... affects one's...  the ways in which people overcome...  the devastating impact of... how...  is prevalent in the world of...  the ways people/immigrants routinely experience...the experience of ...  as outsiders in a world where...  the nature of...  use.....as a way to....  how the.....is strongly entwined with....</p>	<p>Colonialism  Resilience  The cultural and personal consequences of colonialism  the environment  personal stories</p>
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## Sample prompts for *False Claims by Colonial Thieves* by Charmaine Papertalk Green and John Kinsella

1. How do Papertalk Green and Kinsella describe the complexities of colonisation in their poems?
2. *False Claims of Colonial Thieves* explores the environmental degradation of colonisation and mining. Discuss.
3. How do Papertalk Green and Kinsella's poems demonstrate a connection with the land?
4. How does *False Claims of Colonial Thieves* portray grief and rage?
5. Papertalk Green and Kinsella are both concerned about the ongoing effects of colonisation, but they each have different perspectives. Discuss
6. The poetry of Papertalk Green and Kinsella explores both current and past grief. Discuss
7. How does *False Claims of Colonial Thieves* address the clash of cultures?
8. In their poetry, Papertalk Green and Kinsella look inwardly to their own experiences and outwardly to the world around them. Discuss.
9. *False Claims of Colonial Thieves* demonstrates the personal and cultural impacts of colonisation. Discuss
10. How does *False Claims of Colonial Thieves* show that it is important to listen to others?
11. *False Claims of Colonial Thieves* celebrates the restorative power of culture and the land. Discuss
12. Despite the destructive impact of colonialism, the poetry in *False Claims of Colonial Thieves* contains hope. Do you agree?
13. How do Papertalk Green and Kinsella show there is hope in overcoming the destruction of 'colonial thieves'?
14. "My eyes welcome / The sight of my / Ancestral lands." What role does nature play in the poetry of Papertalk Green and Kinsella?

## Writing About Themes

Colonialism	Resilience (in the face of colonial activity)	The cultural and personal consequences of colonialism	The importance of the environment (and how it has been destroyed by colonialism)	The importance of telling personal stories (about colonialism and its impact)
<ul style="list-style-type: none"> <li>● settling among and establishing control over the indigenous people of an area</li> <li>● appropriating a place or domain for one's own use the action of a plant or animal establishing itself in an area</li> </ul>	<ul style="list-style-type: none"> <li>● Nostalgic and gentle memories compared to the destructive tone</li> </ul>	<ul style="list-style-type: none"> <li>● Reveals blindness</li> </ul>	<ul style="list-style-type: none"> <li>● Consequences of colonialism and mining</li> <li>● Tourism industrial mining</li> <li>● Industrialised farming has altered the Mallee bushland,</li> <li>● the emptiness is left</li> <li>● Human wasteland</li> <li>● Commodification of land</li> </ul>	<ul style="list-style-type: none"> <li>● Values of different types of talking</li> <li>● Understanding the value of emotions in poetry</li> <li>● The role of rage</li> <li>●</li> </ul>
Other interpretations...				

## Unpacking the essay question and developing text-specific vocabulary

**Prompt:** Papertalk Green and Kinsella are both concerned about the ongoing effects of colonisation, but they each have different perspectives. Discuss.

concerned	ongoing effects	colonisation	different perspectives
anxious disturbed by worried about affected by compassionate about altered by	continued current modern-day consequences aftermath detrimental results [other specific examples of effects]	taking over land theft cultural destruction changed traditions mining violence to First Nations people	different ideas personal attitudes towards separate viewpoints different relationships to

## Poetic Techniques table:

Technique	Generally Used for	Example from poems	Effect (could include tone, feeling created within the poem, atmosphere etc)
<b>Repetition</b>	to emphasise to create the sense that something cannot be escaped from		
<b>Punctuation</b>	mark the beginning and end of sentences show an awareness of/adherence to conventions		
<b>Amangu language</b>	has different connotations and meanings than English is culturally appropriate for Australia creates a distinction between		

	'white' language and First Nations language		
<b>Double entendres (double meanings)</b>	allude to other ideas show a different perspective demonstrate how complicated ideas are		

## Useful vocabulary:

the dual nature of	the juxtaposition between	the anger and grief caused by	the collective forgetfulness of
the violent past of	the disconnect between	the disrespectful nature of	the disgust felt by
the horrors of	historic injustices towards	a legacy that is	wilful ignorance of

Using verbs at the beginning of a sentence	Using verbs within a sentence	Extra information words
Highlighting this [idea], the poet's use of... Underscoring the sense of... is... Epitomising this [image/idea], is the... Emphasising the sense of... is... Representing this [image/idea] is...	This [idea] is represented by... With careful placement of... the poet highlights... The [technique] accentuates... The [technique] intensifies the experience of...	Which Since So that In order to

# There should always be an element of comparison in your writing - here's how to do it:

Sentence 1				Sentence 2
Kinsella Papertalk Green	represents depicts reveals focuses on emphasises dramatises captures highlights	how the way the effect of the result of the actions of the significance of the importance of	and because through by with leading to	Similarly, Likewise, In contrast, However, Papertalk Green Kinsella

Sentence 1				Sentence 2
In... the symbol of the image of the technique of representation of...as... the characterisation of... as...	represents depicts reveals focuses on emphasises dramatises captures highlights	how the way the effect of the result of the actions of the significance of the importance of	and because through by with leading to	Similarly, Likewise, In contrast, However, Papertalk Green Kinsella

Size	Strength	Speed	Complexity	Consistency
Complete	Extreme	Rapid	complex	consistent
Total	Severe	Gradual	intricate	frequent
All	Powerful	Slow		unswerving
consuming	Strong		contradictory	vacillating
Profound	Fierce		uncertain	indecisive
Pervasive	Heavy		confused	inconsistent
Deep	Developing			erratic
Deep rooted	Growing		focused	
Partial	Budding		concentrated	
Incomplete	Nascent		plain	
Limited	Diminishing		simple	
Vacant	Failing			
Empty	Weak			
	Inspid			

## Body Paragraph scaffold:

Topic sentence:		<b>Skrzynecki questions whether the past unknowingly remains ever-present - suggesting history's inextricable link to one's present character.</b>
Elaborate:		<b>'Ancestors' reveals a speaker who appears haunted by figures of their past causing confusion to the speakers sense of identity.</b>
Evidence/ explanation:	Level 1: Context, who, what, when, where, how, <b>poetic device?</b>	<b>In the second stanza, the speaker asks another question "what secrets/do they whisper into the darkness?"</b>



	<p>Level 2:</p> <p>Dives into the effect of that piece of evidence, why this evidence?</p>	<p>Through repetitive 'S' sounds Skrzynecki builds an eerie atmosphere creating the sense of figures being tethered to the speaker.</p>
	<p>Level 3:</p> <p>Links the evidence to your topic sentence and makes an author/world/view value statement – so what do we learn? What does the poet teach us?</p>	<p>As the speaker becomes growingly confused by the 'Ancestors' that haunt him, Skrzynecki critiques the ability to move on from one's past and reveals "shadows" that will forever be cast.</p>
<p>Evidence/</p>	<p>Level 1:</p> <p>Context, who, what, when, where, how, poetic device?</p>	<p>However, in 'Time's Revenge', Skrzynecki dotes on the past in a positive manner, and although the past is present, it is not a burden. Personifying time to not be "bitter" in it's "revenge",</p>
	<p>Level 2:</p> <p>Dives into the effect of that piece of</p>	<p>This personification suggests that time is an imminent entity preying on childhood experiences. However, "smiling to remember it,</p>

	evidence, why this evidence?	
	<p>Level 3:</p> <p>Links the evidence to your topic sentence and makes an author/world/view value statement – so what do we learn? What does the poet teach us?</p>	<p>Skrzynecki suggests that memories of the past will also come into one's conscious but as an adult the ability to be content with one's achievements becomes apparent.</p>
Link:		<p>Overall it becomes clear that Skrzynecki's relationship with the past is one that is conflicted, on one hand a haunting present and on the other bringing a sense of joy and content.</p>

## ESSAY WRITING SCAFFOLD:

\*Please note that this scaffold is just a general guideline, not a prescription for successful essay writing. You need to add your own original 'flair' and interpretation to make your essays come alive!

<b>INTRODUCTION</b>		
When combined, each element in this table forms one introduction		
<b>ELEMENT:</b>	<b>EXAMPLE:</b>	<b>YOUR EXAMPLE:</b>

<p><b>Text title, writer's name, connection to topic</b></p>	<p>The potential for new beginnings is the driving force behind many of the poems in Sczynecki's poetry collection <i>Old/New World Poetry</i>.</p>	
<p><b>Response to topic: Highlight Statement</b></p>	<p>Sczynecki explores how individuals negotiate the sense of discomfort they face when aspects of their identities and impressions of 'home' conflict with each other.</p>	
<p><b>Response to topic: Supporting ideas</b> (If you like, you can start this sentence with words like "through", "by", "in", "when", "throughout" or linking words OR phrases such "as well as", "likewise", "subsequently", etc.)</p>	<p>Through his portrayal of coming to terms with migrant experiences and their haunting memories of the past, he creates the sense of being stranded between two worlds.</p>	
<p><b>Response to topic: Contrasting idea</b> (If you like, you can start this sentence with a contrasting word like 'however', 'conversely', 'on the other hand', etc)</p>	<p>However, when individuals appear to be connected to their values and have avenues through which they can express themselves, they are more likely to achieve a sense of internal peace and belonging.</p>	
<p><b>Response to topic: End statement</b></p>	<p>In this way, Sczynecki collection endorses the importance of acknowledging the multi-faceted and diverse nature of people's identities, suggesting that this is important in achieving authentic human connection, empathy and self-expression.</p>	

# BODY PARAGRAPHS:

\*Remember, TEEL is a guide, not a sequence. You want your writing to be clear and logical, but not 'clunky' or mechanical.

BODY PARAGRAPH 1:		
Element:	Example:	Your example:
<b>Topic sentence</b> <ul style="list-style-type: none"> <li>• <b>Supporting idea 1</b></li> </ul>	<p>The author's interest in reclaiming memories and coming to terms with the present is expressed through Skrzynecki's going in and out of past and present tense.</p>	
<b>Elaboration (if topic sentence has not been fully explained)</b>	<p>In the poem <i>Mother and Son</i> Skrzynecki reveals how photographs are used as a conduit of memory and evoke bittersweet yet contrasting memories of post war Germany.</p>	
<b>Evidence</b> -Integrate this with your explanation <ul style="list-style-type: none"> <li>• <b>Embed key quotes and references to structures and features of the text into your sentences</b></li> <li>• <b>You MUST use metalanguage</b></li> <li>• <b>Refer to examples from 2-3 poems per body paragraph</b></li> <li>• <b>'Layer' each piece of evidence and explanation</b></li> </ul>	<p>The references to contrasting ideas such as "She has no husband/and I have no father./Does it make a difference...?" symbolise how although in times of vulnerability, optimism can still be found. Through the use of rugged imagery created by the motif of nature of "thistles and weeds" Skrzynecki enables readers to see that moving on in times of hardship does not come without it's burdens. The symbolic title <i>Mother and Son</i> alerts readers to consider the significance of these opposing forces of protector and learner in this "photograph" and the nostalgia associated with this period of transience.</p>	
<b>Explanation</b>		

<ul style="list-style-type: none"> <li>● Explain/analyse evidence, <u>metalanguage</u>, writer's purpose, <u>society/culture</u></li> <li>● You can use words like "challenges", "critiques", "critical of", "supports", "promotes", "confronts", "reveals", etc.</li> </ul>		
<p><b>Link</b></p> <ul style="list-style-type: none"> <li>● Link to question, next paragraph and conclude idea</li> <li>● Make sure you 'pair' this with the topic sentence, but address the way the author positions the readers (what the author wants them to feel and do after reading the text)</li> <li>● Consider different audiences here – Nigerian, western, male, female, etc.</li> </ul>	<p>Ultimately it becomes clear that Skryznecki's prosaic observance of this photograph reflects the coming to terms with migrant experiences and their haunting memories of the past, therefore creating the sense of being stranded between two worlds.</p>	

## BODY PARAGRAPH 2

Element:	Your example:
<b>Topic sentence</b> <ul style="list-style-type: none"><li>• Supporting Idea 2</li></ul>	
<b>Elaboration</b> (if topic sentence has not been fully explained)	
<b>Evidence</b> <ul style="list-style-type: none"><li>• Key quotes and references to structures and features</li><li>• Refer to 2-3 poems</li></ul> <b>Explanation</b> <ul style="list-style-type: none"><li>• Explain/analyse evidence, <u>metalanguage</u>, writer's purpose, <u>context</u></li></ul>	
<b>Link</b> <ul style="list-style-type: none"><li>• Link to question, next paragraph and conclude idea</li></ul>	

## BODY PARAGRAPH 3

Element:	Your example:
<b>Topic sentence</b> <ul style="list-style-type: none"><li>• Supporting Idea 3 OR Contrasting Idea 1</li></ul>	

<b>Elaboration (if topic sentence has not been fully explained)</b>	
<b>Evidence</b> <ul style="list-style-type: none"> <li>• Key quotes and references to structures and features</li> <li>• Refer to 2-3 poems</li> </ul> <b>Explanation</b> <ul style="list-style-type: none"> <li>• Explain/analyse evidence, <u>metalinguage</u>, writer's purpose, <u>society/culture</u></li> </ul>	
<b>Link</b> <ul style="list-style-type: none"> <li>• Link to question, next paragraph and conclude idea</li> </ul>	

<b>BODY PARAGRAPH 4</b>	
<b>Element:</b>	<b>Your example:</b>
<b>Topic sentence</b> <ul style="list-style-type: none"> <li>• Supporting Idea 4 OR Contrasting Idea 2</li> </ul>	
<b>Elaboration (if topic sentence has not been fully explained)</b> <b>Evidence</b> <ul style="list-style-type: none"> <li>• Key quotes and references to structures and features</li> <li>• Refer to 2-3 poems</li> </ul>	

<b>Explanation</b> <ul style="list-style-type: none"> <li>• Explain/analyse evidence, <u>metalinguage</u>, writer's purpose, <u>society/culture</u></li> </ul>	
<b>Link</b> <ul style="list-style-type: none"> <li>• Link to question, next paragraph and conclude idea</li> </ul>	

## THE CONCLUSION

This is the easiest part of your essay. In VCE essays, you will find you have little time for an extensive conclusion; it is much better to use your time developing and extending your arguments and technical analysis.

**Where time is very limited, simply restate your arguments, incorporating one or two of your main concept statements.**

In more complicated essays it often becomes necessary to reach a qualified point of view, considering all the evidence you have presented. This is particularly the case where the question uses qualifying phrases, such as '*To what extent* do you agree with this statement?' and, '*Analyse the degree* to which this statement applies to the texts you have studied this year.' It might also become necessary where your arguments apply to different texts to varying degrees. In Standard and Advanced essays, however, this is unlikely.

Where a qualified response is expected or appropriate, your conclusion should restate, in summary, the opposing arguments, especially in terms of concepts and/or values. It should then proceed to offer a concluding, qualified response to the question.

CONCLUSION		
Element:	Example:	Your example:
Your response to the topic: Highlight statement	Overall, Sczynecki captures the conflict at the heart of the human struggle for belonging...	
Paraphrase supporting ideas and contrast	...suggesting that displacement and alienation from one's surroundings can create a sense of being torn between competing priorities.	



<b>g ideas – be succinct</b>		
<b>‘Big picture’ comment about the author’s underlying views and values and overall ‘</b>	Ultimately, he urges readers to dismantle harmful stereotypes that prevent people from reaching a point of inner peace and self-actualisation.	