

# THE PM'S DAUGHTER

TEACHING TOOLKIT (YEARS 7-10)



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### ABOUT THE SERIES

Cat is like any other teenager, with one difference: her mother is the new Prime Minister of Australia. Along with her new friends, Cat navigates life in the spotlight, while tracking down a hidden threat to her mum.

### CREATOR'S STATEMENT

The inspiration for *The PM's Daughter* lay in wanting to teach my children that they can change the world. Politicians can often seem like a bunch of inaccessible authority figures, passing down commands from on high. Matthew Allred and I set out to create a show that presents our government representatives as human beings. We wanted our show to place kids at the centre of a narrative about politics and power. We also knew it was important to give young people a story that that was action-packed, irreverent and – most importantly – funny!

- Tristram Baumber, Writer/Creator

## USING THIS RESOURCE

*The PM's Daughter* Teaching Toolkit is designed for secondary Humanities and Social Sciences (HASS), Civics and Citizenship, English and/or Media Arts students in Years 7-10. The resource was created with self-directed learning in mind: prompts can be used in the classroom, or they can be provided to students as flipped learning activities, enabling them to independently reflect and gather knowledge in preparation for wider class discussions.

The learning prompts developed for each episode directly link to students' real-world context both on a local and global scale. Each episode features two prompts centred on Media Literacy knowledge (relating to English and Media Arts content) and two with a Civics and Citizenship focus. An additional 'Fast Fact' provides real world context to the topics found within the episode. Students are encouraged to engage creatively with the subject matter and then take their learning further in small groups or classroom discussions.

We welcome feedback from teachers who have delivered and adapted our resources. Please reach out to [education@actf.com.au](mailto:education@actf.com.au) and [learning@moadoph.gov.au](mailto:learning@moadoph.gov.au) with questions, comments or suggestions.

## RATINGS

*The PM's Daughter* was rated by the Australian Broadcast Corporation (ABC) in 2022.

Episodes 2, 3, 4, 7, 8, 9, 10

General (G)

The content is very mild in impact. The G classification is suitable for everyone. G products may contain classifiable elements such as language and themes that are very mild in impact.

Episodes 1, 5 and 6

Parental Guidance (PG)

The content is mild in impact. The impact of PG (Parental Guidance) classified films and computer games should be no higher than mild, but they may contain content that children find confusing or upsetting and may require the guidance of parents, teachers or guardians.

## EPIISODE SHEETS

Review episode pages 1-10 below or download individual episode sheets [HERE](#).

# FAST FACT!

Australia was one of the first countries in the world to regulate drones. Drone rules were introduced in 2002 and updated again in 2016 by the Civil Aviation Safety Authority.

(Source: Civil Aviation Safety Authority, 2022)



# 01

## EPISODE ONE: 'NEW NORMAL'

Ripped away from her home and friends, Cat Parkes Pérez struggles to adapt to life after her mother, Isabel, unexpectedly becomes Australia's newest Prime Minister.

1. To capture the hype of a new prime minister arriving in Canberra, draft ideas for a media report using one of the formats below. Compare and contrast the different accounts with peers to see what these accounts have in common and how they differ.
  - Newsreader on a local television broadcast
  - Informal radio talk show or podcast
  - Social media post by a guest attending the welcome event at the Lodge
2. In a shocking stunt that is later referred to as the 'poo-rez' incident, a mechanical crow drops white paint on the new Prime Minister at the lodge. From your perspective, can this stunt be considered a form of protest? Why? What makes a protest 'effective'? Identify and summarise an example of an effective protest to support your argument.
3. Miro tells Cat that 'Power always corrupts'. Do you agree with this statement? To explore both sides of this debate and to lend support to your position, creatively compose a dialogue between Miro and Cat. Share this imagined conversation by writing a script for the characters on a single page or create a voice recording.
4. Newly appointed Prime Minister Isabel Pérez delivers a rousing opening speech at her welcome party, detailing her key political messages and intentions. Imagining that you are Prime Minister, compose an introductory statement for the Australian people, including an Acknowledgement of Country to represent the custodians of the land you are speaking from. Share your speech in written form or video record yourself delivering a short statement.

## FAST FACT!

Australia has had 30 serving Prime Ministers, with Julia Gillard as the first and only female-identifying Prime Minister to date. A significant 'first', Ms. Gillard became the 27th Australian Prime Minister in 2010, holding office until 2013.

(Source: National Archives of Australia, 2022)

# 02

## EPISODE TWO: 'IT'S COMPLICATED'

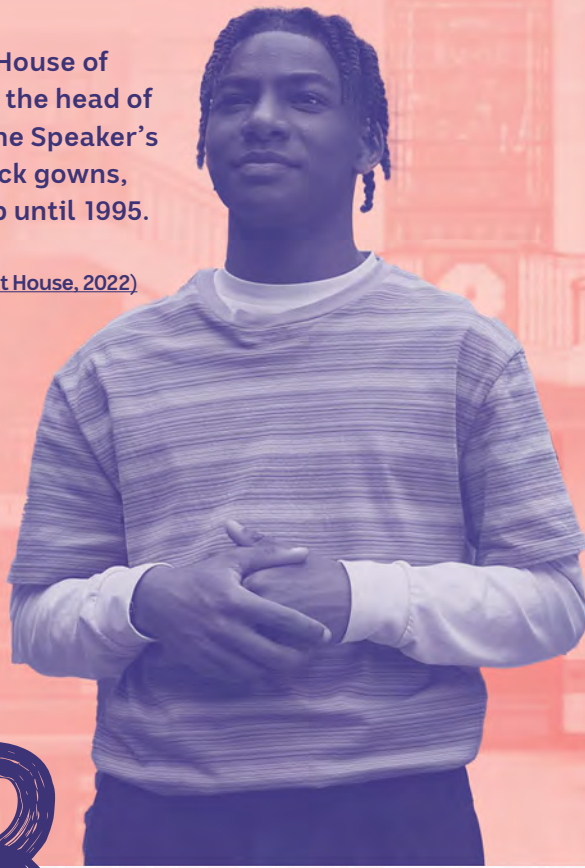
Cat works with her new friends to unmask the troublemaking Agitators. When special visitors come to school, she wants to make her voice heard.

1. When Cat threatens to take a public stance against her PM mother, Isabel anticipates a possible media response: headlines that claim, 'The female PM let her family problems interfere with her job.' Do you think gender bias exists in Australia? Is there gender bias within the Australian media? Document what you notice about a range of gender identities depicted in a specific media source, such as a television news report.
2. Media coverage in *The PM's Daughter* reflects the reality of media coverage in Canberra: we see multiple media sources reporting on or responding to the same event. How can we know which media sources are most trustworthy? Research, reflect on and document the ways we can think critically about media reports and assess their credibility.
3. Cat's class protests against RonduTech, the school's corporate sponsor with a poor environmental record. The cohort uses collective student voice to create change, resulting in Deputy Principal Tan seeking a more ethical source of funding. Explain three possible ways that you could use the power of your voice to create meaningful change in your school community.
4. In this episode, we see groups and individuals using different tactics to create change in their communities. Aunt Jacinta insists that her family's heritage be represented at the Lodge, Cat protests corporate polluter RonduTech and The Agitators launch an online auction stunt. What are some other ways that can we share our thoughts and opinions when we want to enact change?

## FAST FACT!

The two Clerks in the House of Representatives sit at the head of the table, in front of the Speaker's Chair. Clerks wear black gowns, and they wore wigs up until 1995.

(Source: Australian Parliament House, 2022)



# 03

## EPISODE THREE: 'WE WILL MOCK YOU'

Cat competes in a mock parliament, with crucial evidence against The Agitators on the line. Meanwhile, excitement bubbles around the arrival of a global superstar.

1. Cat is disappointed to miss out on meeting an international music star by just a few minutes. How might celebrities influence personal attitudes, beliefs, decisions and behaviours when speaking publicly to the media? Why does this matter? Research your favourite celebrities' political perspectives and document your findings.
2. The release of a political parody game has immediate and cross-generational uptake across Canberra. Which hooks or elements in the 'Izzy's in a Mess' game make it so popular with users? Brainstorm your ideas of how a game like this could impact people's political views.
3. At mock parliament, a democratic vote takes place to pass a bill, with everyone present making decisions on which way they will vote. Identify and document the ways this mock parliamentary process could have been improved. Building on your ideas for these improvements, write a short statement titled 'This is what democracy means to me'.
4. Sadie, Ollie and Cat had an epic adventure navigating around the halls of parliament. Source a map of Australian Parliament House and plan a route you would take on a meandering adventure of your own. Write down who you might meet and what you might find in different areas.

## FAST FACT!

The Australian Parliament House Historic Memorials Collection includes over 200 portraits of our Governor-Generals, Prime Ministers, Speakers of the House of Representatives, Presidents of the Senate and other distinguished Australians.

(Source: Australian Parliament House, 2022)



# 04

## EPISODE FOUR: 'ART OF DIPLOMACY'

Cat, Sadie and Ollie attempt to catch The Agitators at an art gallery event, while Cat struggles to fulfil her duties as *the PM's Daughter*.

1. The Prime Minister is hosting officials from the United States of America to negotiate a trade deal. If you were gathering information on a future Trade Agreement between Australia and the USA, which news sources would you review in order to find reliable information? Are there any sources you would avoid? Why?
2. Cat, Ollie and Sadie try to catch The Agitators at the gallery to learn more about their motives and plans. If you – as an active digital citizen – were tasked with interviewing The Agitators for the local newspaper, what would you ask their members? Compose the headline, an engaging call to action and select an attention-grabbing image to run alongside the text.
3. Western Australian MP Carl Winston launches a campaign for his state to secede from Australia – to become separate to the nation. What would be the possible advantages and disadvantages for our country if WA were to secede? Build on your prior knowledge and do some research to inform your thinking, then document your ideas to arrive at some conclusions.
4. The Agitators manage to infiltrate an official event at the art gallery, vandalising a diplomatic gift to the U.S. trade delegation to highlight the threat of a WA secession from Australia. Taking on the perspective of one of the characters attending the event, write a short recount from their point of view.

## FAST FACT!

Did you know that Australia is one of the most linguistically and culturally diverse countries in the world? One in five Australians speak a language other than English at home.

(Source: Australian Bureau of Statistics, 2016)



# 05

## EPISODE FIVE: 'GROUNDED'

When Isabel and Cat host an impromptu 'ball' at the Lodge, Cat smells a rat – one that could take down the Prime Minister.

1. Cat and her Prime Minister mother perform the Paso Doble – a fast-paced Spanish dance – together on a live broadcast. How would you perceive this performance if you were a viewer watching real time from home? Would it alter your opinion of the Prime Minister? Compose a short hypothetical social media post that shares your viewpoint, including any relevant hashtags.
2. Ollie, Miro, Sadie and Georgina use their phones to access information, communicate with each other and to find media for entertainment. How can we tell the difference between 'fact' and 'opinions' when we access media content online? Research this topic to build on your prior knowledge, then list your findings.
3. In this series, The Agitators, Action Uprising and the Government are depicted as using communication in diverse ways. Critically reflect on and explain the various ways these groups make their voices heard. Assess which of these strategies you consider to be most democratic, then justify your reasoning in a written response.
4. A youth lockdown is pitched as a potential solution to dissolve young protestors in Canberra. Lockdowns of citizens were a divisive issue across the world throughout the coronavirus pandemic. Consider the benefits and drawbacks of a 'Controlled Movement Order' from multiple perspectives, then compose a short news article or voice recording that summarises these positions.



## FAST FACT!

The Australian Electoral Commission collects and publishes enrolment statistics. Information is made available to track progress on youth enrolment targets, the number of Australians enrolled to vote and how many citizens are not yet registered to vote.

(Source: Australian Electoral Commission, 2022)



# 06

## EPISODE SIX: 'SEPARATION OF POWERS'

The Agitators target Cat, Sadie and Ollie amid Sadie's Year Leader nomination. Meanwhile, Isabel disappoints Cat during a special day on the Spanish calendar.

1. The 'Cat for Year Leader' campaign stickers anonymously placed around the school have a simple design but effective messaging. Design three versions of a sticker that could be used to support Sadie's or Georgina's election campaign. Look closely at each sticker and annotate all three designs with explanatory notes.
2. Ollie was shocked to see himself in a political cartoon that someone from his class had drawn on the whiteboard. This is a reminder that political messages can be communicated visually. Deconstruct the illustrator's intended meaning to understand what this drawing is saying about both Cat and Ollie.
3. Sadie and Georgina are committed to their campaigns for the upcoming school election. Reflect on Sadie's top three tips for a successful election campaign and Georgina's strategic approach. Which do you believe is the most effective strategy to gain and keep students' attention? Write or voice record your thoughts, referencing a specific scene in the episode to lend support to your position.
4. Sadie makes many pledges to her constituents; promises that she will deliver on if elected as their Year Leader. What are some changes and improvements you would like to see in your own school community? Is a leadership position required to create these improvements, or could any student initiate change? List three examples that would improve your school experience.

## FAST FACT!

The United Nations Convention on the Rights of the Child documents important rights for all young people globally. This includes the right to access education and information, to share thoughts freely, and the right to enjoy fun activities. This rights document also outlines the need for young people's views to be heard and respected.

(Source: United Nations, 1990)



# 07

## EPISODE SEVEN: 'INTERVIEW WITH A BIG LIAR'

The Prime Minister and her family are being interviewed on live TV, while Cat wrestles with a dilemma presented by foe-turned-friend Miro.

1. The characters depicted in *The PM's Daughter* represent diverse social, cultural and political identities. What does diverse media representation mean to you, and why is it so important for all people to see their lives reflected on screen? Are there any representations missing from this series? Brainstorm your ideas as a written response or voice recording.
2. Cat finds herself experiencing some awkward moments behind the camera. Assuming the character of the television director, briefly outline the intended purpose of the outdoor 'Spanish-Australia' shoot. How might this television package be perceived by audiences? Brainstorm your ideas to explore how the media frames our identities in real and or fabricated ways.
3. Succumbing to peer pressure and her own frustrations, Cat sabotaged a live television feed to play a pre-recorded activist message by The Agitators. How did peer pressure, persuasion, and the power of misinformation influence her decision-making? What would you have done in her situation?
4. Throughout the series, adults encourage and support Cat and her peers to be politically engaged and to contribute to discussions – but at times, their voices are silenced from being heard. How does this compare with your personal experiences of expressing ideas and opinions on issues you are passionate about? Share your experiences in a reflective paragraph or voice recording.

## FAST FACT!

Informal votes – otherwise known as ‘donkey votes’ – are votes which are not counted in an election because the ballot was either not completed, completed incorrectly or identifies the voter in some way. In Australian federal elections, informal votes make up around 5% of votes

(Source: AEC, 2022)



# 08

## EPISODE EIGHT: ‘HIGH INSECURITY’

When Cat is lumped with a suffocating security detail, Ollie and Miro must put their differences aside to take the lead on the Agitator hunt.

1. Through her internal monologue, the audience hears Cat drily referring to emojis to describe her situation. For example, she ‘inserts eyeroll emoji’ when sandwiched between her two new security guards in the car. Briefly explain the possible purpose of the emoji references, then suggest three other emojis that could be ‘inserted’ into Cat’s experiences throughout this episode.
2. When working as her campaign manager, Cat posted a political message on Sadie’s social media account without her knowledge or consent. Why was this problematic? As a mock policy document outline the steps a campaign team could use to plan, assess and release new messages on social media.
3. The Prime Minister relinquished her Spanish citizenship when she won her seat and launched a career in parliament. This is because a constitutional rule in Australia prohibits federal political candidates from holding dual citizenship. How might the public react if Prime Minister Pérez cannot find evidence of her renounced citizenship?
4. Cat advocates for lowering the voting age in Australia. Answer the following questions in a written response:
  - What are some potential opportunities and challenges of a lower voting age?
  - If the voting age really were lowered in Australia, what would be a fair age?
  - Which political issues would you be most passionate about voting on?

## FAST FACT!

The Australian Press Council is the principal body with responsibility for responding to complaints about published material. On average, the council receives over 700 complaints a year, with 75% of eligible complaints resolved.

(Source: Australian Press Council, 2022)



# 09

## EPISODE NINE: 'A DATE WITH DESTINY'

After a shocking discovery about the mysterious insider, Cat and the gang close in on their target. Meanwhile, Isabel makes a discovery of her own.

1. On 'ACT FM' the breakfast radio presenter speaks to the Prime Minister's citizenship crisis. They say the contentious issue is 'heating up' and refers to a 'journos jam' outside the Lodge. Reflect on the reactions the presenter is aiming to evoke among their listeners. Find examples of attention-grabbing descriptions in a recent Australian news story and create some of your own.
2. In conversation with Cat, the Prime Minister quips: 'Who knew that being the PM's daughter was basically the same as being a pop star?' Which commonalities between prime ministers and pop stars underpin Isabel's joke? What are some other similarities between the two?
3. Sadie is very invested in the outcome of the Year Leader election, and she experiences many emotions in the lead-up to learning the results. Why would it be important for election candidates to have the support of trusted people – including their campaign managers – at this time? Draft a thank you letter from Sadie's point of view, addressed to her campaign team.
4. The school election results were quite unexpected – and upsetting for one candidate. Following the results announcement, Georgina immediately approaches Deputy Principal Tan to request a recount. Assuming Georgina's perspective, draft an email to Deputy Principal Tan to outline any concerns with the election process or other issues which would necessitate a recount.

## FAST FACT!

In Australia, we have a federal election at least every three years. The Prime Minister may request an election to the Governor-General at any time before the end of their term. They are permitted to select an election date they believe might increase their chances of being re-elected.

(Source: Australian Parliament House, 2022)



# 10

## EPISODE TEN: 'SHALL NOT PASS'

Cat must unite opposing forces to bring down the insider and save Isabel's career, while her relationships with Isabel and Ollie hang in the balance.

1. Action Uprising leader Murphy Barnes holds incriminating information from a whistleblower: multiple mining projects have received government approval ahead of the release of a watered-down environment bill. Research and document what protection is given to whistle-blowers in Australia when they give evidence to the media.
2. Cat has obtained evidence that Deputy Prime Minister Tim Yeung worked with activist group, The Agitators, to push her mum out as Prime Minister. Drawing on the text threads that Georgina and Sadie printed on placards, create a new text message thread between Tim Yeung (a.k.a. Dark Coat) and The Agitators to expose their plans and motivations.
3. On his first day as Acting Prime Minister, Tim Yeung seeks to introduce a 'stripped' Enviro Bill which includes no green infrastructure or emission targets. What do you believe are essential inclusions for a federal environment policy that could truly achieve our 'brightest future' in sustainability? Document your ideas in a page of writing or a voice recording.
4. Imploring her to call off a planned protest and find another way to enact political change, Aunt Jacinta tells Cat that their family has survived the reign of dictators in Spain and in Chile. What is a dictatorship and how does it differ from a democracy? Research different forms of government and record your key findings.

# AUSTRALIAN CURRICULUM LINKS

## 1. Humanities and Social Sciences (HASS) / Civics and Citizenship

	HASS / Civics and Citizenship Knowledge and Understanding	HASS / Civics and Citizenship Skills
Year 7	<p><a href="#">AC9HC7K02</a> the characteristics of Australia’s democracy, including freedom of speech, association, assembly, religion and movement</p> <p><a href="#">AC9HC7K05</a> how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society</p>	<p><a href="#">AC9HC7S01</a> develop questions to investigate Australia’s political and legal systems, and contemporary civic issues</p> <p><a href="#">AC9HC7S02</a> locate, select and organise information, data and ideas from different sources</p> <p><a href="#">AC9HC7S03</a> analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges</p> <p><a href="#">AC9HC7S04</a> explain the methods or strategies related to making decisions about civic participation</p> <p><a href="#">AC9HC7S05</a> create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence</p>
Year 8	<p><a href="#">AC9HC8K01</a> how Australians are informed about and participate in democracy</p> <p><a href="#">AC9HC8K06</a> different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups</p>	<p><a href="#">AC9HC8S01</a> develop questions to investigate Australia’s political and legal systems, and contemporary civic issues</p> <p><a href="#">AC9HC8S03</a> analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges</p> <p><a href="#">AC9HC8S04</a> explain the methods or strategies related to making decisions about civic participation</p> <p><a href="#">AC9HC8S05</a> create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence</p>

Year 9	<p><a href="#">AC9HC9K05</a> how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship</p> <p><a href="#">AC9HC9K06</a> the influence of a range of media, including social media, in shaping identity and attitudes to diversity</p>	<p><a href="#">AC9HC9S01</a> develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues</p> <p><a href="#">AC9HC9S02</a> locate, select and compare information, data and ideas from a range of sources</p> <p><a href="#">AC9HC9S03</a> analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations</p> <p><a href="#">AC9HC9S04</a> evaluate the methods or strategies related to making decisions about civic participation</p> <p><a href="#">AC9HC9S05</a> create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence</p>
Year 10	<p><a href="#">AC9HC10K02</a> the Australian Government's role and responsibilities at a regional and global level</p>	<p><a href="#">AC9HC10S01</a> develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues</p> <p><a href="#">AC9HC10S02</a> locate, select and compare information, data and ideas from a range of sources</p> <p><a href="#">AC9HC10S03</a> analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations</p> <p><a href="#">AC9HC10S04</a> evaluate the methods or strategies and outcomes related to making decisions about civic participation</p> <p><a href="#">AC9HC10S05</a> create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence</p>

## 2. English

	English – Language	English – Literature	English – Literacy
Year 7	<p><a href="#">AC9E7LA01</a> understand how language expresses and creates personal and social identities</p> <p><a href="#">AC9E7LA02</a> recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources</p> <p><a href="#">AC9E7LA08</a> investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings</p>	<p><a href="#">AC9E7LE01</a> identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors</p> <p><a href="#">AC9E7LE02</a> form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others’ opinions and justifying a response</p> <p><a href="#">AC9E7LE03</a> explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts</p> <p><a href="#">AC9E7LE04</a> discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage</p> <p><a href="#">AC9E7LE05</a> identify and explain the ways that characters, settings and events combine to create meaning in narratives</p>	<p><a href="#">AC9E7LY01</a> explain the effect of current technology on reading, creating and responding to texts including media texts</p> <p><a href="#">AC9E7LY02</a> use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts</p> <p><a href="#">AC9E7LY03</a> analyse the ways in which language features shape meaning and vary according to audience and purpose</p> <p><a href="#">AC9E7LY05</a> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas</p> <p><a href="#">AC9E7LY06</a> plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical</p> <p><a href="#">AC9E7LY07</a> plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace</p>



[AC9E8LA01](#)

recognise how language shapes relationships and roles

[AC9E8LA03](#)

explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres

[AC9E8LA07](#)

investigate how visual texts use intertextual references to enhance and layer meaning

[AC9E8LA08](#)

identify and use vocabulary typical of academic texts

[AC9E8LE01](#)

explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world

[AC9E8LE02](#)

share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts

[AC9E8LE03](#)

explain how language and/or images in texts position readers to respond and form viewpoints

[AC9E8LE06](#)

create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

[AC9E8LY01](#)

identify how texts reflect contexts

[AC9E8LY03](#)

analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text

[AC9E8LY04](#)

analyse how authors organise ideas to develop and shape meaning

[AC9E8LY05](#)

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts

[AC9E8LY06](#)

plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical

[AC9E8LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 9	<p><a href="#">AC9E9LA01</a> recognise how language empowers relationships and roles</p> <p><a href="#">AC9E9LA03</a> examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination</p> <p><a href="#">AC9E9LA04</a> investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives</p>	<p><a href="#">AC9E9LE01</a> analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors</p> <p><a href="#">AC9E9LE02</a> present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text</p> <p><a href="#">AC9E9LE03</a> analyse how features of literary texts influence readers' preference for texts</p>	<p><a href="#">AC9E9LY01</a> analyse how representations of people, places, events and concepts reflect contexts</p> <p><a href="#">AC9E9LY02</a> listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts</p> <p><a href="#">AC9E9LY03</a> analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p>
	<p><a href="#">AC9E9LA07</a> analyse how symbols in still and moving images augment meaning</p>	<p><a href="#">AC9E9LE06</a> create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences</p>	<p><a href="#">AC9E9LY05</a> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts</p> <p><a href="#">AC9E9LY06</a> plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p>

[AC9E10LA02](#)

understand that language used to evaluate, implicitly or explicitly reveals an individual's values

[AC9E10LA03](#)

analyse text structures and language features and evaluate their effectiveness in achieving their purpose

[AC9E10LA05](#)

analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas

[AC9E10LA07](#)

evaluate the features of still and moving images, and the effects of those choices on representations

[AC9E10LE03](#)

analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response

[AC9E10LE04](#)

evaluate the social, moral or ethical positions represented in literature

[AC9E10LE06](#)

compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses

[AC9E10LE08](#)

create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences

[AC9E10LY01](#)

analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts

[AC9E10LY02](#)

listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts

[AC9E10LY03](#)

analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes

[AC9E10LY04](#)

analyse and evaluate how authors organise ideas in texts to achieve a purpose

[AC9E10LY06](#)

plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

[AC9E10LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

### 3. The Arts (Media Arts)

[AC9AMA8E01](#)

investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places and/or other contexts

Year 7 + 8

[AC9AMA8D02](#)

reflect on their own and others' media arts works and practices to inform choices they make during the production process

[AC9AMA8C01](#)

design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience

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[AC9AMA10E01](#)

investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices across cultures, times, places and/or other contexts

Year 9 + 10

[AC9AMA10D02](#)

reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process

[AC9AMA10C01](#)

design and structure media arts works that examine and communicate ideas, perspectives and/or meaning

# ACKNOWLEDGEMENTS

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Australian Children's Television Foundation

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Youth Consultant: Ahelee Rahman.



Australian Children's Television Foundation



Museum of Australian Democracy  
Old Parliament House