

## The Publishing House

Students produce a range of related products associated with the publishing industry: a survey of publications in a chosen field; an innovative well-designed publication about this field, using both words and visuals; a public review of a work in the same genre as their own publication; and a one-to-one written response to one or more peers, advising them on ways to improve a work in progress. Students take others’ advice to them into account when producing their own publication.

- “Publications using both words and visuals” is intended to encompass, potentially, a wide range of paper-based and digital documents.
- Students work individually.
- The range of choice available to students in relation to both subject matter and genre is to be specified in the school’s task design.

Students individually select and research a specific subject from a broad area of interest that merits being communicated to other people.

The broad area may be nominated by the teacher or decided by the student; for example, natural phenomena, twentieth-century Australian historical events, hobbies. The specific subject should be selected by individual students; for example, volcanoes, the Kokoda Trail, bird breeding.

They produce a brief report on the media and genres that have been used to inform various audiences about this kind of subject, and the particular strengths of each approach.

In investigating media and genres, students should become familiar with a wide range of existing publications

The report should provide the kind of brief, accurate information a publishing team might find useful in deciding on their own directions for a particular project. It is not required to be a highly refined publication in its own right. It might, for example, be in a simple, schematic form such as a table.

Students select an audience they could plausibly inform about their selected subject and an appropriate genre (including at least words and visuals) through which to inform them.

Students should apply their understanding of the strengths of different approaches for different audiences to their own decisions relating to audience and genre.

Factors students might take into account when deciding on an audience include:

- age (is the audience younger children? peers? adults? a combination?)
- knowledge level (is the audience unfamiliar with the subject? beginners? “fellow experts”?)

Genres might include illustrated storybooks, websites, entries for illustrated junior encyclopedias, illustrated articles for specialist magazines, multimedia presentations, instructional pamphlets.

Applying their acquired knowledge of the subject and of the genre, and in a form that can be retained, students...

...provide advice (a “review”) to a specified potential audience, on the merits of a publicly available work in the genre.

Students investigate features of reviews and of real-world feedback on work in progress, and make use of this knowledge in producing their own advice.

...provide useful and sensitive advice on work in progress to at least one fellow student engaged in this task, preferably dealing with the same genre

The advice on the merits of a publicly available work should take an appropriate form for the work in question. This might be more formal (e.g. book review) or less formal (e.g. comments in a blog about a recommended website).

The students’ developing knowledge of the selected genre should contribute both to the advice they give and to their own publication. Accordingly, these products might be completed concurrently.

Students should, where possible, receive (as well as give) editorial advice from other students engaged in this task, and give due consideration to acting on the advice.

The advice to fellow students should be constructive, sensitive and in line with editorial practice (e.g. it might consist of annotations on a draft version and/or a more extended critique.

Students produce a well-designed work in the selected genre (using both words and visuals) on the selected subject that will engage and inform the selected audience and is of publishable standard.

Images may be original or previously published (as appropriate to the genre and subject matter); if previously published, the selection and use of images should exhibit insight, originality and good design sense.

**Product checklist:**

- a brief report on the media and genres that have been used to inform various audiences about the selected subject
- a review of a publicly available work in the selected genre
- editorial advice on a fellow student’s work in progress
- a well-designed publication about this field, using both words and visuals

DRAFT

# The Publishing House

## Standards, referents, repertoires

The following standards, New Basics referents and targeted repertoires of practice apply to any valid implementation of this Blueprint. A school may supplement the New Basics referents with other sets of valued practices and/or learnings (e.g. QCAR Essential Learnings). Additional standards, New Basics referents and targeted repertoires of practice may come into play in a particular implementation by a particular school; if so, they are to be recorded in the task documentation.

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### Standards

*Desirable features* indicate what high-quality performance in the task will look like. *Acceptable performance* represents full task completion, at an acceptable level. (See the Grading Master.)

#### Desirable features

Constructing a publication: a well-structured publication that presents the subject in a strikingly appropriate way in using the possibilities of the genre to the greatest advantage

Multiple literacies: exploitation of linguistic, spatial and visual literacies in a handcrafted or electronically generated medium

Advising: advice that epitomises thoughtful analysis, objective criticism, justifiable recommendations and sensitive feedback

#### Acceptable performance

a publication that relates to the subject

layout techniques that use words and images

advice that shows some signs of some analysis and feedback which is sensitive

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### New Basics referents

*“...groups of core, essential sets of practices that young Queenslanders need to survive and flourish in new economic, social and cultural conditions. As a set, they are not meant to be exhaustive, nor could they be. They are limited selections from an infinite set of possibilities. Teachers and schools will include other knowledges—local, traditional, multicultural, and alternative.” (New Basics Technical Paper)*

#### Life Pathways and Social Futures

*Who am I and where am I going?*

- Collaborating with peers and others

#### Multiliteracies and Communications Media

*How do I make sense of and communicate with the world?*

- Blending traditional and new communications media
- Making creative judgments and engaging in performance

#### Environments and Technologies

*How do I describe, analyse and shape the world around me?*

- Working with design and engineering technologies

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### Targeted repertoires of practice

*The cognitive and cultural, linguistic and social skills needed to be acquired developmentally in order to complete the Rich Task.*

- Accepting criticism for personal and intellectual growth
- Analysing, synthesising and appropriating ideas
- Appraising the work of others according to an accepted protocol
- Comprehending and using appropriate forms of correspondence
- Perceiving patterns within and between texts
- Persevering and editing through to publication
- Producing language with sensitivity to the nuances, order and rhythm of words
- Providing constructive feedback on the work of others
- Understanding and applying the principles of visual representation
- Understanding the possibilities and limitations of particular genres and mediums
- Utilising the facilities of desktop publishing

# The Publishing House

## Draft Grading Master

### CONSTRUCTING A PUBLICATION

### MULTIPLE LITERACIES

### ADVISING

