



# **Fundamentals of English**

## **Module D: Investigative skills**



## **Module D: Investigative skills**

This module develops students' investigative skills using print, electronic and oral texts. Students undertake a variety of activities designed to develop their investigative skills, knowledge and understanding in these textual forms.

This module involves students in the process of acquiring specific information from a variety of sources on a particular topic of their own choosing. This includes:

- the collection and analysis of data
- an understanding of the use of PowerPoint software for presentations
- an ability to present information orally in a clear and audible manner.



Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
<p>4. A student develops language relevant to the field of English.</p>	<ol style="list-style-type: none"> <li>1. Class brainstorms concepts and key elements of biographies</li> <li>2. Class brainstorms concept of fame on mind map.</li> </ol> <p>Possible categories or ideas:</p> <ul style="list-style-type: none"> <li>• What makes someone famous</li> <li>• Success</li> <li>• Actions and deeds</li> <li>• Hero/anti-hero</li> <li>• Famous/infamous</li> <li>• Who is not famous but should be</li> <li>• Different domains e.g. sport, arts, politics.</li> </ul>	<p>Mind maps on blackboard or overhead projector during discussions.</p>	
<p>3. A student understands how the responder interacts with text and context to shape meaning.</p>	<ol style="list-style-type: none"> <li>3. Provide stimulus material, such as photographs of famous Australians e.g. Ian Thorpe, Cathy Freeman, John Howard, Kylie Minogue, Jesse Martin, Kerry Packer, Tim Winton, Fred Hollows and Victor Chang, for class or small-group discussion.</li> </ol>	<p>Various newspapers, magazines and posters.</p>	<p>Group discusses and reports back on the following:</p> <ul style="list-style-type: none"> <li>• What are these people famous for?</li> <li>• How many people can be named in each category? (e.g. sport, politics, entertainment)</li> <li>• What information is needed to make a judgement about their contribution to Australian society?</li> </ul>



Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
<p>8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.</p>	<p>4. Teacher revises the steps of how to research, including using the Internet. Teacher selects a category such as the arts to demonstrate how to use the Internet effectively for research.</p>	<p><i>Information skills in the school</i>, Department of School Education, 1989. “Power searching for anyone” <a href="http://www.searchenginewatch.com/facts/powersearch.html">http://www.searchenginewatch.com/facts/powersearch.html</a> “Search engines by search features” <a href="http://www.searchengineshowdown.com/features/byfeature.shtml">http://www.searchengineshowdown.com/features/byfeature.shtml</a></p>	
<p>7. A student interprets key language patterns and structural features. 8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.</p>	<p>5. Teacher introduces idea of searching for a famous Australian artist (e.g. Russell Drysdale). Students read through section <i>Finding what you need</i>, and discuss suggestions. Students then use the selected key words to search for a famous Australian artist, using a search engine. Teacher leads an examination of the sites which would be useful, using a list of site matches. Teacher talks through first few matches, discussing whether the use of language forms and features on the site matches, to enable students to select appropriate sites for further investigation e.g. formal, informal, third person, first person, link to key words in notes.</p>	<p>Student handout 1 Matthews, 2000, p. 220–221. Quinn &amp; Cody, 1997, p. 25–28</p>	



Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
<p>7. A student interprets key language patterns and structural features.</p>	<p>6. Teacher uses Student handout 2 to exemplify the process of taking summary notes from a text about Russell Drysdale. Then students brainstorm key words and use the Internet to research a famous Australian person. As an individual task, students then make notes about the person they have researched, using a format of note-taking skills, such as the one demonstrated by the teacher.</p>	<p>Student handout 2 Quinn &amp; Cody, p. 20–22.</p>	<p>Note taking task on own person.</p>
<p>7. A student interprets key language patterns and structural features.</p>	<p>7. Teacher uses own notes about Russell Drysdale to model constructing paragraphs in random order. Then teacher emphasises importance of logical order and elicits possible linking words and other appropriate language features to suit the form of a biography.</p>	<p>Student handout 2</p>	
<p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p>	<p>8. Students construct a biography about the person they have researched. This will be completed via a task which aims to draw together note-taking, sequencing and paragraphing and sentence skills of their chosen famous Australian.</p>		<p>Prepare a task which asks students to:</p> <ul style="list-style-type: none"> <li>• expand each dot point from their notes in their own words to form sentences and paragraphs</li> <li>• sequence appropriately the key points</li> <li>• complete the text by incorporating linking words and phrases.</li> </ul>



<b>Outcomes</b>	<b>Teaching and learning strategies</b>	<b>Resources</b>	<b>Possible approaches for assessment</b>
<p>6. A student responds to and composes text for a range of purposes and audiences in various forms, modes and media.</p>	<p>9. Teacher introduces the concept of storyboard. Teacher leads class in constructing a storyboard for the Russell Drysdale model, using handout provided.</p> <p>10. Class brainstorms purpose and effect of using a type of software to present ideas e.g. effect of using graphics, animation, different fonts, colour, layout.</p> <p>Teacher demonstrates how to use Microsoft Powerpointpresentation software as one example to present own ideas to an audience.</p>	<p>Student handout 3</p> <p>Powerpoint software program</p>	
<p>8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.</p>	<p>Students, in groups, construct four slides about an aspect of the life of the famous Australian they have researched and discuss the effectiveness of own design.</p>	<p>Film: <i>Braveheart</i>.</p>	<p>Groups report back to class, using simple Powerpointpresentation, about their slides and choices made for design of presentation.</p>
	<p>11. Teacher issues the assessment task sheet and discusses task with class. Class time may be allocated for student research and for the preparation of the presentation.</p> <p>12. Teacher feedback and class discussion.</p>	<p>Student handout 4</p>	<p>Formal assessment task.</p>

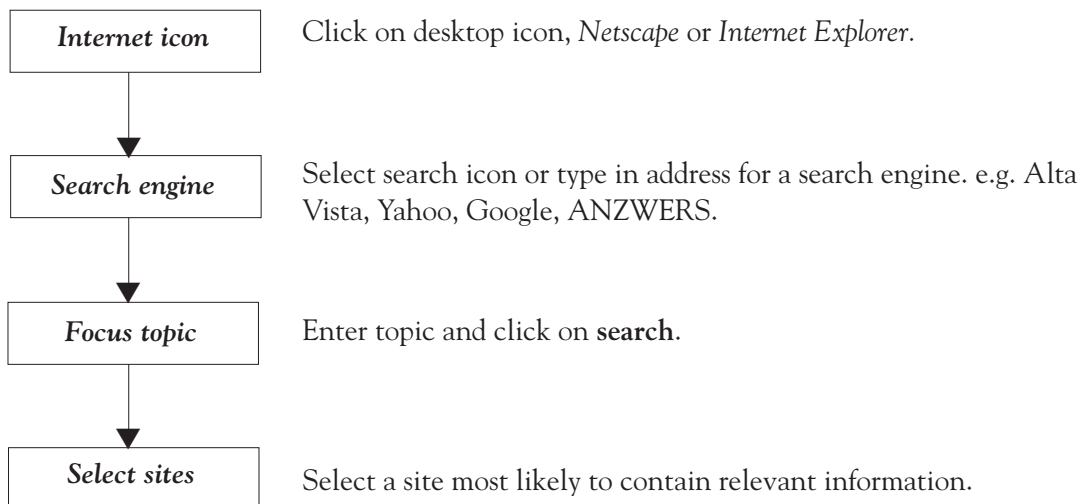


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## Student handout 1 Researching using the Internet

Handout

**Category:** Australian artists  
**Focus topic:** Russell Drysdale



<b>Focus topic</b>	<b>Notes and information</b> in point form	<b>Site address</b>
Russell Drysdale	<ul style="list-style-type: none"> <li>• Lived from 1912–1981</li> <li>• Paintings focused on themes of national identity and social change in Australian history.</li> </ul>	<a href="http://www.arts.abc.net.au/drysdale/drysdale.htm">www.arts.abc.net.au/drysdale/drysdale.htm</a>



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## Student handout 2 Note-taking: example

Handout

### Original text

#### *Russell Drysdale*

*Russell Drysdale (1912–1981) was an Australian artist who became known for his landscapes. His works are unusually arresting. They do not have the qualities of most traditional landscapes. They are surrealistic. Drysdale succeeds in capturing the loneliness and harshness of the Australian countryside. Many galleries in Australia and overseas display his work.*

*Drysdale was born at Bognor Regis, in the United Kingdom and his full name was George Russell Drysdale. He studied in Melbourne...*

### Format for note-taking

#### *Russell Drysdale*

dot  
points

- *lived from 1912 to 1981*
- *Australian artist*
- *surrealistic style*
- *different from most traditional landscape paintings*
- *themes — loneliness and harshness of landscape*
- *born at Bognor Regis, UK*

incomplete sentences

listing

abbreviations



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### **Student handout 3** **Sample storyboard: Russell Drysdale**

*Handout*

**Storyboard 1**

A large empty rectangular box intended for drawing or writing.

**Storyboard 2**

A large empty rectangular box intended for drawing or writing.

Born 1912 in Bognor Regis, United Kingdom.

**Storyboard 3**

A large empty rectangular box intended for drawing or writing.

**Storyboard 4**

A large empty rectangular box intended for drawing or writing.



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Handout

## Student handout 4 Assessment task

### Fundamentals of English (2 unit)

Task no:

Date of issue:

Due date:

Topic: Module D: Investigative skills

Weighting:

Language modes: Reading, speaking and writing

#### Outcomes

4. A student develops language relevant to the field of English.
5. A student communicates ideas effectively using appropriate language forms, features and structures.
6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.

#### Task

You are to research a famous Australian who has lived predominantly in the twentieth century. This person may be famous for any endeavour, including the arts, sport, politics, or as a hero in a noble pursuit.

You should use a variety of sources including the Internet, reference books, journals and newspapers to complete the research. You must provide evidence of this research in the form of a bibliography.

You will need to present your findings to the class in the form of a Powerpoint presentation. This oral component should be between 3 and 4 minutes in length. The presentation should include:

- biographical details of the subject, presented as a storyboard
- the deeds or special qualities that contribute to making this person a famous Australian
- your views about this person: why he or she thinks that this person deserves to be remembered. This may include negative opinions about the value of that person's contributions to Australia, if necessary.

#### Assessment criteria

You will be assessed on how well you:

- research and prepare your speech, in addition to your Powerpoint presentation
- organise your speech into a logical response, including an effective opening and closing by making connections and drawing reflective conclusions
- respond, using appropriate oral presentation skills, such as clarity of voice, pace of delivery, eye contact
- express yourself, with appropriate use of language.