ALARM





**Definition.**

**A**

**L**earning

**A**nd

**R**esponding

**M**atrix

**So what is a matrix?**

It is simply an organisational structure system.

**What is ALARM?**

Alarm is an approach that teaches students to learn the content of their courses at the levels required by the HSC question verbs; describe, explain, as they measure learning in very specific ways.

Learning and Responding are two of the most important skills you will gain while you are at Wyndham. You do it in EVERY subject and EVERY task.

**What can I gain from ALARM?**

An understanding of the hierarchy of learning and responding skills.

**From**

Identifying and describing

*through*

**To**

The evaluation and appreciation of that understanding.

**How effective is it?**

Almost every subject in the HSC contains a written exam.

These exams ask different types of questions which require students to demonstrate not only what they know, but to apply that knowledge in a number of different ways.

**How does this apply to questions?**

**ALARM** teaches students how questions work.

This is important because not all questions require the same level of understanding or the same level of response.

To be effective in an exam, students need to know what level and type of response is required as well as the content.

**Types of questions**

* Name and define
* Describe
* Explain
* Analyse
* Critically analyse
* Evaluate

**Level 1 (Name & Define) is the simplest and level 6 (evaluate) is the most demanding.**

**ALARM in ENGLISH ADVANCED & STANDARD**

**Name and Define**

|  |  |  |
| --- | --- | --- |
|  | Words that direct you | Words/terms to use when responding |
| Name and define | * Identify * What * Select * Outline |  |

**Describe**

|  |  |  |
| --- | --- | --- |
|  | Words that direct you | Words/terms to use when responding |
| Describe | * Demonstrate understanding of * List features or attributes * Give * Present |  |

**Explain**

|  |  |  |
| --- | --- | --- |
|  | Words that direct you | Words/terms to use when responding |
| Explain | * Why * Provide a reason * Investigate * Cause and effect * Explain * Script |  |

**Analyse**

|  |  |  |
| --- | --- | --- |
|  | Words that direct you | Words/terms to use when responding |
| Analyse | * How - Create * What impact * Compare / Contrast * Develop * Explore * Analyse |  |

**Critically Analyse**

|  |  |  |
| --- | --- | --- |
|  | Words that direct you | Words/terms to use when responding |
| Critically Analyse | * Discuss - Represent * Comment on the significance * Explore the impact * Examine * Critique * Compare * Appreciate |  |

**Evaluate**

|  |  |  |
| --- | --- | --- |
|  | Words that direct you | Words/terms to use when responding |
| Evaluate | * To what extent * Express your ideas * How has your learning developed * Judgement * Justify * Comment | CONCLUSION: |

**Exercise**

**A mobile phone.**

Working in pairs, you have **five** minutes to complete the **ALARM** exercise of the mobile phone.

In pairs you will be using the **ALARM** framework to examine **TWO** mobile phones and ultimately come to the conclusion which mobile phone you prefer, based on a comparison and evaluation of the strengths and weakness of each.

You will use the table on the following page to assist you to complete the task

This activity is designed to help you become familiar with the steps in the **ALARM** framework, using an object that you are very familiar with.

|  |  |  |
| --- | --- | --- |
| **Learning Step** | **Question** | **Answer** |
| **Name and Define** | ***What is the name and model of each phone?***  ***Who is the manufacturer of each phone?*** | **Phone A** |
|  |
| **Phone B** |
|  |
| **Describe** | ***What does the phone look like?***  ***What are the key functions of each of the phone e.g. internet browsing,***  ***camera?*** | **Phone A** |
|  |
|  |
| **Phone B** |
|  |
|  |
| **Explain** | ***Explain the importance and use of each phone’s functions?*** | **Phone A** |
|  |
|  |
| **Phone B** |
|  |
|  |
| **Analyse** | ***How user-friendly are these functions? Does the phone effectively achieve its purpose?*** | **Phone A** |
|  |
|  |
| **Phone B** |
|  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Learning Step** | **Question** | **Answer** |
| **Critically Analyse** | ***Are these purposes beneficial? Do they really assist the user?*** | **Phone A** |
|  |
|  |
| **Phone B** |
|  |
|  |
| **Evaluate** | ***Does the phone really fulfil the needs of the purchaser? Are its various features relevant and appropriate or are most functions irrelevant?*** | **Phone A** |
|  |
|  |
|  |
| **Phone B** |
|  |
|  |
|  |
| **Critically Evaluate** | ***Which phone do you consider is most effective in meeting your needs? Why?*** |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| **Learning Step** | **Question** | **Answer** |
| **Topic Concept** | ***What features are most important in a mobile phone?*** |  |
|  |
|  |
|  |
| **Appreciate** | ***How can I use my knowledge in the future?*** |  |
|  |
|  |
|  |



# ALARM is the literacy framework that Wyndham is introducing across all subjects. It is designed to help you understand the learning and responding process and explore the different levels of thinking required. This will assist you to learn your content, understand the language of exams and produce comprehensive written responses. This will greatly aid your exam performance and the numerous questions you will need to answer.

|  |  |  |
| --- | --- | --- |
| ALARM STEPS FOR RESPONDING | HSC VERBS | |
| **TOPIC CONCEPT: Use first when responding.**   * The interrelationship between the components and the essential idea of topic. | | |
| **NAME AND DEFINE:**   * Components/elements/steps/stages of the topic or process. * Give a name and definition of EACH of these areas. * Identify. | **Clarify**  **Define**  **Identify**  **Recall**  **Recount**  **Summarise** | |
| **DESCRIBE:**   * What are the features/characteristics/properties to each compound/element? * Step/stage in the process. * Use examples and equations. | **Describe**  **Demonstrate**  **Distinguish** | **Extract**  **Outline**  **Classify** |
| **EXPLAIN THE SIGNIFICANCE**:   * What is the purpose/function of each stage/step? * What is its impact or effect? * What is the cause/effect of each feature? | **Apply**  **Explain**  **Examine**  **Account**  **What/Why** | |
| **ANALYSE:**   * Once the function/purpose or impact/effect is established, explain how and/or why the intentions are carried out. * How did it achieve its purpose and or impact/effect? * What is the relationship between the various components? | **Analyse**  **Interpret**  **Synthesise**  **How/Why**  **Predict** | |
| **CRITICALLY ANALYSE**:   * Explains the how and why of the positives/ advantages and negatives/ disadvantages of this effect. * How and why is it beneficial and/or harmful? | **Critically Analyse**  **Compare**  **Contrast**  **Discuss**  **Recommend** | |
| **EVALUATE**:   * To what extent is each component part successful, useful, and achieve its purpose? * To what extent is the impact/effect effective or valuable? * To what extent has it carried out its function or purpose? * Is it successful, in relation to set criteria? * By how much do the positives outweigh the negatives or vice versa? | **Construct**  **Deduce**  **Evaluate**  **Extrapolate**  **Investigate**  **Propose** | |
| **CRITICALLY EVALUATE:**   * Come to a final judgement. To what extent overall? * After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered. * To what extent is one more effective than another? * Were all the features/effects/impacts, the whole process, successful or effective? | **Critically Evaluate**  **Assess**  **Justify** | |
| **APPRECIATE:**   * Why is this understanding of the topic concept important for life? | **Appreciate** | |

|  |  |  |
| --- | --- | --- |
| **ALARM  SCAFFOLD FOR EXPLAIN QUESTIONS** BOS Definition: Relate cause and effect; make the relationships between things evident; provide why and/or how | | |
| **Name and Define**  Components/steps/stages of the topic or process.  Give a name and definition of EACH of these areas. | | |
| **Describe**  What are the features/characteristics?  Use examples. | | |
| **Explain the significance**  What is the purpose/function?  What is its impact or effect?  Relate cause/effect.  Why and/or how? | | |
| **Ways to write about Cause and Effect** | | |
| As a consequence of | As a result of | An effect of |
| Led to | Shaped by | Produced by |
| Influenced | Ramification of | Points towards |
| Encouraged | Caused by | Results in |
| Gave scope to | Influenced by | Created |
| Culminated in | Derived from | Engendered |
| An outcome of | Generated | A repercussion of |
| Provoked | Allowed | Stemmed from |
| Brought about | Contributed to | Conditions for |
| Sprang from | Gave rise to | Initiated |
| Inspired | A source of | Fostered |
| **Words to use when Writing Logical Causation** | | |
| Discloses | Indicates | Shows |
| Represents | Expresses | Exemplifies |
| Shows evidence of | Is an extension of | Culminates in |
| Realises | Translates as | Derives from |
| Reveals | Means | Symbolises |
| Reflects | Manifests | Engenders |
| Anticipates | Delivers | Highlights |

|  |
| --- |
| **ALARM  PARAGRAPH STRUCTURE FOR EVALUATION** |
| **EVALUATE**: ***Language you might use to write a higher order response.***   * The component was successful because... * The component was useful because... * The component achieved its purpose because... * The impact/effect was valuable because... * Its function or purpose was carried out because... * Its aim or goal was achieved because... * In relation to set criteria, the component was successful because... * The positives outweigh the negatives because.... * The value or quality of something is....   **CRITICALLY EVALUATE:**   * Come to a final judgement. The extent overall... * One component is more effective than another because.... * By comparing all the areas covered, it can be understood... * The whole process was successful... * The effects/impacts/results/outcomes are effective because... * Hence, therefore, consequently, as a result of, in conclusion... |
| **BOS verbs used in an evaluation response can include:**   * **Construct:** make; build; put together items or arguments * **Deduce:** draw conclusions * **Evaluate:** make a judgement based on criteria; determine the value of * **Critically Evaluate:** add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to evaluate. * **Extrapolate:** infer from what is known * **Investigate:** plan, inquire into and draw conclusions about * **Propose:** put forward (for example a point of view, idea, argument, suggestion) for consideration or action * **Assess:** Make a judgement of value, quality, outcomes, results or size * **Justify:** support an argument or conclusion |
| **PARAGRAPH STRUCTURE**  ALARM tells us to frame our argument/ideas using concept first. This helps to elevate students’ responses.  **S** tatement at conceptual level  **E** xplain the significance of the components/features and use evidence to support  **E** valuation by making a judgement  **R** eorientate towards the question, thesis and/or next paragraph |

|  |
| --- |
| **CONNECTIVE WORDS**  Connective words (conjunctions) are used to link parts of sentences and to link different sentences within evaluations. They develop and connect lines of argument. |

|  |  |  |  |
| --- | --- | --- | --- |
| **WORDS TO SHOW SEQUENCE AND TIME**   |  |  |  | | --- | --- | --- | | Firstly  Secondly  Finally/Lastly | Previously  On occasion  In the end | At this point  Meanwhile  Next | |

|  |  |  |  |
| --- | --- | --- | --- |
| **WORDS THAT SHOW ADDITION**   |  |  |  | | --- | --- | --- | | In addition  Furthermore  Whereas | Moreover  Besides  Not only | And  As well  Additionally | |

|  |  |  |  |
| --- | --- | --- | --- |
| **WORDS THAT TIE IN INTEXT REFERENCES OR EXPERT OPINIONS**   |  |  |  | | --- | --- | --- | | States  Reveals  Describes  Implies  Argues  Put forward | Outlines  Mentions  Infers  Predicts  Believes  Expresses the view | Suggests  Refers to  Distinguishes  Concludes  Advocates | |

|  |  |  |  |
| --- | --- | --- | --- |
| **WORDS THAT SHOW COMPARISON**   |  |  |  | | --- | --- | --- | | However  Whereas  On the other hand | Nevertheless  Alternatively  Rather | Instead  On the contrary  In other respects | |

|  |  |  |  |
| --- | --- | --- | --- |
| **WORDS WHICH INDICATE EXAMPLES, RESULTS OR THE SIGNIFICANCE OF SOMETHING**   |  |  |  | | --- | --- | --- | | For example  Including  Accordingly  Therefore  Indicates  Exemplifies  Shows evidence of  Manifests | For instance  These include  As a result of  Through  Shows that  Symbolises  In an extension of mirrors  As shown by | As exemplified by  Such as  Consequently  Discloses  Represents  Reflects  Means  Expresses | |

A Glossary of verbs

**Account**

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**

Identify components and the relationship between them; draw out and relate implications

**Apply**

Use, utilise, employ in a particular situation

**Appreciate**

Make a judgement about the value of

**Assess**

Make a judgement of value, quality, outcomes, results or size

**Calculate**

Ascertain/determine from given facts, figures or information

**Clarify**

Make clear or plain

**Classify**

Arrange or include in classes/categories

**Compare**

Show how things are similar or different

**Construct**

Make; build; put together items or arguments

**Contrast**

Show how things are different or opposite

**Critically (analyse/evaluate)**

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce**

Draw conclusions

**Define**

State meaning and identify essential qualities

**Demonstrate**

Show by example

**Describe**

Provide characteristics and features

**Discuss**

Identify issues and provide points for and/or against

**Distinguish**

Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**

Make a judgement based on criteria; determine the value of

**Examine**

Inquire into

**Explain**

Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**

Choose relevant and/or appropriate details

**Extrapolate**

Infer from what is known

**Identify**

Recognise and name

**Interpret**

Draw meaning from

**Investigate**

Plan, inquire into and draw conclusions about

**Justify**

Support an argument or conclusion

**Outline**

Sketch in general terms; indicate the main features of

**Predict**

Suggest what may happen based on available information

**Propose**

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**

Present remembered ideas, facts or experiences

**Recommend**

Provide reasons in favour

**Recount**

Retell a series of events

**Summarise**

Express, concisely, the relevant details

**Synthesise**

Putting together various elements to make a whole

**HSC Syllabus Glossary**

This glossary includes words and expressions that are used with particular reference in the syllabus.

**Aesthetic** Having an appreciation of beauty.

**affective** Relating to a thoughtful consideration and evaluation of emotions and

values associated with an idea or set of ideas.

**appropriated text** A text which has been taken from one context and translated into

another. The process of translation allows new insights into the original

text and emphasises contextual differences between the two.

**Assess** To establish the value of a particular idea or text.

**collaborative** An interactive approach to teamwork that enables students to **learning**

combine their individual skills and resources to generate creative

solutions to mutually defined problems.

**composing** The activity that occurs when students produce written, spoken, or visual

texts. Composing typically:

* involves the shaping and arrangement of textual elements to explore and express ideas
* and values
* involves the processes of imagining, drafting, appraising, reflecting and refining
* depends on knowledge and understanding and use of texts, their language forms,
* features and structures.

**Concept** A concept is an abstract idea derived or inferred from specific instances

or occurrences. In the context of an Area of Study, ‘concept’ typically

operates in and through language and text which enables ideas and

experiences to be organised and at the same time shapes meaning and

inferences.

**context** The range of personal, social, historical, cultural and workplace

conditions in which a text is responded to and composed.

**conventions** Accepted practices or features which help define textual forms and

meaning.

**creative thinking** The ability to think laterally and imaginatively looking at all sides of an

issue and devising interesting and imaginative solutions.

**critical thinking** The ability to think using hypothesis and deduction as a way to question,

interpret and draw conclusions.

**Culture** The social practices of a particular people or group, including shared

beliefs, values, knowledge, customs and lifestyle.

**elective** A unit of work, a text or group of texts, designed to deliver aspects of

course content chosen by teachers and students from a list prescribed by

the Board of Studies in accordance with syllabus requirements.

**electronic media** Media technology, such as television, the internet, radio, teletext and

email, that communicates with large numbers of people.

**evaluate** To estimate the worth of a text in a range of contexts and to justify that

estimation and its process.

**explore** To examine closely and experiment with texts.

**flexible thinking** The ability to change or adapt information and ideas to present a

different perspective or create something new.

**Genre** A category of text that can be recognised by specific aspects of its

subject matter, form and language.

**imaginative** The ability to think divergently, to generate original ideas by **thinking**

drawing on emotional and cognitive experiences.

**Interpretation** Explanation of meaning within the context of one’s own understanding.

**language forms** The symbolic patterns and conventions that shape meaning in **and**

**features** texts. These vary according to the particular mode or medium

of production of each text.

**language modes** Listening, speaking, reading, writing, viewing and representing. These

modes are often integrated and interdependent activities used in

responding to and composing texts. It is important to realise that: any

combination of the modes may be involved in responding to or

composing print, sound, visual or multimedia texts; and the refinement

of the skills of any one of the modes develops skills in the others.

Students need to build on their skills in all language modes.

**literacy** A synthesis of language, thinking and contextual practices through

which meaning is shaped. ‘Effective literacy is intrinsically purposeful,

flexible and dynamic’ (Dawkins, J*, Australia’s Language: The*

*Australian Literacy and Language Policy*, AGPS, 1991) and involves

interactions in a range of modes and through a variety of media.

**meaning** The dynamic relationship between text and responder involving

information (explicit and implicit), the affective and the contextual.

**meaning in and** This expression implies that meaning variously **through texts** • resides

in texts

* is a dynamic process through which responders engage with texts, and
* involves the incorporation of understanding gained through texts into a wider context.

**Medium** The physical form in which the text exists or through which the text is

conveyed.

**module** A component of a course in the syllabus. The modules in the HSC

courses contain prescribed electives and texts.

**paradigm** Organising principles and underlying beliefs that form the basis of a set

of shared concepts.

**perspective** A way of regarding situations, facts and texts and evaluating their

relative significance.

**popular culture** Cultural experiences widely enjoyed by members of various groups

within the community.

**recreating texts** Transforming texts to explore how changes in particular elements of a

text affect meaning.

**reflection** The thought process by which students develop an understanding and

appreciation of their own learning. This process draws on both

cognitive and affective experience.

**register** The use of language in a text appropriate for its purpose, audience and

context. A register suited to one kind of text may be inappropriate in

another.

**representation** The ways ideas are portrayed through texts.

**Representing** The language mode that involves composing images by means of

visual or other texts. These images and their meaning are composed

using codes and conventions. The term can include such activities as

graphically presenting the structure of a novel, making a film,

composing a web page, or enacting a dramatic text.

**responding** The activity that occurs when students read, listen to or view texts. It

encompasses the personal and intellectual connections a student makes

with texts. It also recognises that students and the texts to which they

respond exist in social and cultural contexts. ‘Responding’ typically

involves:

* reading, listening and viewing that depend on, but go beyond, the decoding of texts
* identifying, comprehending, selecting, articulating, imagining, critically analysing and

evaluating.

**structures of** The relationships of the different parts of a text to each other **texts** and

to the text as a complex whole.

**synthesis** The collecting and connecting of many specific elements or ideas from

various sources to form something new.

**systems of** Principles and processes which combine to allow people to **valuation**

ascribe value to texts.

**technology** The knowledge, tools and processes used to create the medium in

which the text exists or through which the text is conveyed.

**texts** Communications of meaning produced in any medium that

incorporates language, including sound, print, film, electronic and

multimedia representations. Texts include written, spoken, nonverbal

or visual communication of meaning. They may be extended unified

works or series of related pieces.

**textual integrity** The unity of a text; its coherent use of form and language to produce an

integrated whole in terms of meaning and value.

**value (verb)** To estimate or assign worth to a text; to consider something to have

worth.

**value (noun)** A quality desirable as a means or an end in itself.

`