 Year 12 Standard English 2019

Unit title:

Module A: Language, Identity and Culture - *The Castle* (Rob Sitch, 1997)

Duration:

10 weeks

Description of unit:

In this unit, students learn about how language reflects and shapes identity, culture and community through the close study of the prescribed text, Rob Sitch’s 1997 feature film ‘The Castle’, and other related texts. Students consider how their own and others’ responses to texts can be shaped through language and community perceptions. By experimenting with a variety of texts from contrasting perspectives, students gain an in-depth understanding of the power of language.

The unit also allows for the integration of the Year 12 common module: texts and human experiences components by deepening student understanding of how texts represent individual and collective human experiences. In this unit, students examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students will also undertake weekly tasks aimed at responding to a range of texts to further develop skills and confidence using various literary devices, language concepts, modes and media to formulate considered responses to texts.

This unit contains a range of resources and teaching and learning activities. It is not an expectation that all texts or activities are to be completed in order to achieve the learning intentions of this module. Teachers may select what is appropriate and relevant for their students or utilise resources that reflect their own geographical experiences.

Focus questions:

* How does language reflect and shape individual and collective identity?
* How do texts shape identity for individuals and/or communities?
* How does personal response shape self-perception?
* How can language be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups?

Outcomes:

**EN 12.3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN 12.6** investigates and explains the relationships between texts

**EN 12.7** explains and evaluates the diverse ways texts can represent personal and public worlds

**EN 12.8** explains and assesses cultural assumptions in texts and their effects on meaning

**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment:

| Assessment for learning | Assessment as learning | Assessment of learning |
| --- | --- | --- |
| * Essay response on the importance of culture in local community. * Australian culture narrative. * Drama script using scene and personal perspective. | * Thesis ‘two stars and one wish’ peer review. * Gallery walk activity for essay draft | * Critical analysis essay |

Texts:

* **Prescribed Text:** *The Castle*, Rob Sitch (1997)
* Up, Pete Docter (2009)
* [Episode 1: ‘Where we sit?’](http://mpegmedia.abc.net.au/rn/podcast/2018/04/bia_20180402.mp3) , ABC Radio National Class Act podcast
* Growing Up Asian in Australia, Alice Pung (short stories/poetry)
* The Guernsey Literary and Potato Peel Pie Society, Mary Ann Shaffer (novel/film)
* Immigrant Chronicle, Peter Skrzynecki (poetry)
* Various Songs, Paul Kelly (songs)
* Various songs, Jimmy Barnes (songs)
* Vincent Lingiari and Gough Whitlam (image)
* Additional Resources (noted below)

| **Outcomes/content** | **Teaching and learning** | **Evidence of learning** |
| --- | --- | --- |
| EN 12.3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   * engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning   EN 12.7 explains and evaluates the diverse ways texts can represent personal and public worlds   * explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s)   EN 12.8 explains and assesses cultural assumptions in texts and their effects on meaning   * analyse how language and argument can create or reflect bias that may shape cultural perspectives * analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage   EN 12.6 investigates and explains the relationships between texts   * develop an increasing understanding and appreciation of new texts by making connections with familiar texts * assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices   EN12-7explains and evaluates the diverse ways texts can represent personal and public worlds   * assess the impact of context on shaping the social, moral and ethical positions represented in texts * compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own * analyse and assess the impact of language and structural choices on shaping own and others’ perspectives | Developing a strong understanding of the rubric.  Issue rubric ([Resource 1](https://docs.google.com/document/d/1hlVg-_BWedWbYGbeoBYbGKUYZwga3eeDkANEWHsy4Oo/edit)) to students. Read, highlight and annotate [(Resource 2](https://docs.google.com/document/d/1m7FyZnQwE7Y2AGlyOMHoltpQC0FIBTT7HS_Jmz0TCiY/edit)). Students consolidate their knowledge of the rubric by:   * Writing ‘10 Commandments of Language, Identity and Culture’ for future study. Students use the rubric to write 10 statements or rules about language, identity and culture in relation to the unit. This will allow for a clear understanding of the rubric requirements and remind them of what they need to demonstrate in their HSC exam. * Writing essay questions from the rubric for future study. Students will write their own potential essay questions based on the rubric. They will utilise these questions to guide future individual and collaborative practice essay preparation.   Reflecting on the understanding of ‘community.’  Students view clip on [How Language Affects Identity](https://www.youtube.com/watch?v=X-jfD2G7P3Y) and take notes. Students consider the importance of language on their own identities, or of people they know. How can language define a person?  Think-Pair-Share: Define community. What does it mean to belong to a community? How does a community develop? Students discuss the importance of community in shaping an individual’s sense of identity. Students write a PEEL paragraph reflecting on a community which has shaped their identity in some way.  As a class, brainstorm different types of communities on the board. Students create a web of communities they belong to using [Mindmap](https://www.mindmup.com/) (an online mind map program) or something similar, and upload onto Google Classroom.  Display or issue the levels of community [diagram](https://www.researchgate.net/profile/Neelam_Joglekar/publication/296699722/figure/fig2/AS:335771551715328@1457065584196/Ecological-Levels-of-Analysis-for-Community-Psychology-Dalton-Elias-Wandersman.png). Discuss the different [levels of participation in a community](https://www.valuescentre.com/sites/default/files/uploads/Seven_%20levels_Community_Consciousness.pdf). What impact does community consciousness have on individual’s identity? Does someone who does not participate in a community have the same sense of identity as someone who actively engages?  This list below is to support the teacher’s conversation around community consciousness and active engagement.   * survival - needs associated with physical survival * relationship - need for quality interpersonal relationships * self-esteem - need for recognition * transformation - need for self-actualisation and personal growth * internal cohesion - search for meaning and community * making a difference - concerned about environment or local issues - displays counselling, community work, empathy and environmental awareness. * service - concerned with social justice, human rights and future generations.   (Barrett Values Centre, n.d.)  Watch the first twenty minutes of the opening scenes of [Up](https://youtu.be/WjVYHyIbwmU?list=PLwATcleUNHOFvtBy1AJXOibvWCQGe13n8). Students identify the levels of community evident in the clip by completing the Mr Fredrickson chart ([Resource 3](https://docs.google.com/document/d/1Cyach2hocBa2Ut4iQ2TYnixcNbL6ctUuXA-iMbO8vbA/edit)).  Exploring the different social classes in Australia.  Students complete [ABC News Quiz](http://www.abc.net.au/news/2018-04-13/what-your-habits-reveal-about-your-social-class/9610658): What your habits reveal about your social class, and discuss their findings.  Students brainstorm ideas about the working and business/middle classes in Australia in a table on the board, and copy into workbooks.   1. White collar (business class) 2. What does it mean to be white collar? 3. What type of people are considered ‘white collar’? 4. How does someone become white collar? 5. Blue collar (working class) 6. What does it mean to be blue collar? 7. What type of people are considered ‘blue collar’? 8. How does someone become blue collar?   Students listen to [Episode 1: ‘Where we sit?’](http://mpegmedia.abc.net.au/rn/podcast/2018/04/bia_20180402.mp3) of ABC Radio National Class Act podcast and add to their tables.  Students use old newspapers or the internet to create a class collage of images and key words associated with the white collar Australians vs. blue collar Australians.  Listen to ‘[Working Class Man](https://www.youtube.com/watch?v=erSJGrpfnOI)’ by Jimmy Barnes. Answer the following question as a PEEL paragraph: How does the song relate to your local community?  Considering the importance of culture in Australia.  Students brainstorm things that are valued in their local community - well-known personalities, significant sites and events. What culture does this create? Students reflect on how their community would survive without an important aspect of their identity in an essay response to be submitted to their teacher via Google Classroom as assessment for learning.  Using Glossary of Slang Terms [(Resource 4](https://docs.google.com/document/d/1A8ajanZTBi8yl6LbYK0eP53d8PDBBNtKfJQUi1n4LA0/edit)), students complete a think-pair-share activity to brainstorm a list of slang terms/phrases they are familiar with, including local slang terms/phrases such as West Side, Servies or the Chapel. As a class, consider the importance of these terms/phrases on culture and identity. Students write down meanings for each term/phrase and discuss as a class. Students add to list as they complete the unit.  As a class, read the ABC news article on [‘Dennis Denuto of Ipswich’](http://www.abc.net.au/radionational/programs/lawreport/judge-dismisses-the-vibe-of-dennis-denuto-defamation-case/6995026) and discuss the importance of language in the modern world. Compare with [Rebel Wilson defamation case](http://www.abc.net.au/news/2017-09-13/rebel-wilson-defamation-damages/8936850). Students colour-code language related to identity, community and culture. Students work individually or in groups to create a catchy headline for a local scenario relating to identity, community and/or culture. As an extension, students could write a newspaper article to accompany the headline.  Students complete the Australian Culture Webquest ([Resource 5](https://drive.google.com/drive/u/0/folders/1znqsbIS8NdK2Reka3dGMbCCHY4wstDQz)) using the links provided. Students reflect on elements of Australian society that culminate to create our uniquely Australian culture.  Using the Seven Steps to Successful Writing, students plan, draft and submit a narrative that centres upon the Australian culture. Students should use uniquely Australian settings, characters, themes and language. | Students complete activities demonstrating their understanding of the rubric by:   * Annotating a copy of rubric * Writing a list of 10 commandments of language, identity and culture OR * Writing a list essay questions from the rubric OR * Collecting past HSC essay questions.   Students demonstrate their understanding of community by:   * Writing a PEEL paragraph reflecting on community * Mind mapping types of communities * Completing Mr. Fredrickson chart.   Students demonstrate their understanding of social class by:   * Collating ideas about social class in a table * Creating a class collage of images and words associated with social class * Writing a PEEL paragraph in response to ‘Working Class Man.’   Students demonstrate their understanding of culture by:   * Writing an essay response on the importance of culture in their local community (submitted via Google Classroom) * Completing Australian culture webquest * Completing glossary of slang terms * Writing a narrative centred upon Australian culture. |
| EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   * assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts * analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences | Revising film techniques used to create meaning.  Students revise film techniques through:  Reading through and highlighting basic [glossary of film techniques](https://prod-media.coolaustralia.org/wp-content/uploads/2015/10/06193057/Film-techniques-Factsheet.pdf) and/or   * Using glossary to draw, take photos or film different camera angles and movements * A mix-n-match activity by mixing up [sketches and definitions](http://fieldofmarseec.nsw.edu.au/wp-content/uploads/2015/01/Documentary-Shots.pdf) for students to match and paste in their workbooks and/or * Completing [Quizlet](https://quizlet.com/152408742/film-language-features-flash-cards/) flashcards and activities. * Check student understanding of definitions and revise film techniques through class discussion.   View ‘The Castle’ for meaning and understanding.  Students view [image](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/hsc_the_castle/lo/8019/8019_00.htm) of the Kerrigan family on Smartboard. In class discussion, students describe the characters and consider their first impressions of them. Do you think this is a good publicity shot for the film? Why/why not?  Students examine the context of ‘The Castle.’ Students are given a list of “90s” things to research to add to a collaborative Google Slide. Students are encouraged to find pictures, Gifs and fun facts to add to the Google Slides. Teachers to add more categories and examples if necessary.  Fashion: Buffalo shoes, butterfly hair clips, skirts over trousers  Music: Hanson, The Spice Girls, NSYNC  Television: Rugrats, Full House, Family Matters  Entertainment: Magic Eye 3D images, Tamagotchi, Game Boy, Discman  Celebrities: Jonathan Taylor Thomas, Sarah Michelle Gellar, Joshua Jackson  View ‘The Castle’ - uninterrupted - for meaning and understanding. Students discuss initial responses to the film. Students consider ideas about language, culture and identity in the film. Discuss initial responses to the film as a class. | Students demonstrate their understanding of film techniques by:   * Reading through and highlighting the basic glossary of film techniques * Taking photos/videos using different camera angles and movements * Matching sketches and definitions * Completing Quizlet activities * Participating in class discussion.   Students demonstrate their understanding of ‘The Castle’:   * Participating in class discussion * Completing a collaborative Google Slide presentation on the context of ‘The Castle.’ |
| EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies   * appreciate the ways mode, medium and technology shape meaning and influence personal response * justify the use and assess the effects of using multimodal and digital conventions, for example navigation, sound and image * use and assess different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas   EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds   * analyse and assess the impact of language and structural choices on shaping own and others’ perspectives * analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects   EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning   * recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others’ responses to texts * assess and reflect on the ways values and assumptions are conveyed | Analyse how film techniques are used to reflect the importance of culture and identity.  As students watch the film for a second time, students analyse ideas, messages and/or feelings conveyed in key scenes from ‘The Castle’ using [handout](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/hsc_the_castle/lo/8019/documents/key_scenes.pdf). Students discuss and consider implied perceptions explored in the film.  Teacher splits the class into ‘focus groups’ for film analysis:   * Camera angles * Camera movement * Editing * Sound * Lighting   Students view key scenes from the film. Each focus group makes scene-by-scene notes on their allocated film technique in the collaborative Google template ([Resource 6](https://docs.google.com/document/d/1GEbSZlg3diwL6mpE54W294_SVBi_76h2a2h3nj8ivdg/edit)), and analyse the effect.  Students complete a PEEL paragraph on one key scene in response to the following question: How has Sitch portrayed the culture and identity of the Kerrigan family?  Students complete Making It Modern worksheet ([Resource 7](https://docs.google.com/document/d/1zHUW9Zgn8h_2XEuHIsvZS1ZGY6LTY7puWV7KO_Otr44/edit)) to draw comparisons between life in the time period of ‘The Castle’ with contemporary Australian society.  As a class, discuss connections students can identify between the film and their own life. Students choose a key scene or event from the film that they relate to. Using characters and settings from their own life, students write a drama script using dynamic dialogue.  Considering how the ‘everyday Australian’ is represented in texts.  Using the ‘'What is an Everyday Australian?’ website students consider the importance of costume, setting and narration in depicting the Kerrigans as ‘everyday Australians.’ Students:   * View character [roll-over](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/hsc_the_castle/lo/8019/applets/cast/castle_cast.htm) and summarise the key traits of each character in table provided ([Resource 8](https://drive.google.com/drive/u/0/folders/1znqsbIS8NdK2Reka3dGMbCCHY4wstDQz)) * [Match](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/hsc_the_castle/lo/8019/applets/quotations/dd_quotations.htm) the key quotes with the correct character * Draw and label the costume of one of the Kerrigan characters using the [costume template](https://gray24.weebly.com/uploads/2/1/4/3/21431598/costumetemplate.gif). * Complete questions on setting and narration * Re-listen to ‘Working Class Man’ and create a Venn diagram to compare the representation of an ‘everyday Australian’ in ‘Working Class Man’ and ‘The Castle.’   Examining the underlying themes of ‘The Castle.’  Teacher arranges the class into groups. Using [’The Castle: Cheat Sheet’](https://www.sbs.com.au/movies/article/2017/04/10/castle-cheat-sheet) website and other resources each group researches a different theme from ‘The Castle.’   * Australian Identity * Class and Culture * Land Rights * Family * Community * Multiculturalism   Students collate notes in a collaborative Google Slides presentation. Students use the model slide on ‘Why The Castle is Important’ (Resource 9) as a guide for what to include. Each slide should include a title, one related image and a summary of their theme.  As a class, review students’ Google Slides presentation. The teacher presents the model slide, while each group presents their findings on their allocated theme.  Students consolidate their understanding of themes in a brief reflection on Google Classroom. | Students demonstrate their understanding of how film techniques are used to reflect the importance of culture and identity by:   * Analysing the ideas, messages and/or feelings conveyed in key scenes from the film * Participating in class discussion about the implied perceptions explored in the film * Analysing film techniques used to create meeting in collaborative Google Doc * Writing a PEEL paragraph on one key scene * Completing Making It Modern worksheet and PEEL paragraph activity * Participating in class discussion about connections between the film and their own life * Writing a drama script using characters and settings from their own life.   Students demonstrate their understanding of an everyday Australian by:   * Completing character analysis table * Matching key quotes with the correct character * Creating a labelled visual representation of one of the characters from ‘The Castle’ * Completing questions on setting and narration * Comparing representations of ‘everyday Australians’ in a Venn diagram.   Students demonstrate understanding of the themes from ‘The Castle’ by:   * Researching themes from ‘The Castle’ * Creating a collaborative summary of a theme using Google Slides * Presenting their ideas on their allocated theme to the class * Reflecting on their learning in Google Classroom. |
| EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   * investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways * analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas * understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes | Exploring a range of texts associated with language, identity and culture.  Examine a range of texts related to local culture and identity as an agricultural community. Students read, highlight, annotate and discuss:   * The importance of agriculture * [The impact of natural disasters, such as drought](https://www.9news.com.au/national/2018/08/02/18/11/national-farmers-federation-drought-bordering-disaster-tony-mahar) * [How to support the community in times of need](http://www.abc.net.au/news/rural/2018-08-01/drought-dos-and-donts-of-donations/10057862)   Students consider:   * Would an individual donation have helped the Kerrigans? * How could his community have been supported?   Students explore a range of texts and extracts, and link back to ideas about language, identity and culture from ‘The Castle.’   * Growing Up Asian in Australia, Alice Pung (short stories/poetry) * The Guernsey Literary and Potato Peel Pie Society, Mary Ann Shaffer (novel/film) * Immigrant Chronicle, Peter Skrzynecki (poetry) * Various Songs, Paul Kelly (songs) * Various songs, Jimmy Barnes (songs) * Vincent Lingiari and Gough Whitlam (image)   Students choose one text of their own choice and create a Venn diagram to compare and contrast it with ideas about language, identity and culture from ‘The Castle.’ | Students demonstrate understanding of a range of texts associated with language, identity and culture by:   * Reading, highlighting and annotating related texts * Participating in class discussion * Venn diagram to compare The Castle and related text. |
| EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   * understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising   EN12-4adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   * assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms * sequence writing to produce cohesive and sustained texts   EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   * use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways   EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner   * support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate * recognise that reading, viewing and listening are active and interactive processes in which personal experiences and expectations influence understanding and interpretation * assess the strengths and weaknesses of their own compositional style and improve compositions as a result of the process of reflection | Revise essay writing and structure.  Students revise the Seven Steps to Successful Writing using an essay graph on the board. Students copy into workbooks.  As a class, students brainstorm a range of key quotes from ‘The Castle’ on the board. Teacher selects one quote and models embedding quotes and techniques into an analytical sentence. Students work individually or in groups to complete an additional 3-5 sentences using the quotes from the board. Students share their sentences with the class.  Students revise the importance of thesis statements using [Harry Potter analogy](http://community.sparknotes.com/2017/03/17/how-to-write-a-killer-thesis-statement). Using tablets or laptops, students write their own thesis statements on the importance of language, culture and identity in ‘The Castle’ on [padlet](https://padlet.com/). Alternatively, students could use post-it notes and stick up on the board. As a class, discuss the most effective thesis statements and copy into workbooks.  Students use one thesis statement write a PETAL paragraph using specific examples and techniques from ‘The Castle.’ Students submit paragraphs on Google Classroom and write two stars (things they did well) and one wish (something to improve) on another student’s paragraph.  Teacher gives students explicit instructions about appropriate referencing in [Microsoft Word](https://www.youtube.com/watch?v=fQyQl0lCEyo) or [Google Docs](https://www.lifehacker.com.au/2014/09/insert-citations-in-multiple-formats-easily-with-google-docs/), to help students to prepare for their assessment task.  The consolidation of understanding language, identity and culture in an essay.  Students read, highlight and annotate a model response on language, identity and culture, colour-coding the point, example, technique, analysis and link in each paragraph. As a class, discuss the effectiveness of the essay and grade using a marking criteria.  Using their knowledge of language, identity and culture in ‘The Castle,’ students deconstruct, plan and draft an essay, using the Seven Steps to Successful Writing, in response to the following question:  ‘Composers use language to explore character’s culture and identity.’ Discuss this statement in relation to ‘The Castle.’  Students re-draft their essay and submit via Google Classroom for feedback from teacher. Students use feedback to finalise essay and submit as a hard copy *without* student names.  The teacher arranges the classroom for a ‘gallery walk,’ with student essays set up at different ‘stations.’ Students select a station and read the essay provided. Once finished, students move to another station and read another student’s essay. Repeat process 3-5 times. Students return to normal desks and write a reflection on the most effective essay and why.  Using what they have learned, students have time in class to finalise their assessment task. | Students demonstrate understanding of essay writing and structure by:   * Revising the Seven Steps to Successful Writing essay graph * Completing sentences to integrate quotes and techniques * Submitting thesis statements on padlet or post-it notes * Submitting PETAL paragraph on Google Classroom * Providing ‘two stars and one wish’ feedback to a peer.   Students demonstrate their understanding of language, identity and culture by:   * Highlighting, annotating, colour-coding and marking model response * Deconstructing, planning and drafting an essay * Participating in class discussion * Using feedback to improve their drafts * Participating in a gallery walk and reflection activity * Completing their assessment task. |

Additional resources:

Social class

[Class Act Podcast series, ABC Radio National](http://www.abc.net.au/radionational/projects/class-act/)

[Inside the Class Divide, ABC News](http://www.abc.net.au/news/2018-04-11/class-act-a-day-moving-between-melbournes-classes/9518864)

[The Six-Class System Dispelling Myths of an Egalitarian Australia, ABC News](http://www.abc.net.au/news/2018-01-24/six-class-system-dispelling-myths-of-a-classless-australia/9339532)

[Mental Illness and Poverty: How Class Gets ‘Under Our Skin and Into Our Brain’, ABC News](http://www.abc.net.au/news/2018-04-13/is-your-class-status-making-you-depressed-mental-health/9598170)

[Why Does Indigenous Success Make Some White Australians Uncomfortable? ABC News](http://www.abc.net.au/news/2018-04-12/messy-intersection-race-class-australia-timmah-ball/9621322)

[Is ‘Green Living’ a Luxury Affordable Only to the Middle and Upper Classes? ABC News](http://www.abc.net.au/news/2018-04-15/is-environmentalism-only-for-the-wealthy/9653306)

[Why We Need More Working Class Voices (By a Bourgeois Woman Who Grows Kale,) ABC News](http://www.abc.net.au/news/2018-04-14/class-act-nelly-thomas-on-being-bourgeois-and-working-class/9601992)

Language, culture, identity

[The Importance of Culture, Language and Identity, Racism: No Way](http://www.racismnoway.com.au/about-racism/understanding-racism/the-importance-of-culture-language-and-identity/)

[Mysteries of Vernacular, Ted-Ed](https://ed.ted.com/mysteries-of-vernacular)

‘The Castle’

[The House From Beloved Aussie Film, The Castle, Sells for $40,000 at Auction Ahead of Relocation, Domain](https://www.domain.com.au/news/the-house-from-beloved-aussie-film-the-castle-sells-for-40000-at-auction-ahead-of-relocation-20170726-gxiwah/)

[Stephen Curry and Eric Bana on the Great Australian Film, The Castle, That’s Now 20 Years Old, news.com.au](https://www.news.com.au/entertainment/movies/stephen-curry-and-eric-bana-on-the-great-australian-film-the-castle-thats-now-20-years-old/news-story/c9d9f5d29e18280890582adedfc00dd2)

[The Castle Stars: Where Are They Now? The Fix](https://thefix.nine.com.au/2017/04/10/21/07/the-castle-stars-where-are-they-now)

[It’s Not the Vibe: Judge Dismisses $250,000 ‘Dennis Denuto of Ipswich’ Defamation Case, ABC Radio National](http://www.abc.net.au/radionational/programs/lawreport/judge-dismisses-the-vibe-of-dennis-denuto-defamation-case/6995026)

The Language of Film by Michael Wohl

Reflection and evaluation: