



SAMPLE COURSE OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
ATAR YEAR 11

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Sample course outline

English as an Additional Language or Dialect – ATAR Year 11

Unit 1 – Ways of life

Week	Syllabus content	Assessment tasks
1	<p>Overview of course and expectations – course documents and school assessment policy</p> <p>Communication skills and strategies</p> <ul style="list-style-type: none"> seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> identifying linguistic and structural features of a range of more complex text types, including literary and transactional using strategies to reflect on and consolidate own learning <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate structure and content to communicate ideas and opinions for different purposes and audiences using paragraphing to organise and communicate main and supporting ideas <p>Language competencies</p> <p>Lexical</p> <ul style="list-style-type: none"> choosing vocabulary appropriate to purpose and audience <p>Grammatical</p> <ul style="list-style-type: none"> verb structures and tenses voice (active, passive) temporal conjunctions <p>Texts: 1–2 brief (auto)biographies or (auto)biographical extracts</p>	<p>Introductory writing (not assessed):</p> <p>Introducing myself</p> <p>Write a brief autobiography (family, interests, experiences, goals)</p>
1–4	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> using active listening strategies and working collaboratively with others <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts distinguishing between main ideas and supporting details and between fact and opinion defining some common SAE cultural references and implied meanings in texts selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts using strategies to reflect on and consolidate own learning <p>Language and textual analysis</p> <ul style="list-style-type: none"> identifying how different purposes and contexts influence language choices and meaning 	<p>Task 1: Response</p> <p>Read and view a range of texts related to the topic Ways of Life.</p> <p>(a) In response to two spoken texts, complete a listening comprehension task.</p> <p>(b) In response to two written texts and one visual text on this topic, complete a comprehension task with short answer questions and a synthesis question.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance describing the effect of register, style and tone on meaning explaining the effects of descriptive language and imagery in texts analysing how language reflects sociocultural constructions of age, gender, race and identity <p>Language competencies</p> <p>Lexical</p> <ul style="list-style-type: none"> gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary understanding and using formulaic and fixed expressions and collocations using discourse markers, for example, for showing cause and effect <p>Semantic</p> <ul style="list-style-type: none"> listening for gist, development of argument and specific content identifying inferred meanings in texts distinguishing between fact and opinion <p>Sociocultural</p> <ul style="list-style-type: none"> recognising some common cultural references recognising some irony, and how humour is created <p>Orthographic</p> <ul style="list-style-type: none"> all items listed <p>Texts: various visual and print texts related to the context Ways of Life.</p>	
5–8	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts defining some common SAE cultural references and implied meanings in texts using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension using strategies to reflect on and consolidate own learning <p>Language and textual analysis</p> <ul style="list-style-type: none"> identifying how different purposes and contexts influence language choices and meaning identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance describing the effect of register, style and tone on meaning explaining the effects of descriptive language and imagery in texts 	<p>Task 2: Written Production</p> <p>Read the novel <i>Red Dog</i> and view the film <i>The Sapphires</i>. Investigate how texts can inform readers and viewers about the culture of a country and the attitudes of its people. Write an in-class essay addressing the topic: <i>Texts can tell us a lot about the way of life in a country.</i></p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> analysing how language reflects sociocultural constructions of age, gender, race and identity <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate structure and content to communicate ideas and opinions for different purposes and audiences using paragraphing to organise and communicate main and supporting ideas using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences using description, characterisation, and direct and indirect speech using cohesive devices at sentence, paragraph and whole text level using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. <p>Language competencies</p> <p>Lexical</p> <ul style="list-style-type: none"> understanding and using metalanguage correctly using lexical chains to achieve cohesion <p>Grammatical</p> <ul style="list-style-type: none"> modality voice (active, passive) additive, comparative, temporal and consequential conjunctions <p>Semantic</p> <ul style="list-style-type: none"> understanding and using words appropriate to the different semantic fields of SAE <p>Sociocultural</p> <ul style="list-style-type: none"> identifying cultural variations in symbolism, classification and gender behaviours <p>Texts: film – <i>The Sapphires</i> (2012) directed by Wayne Blair; novel – <i>Red Dog</i> by Louis de Bernières</p>	
9–11	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts using active listening strategies and working collaboratively with others <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, 	<p>Task 3:</p> <p>Investigation – Part A</p> <p>Investigate an issue/topic related to Ways of Life and present a research proposal in an oral format.</p> <p>Choose a topic/issue to that you are interested in and formulate a specific idea or question to investigate.</p>

Week	Syllabus content	Assessment tasks
	<p>summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources</p> <ul style="list-style-type: none"> • using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension • using strategies to reflect on and consolidate own learning <p>Creating texts</p> <ul style="list-style-type: none"> • using appropriate structure and content to communicate ideas and opinions for different purposes and audiences • using digital, multimodal and print-based technologies • using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences • using cohesive devices at sentence, paragraph and whole text level • using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. <p>Language competencies</p> <p>Orthographic</p> <ul style="list-style-type: none"> • all items listed <p>Lexical</p> <ul style="list-style-type: none"> • choosing vocabulary appropriate to purpose and audience • using discourse markers, for example, for showing cause and effect • understanding and using collocations, idiomatic expressions and colloquialisms • understanding and using formulaic and fixed expressions and collocations <p>Grammatical</p> <ul style="list-style-type: none"> • nominalisation • clause and sentence structures • questioning (including rhetorical questioning) • direct and indirect speech <p>Semantic</p> <ul style="list-style-type: none"> • understanding and using words appropriate to the different semantic fields of SAE <p>Sociolinguistic</p> <ul style="list-style-type: none"> • experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Texts: various visual and print texts related to the topic</p>	<p>Your research proposal should present your idea or question and make a case for why your question is significant and what value it will bring.</p>

Week	Syllabus content	Assessment tasks
12–14	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding • using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches • understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance • understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts • using active listening strategies and working collaboratively with others <p>Language and textual analysis</p> <ul style="list-style-type: none"> • identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures • explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance • analysing how language reflects sociocultural constructions of age, gender, race and identity <p>Creating texts</p> <ul style="list-style-type: none"> • using appropriate structure and content to communicate ideas and opinions for different purposes and audiences • using digital, multimodal and print-based technologies • using description, characterisation, and direct and indirect speech • using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. <p>Language competencies</p> <p>Phonological</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal</p> <ul style="list-style-type: none"> • using culturally appropriate gestures and behaviours <p>Lexical</p> <ul style="list-style-type: none"> • using descriptive, rhetorical and persuasive language • choosing vocabulary appropriate to purpose and audience <p>Semantic</p> <ul style="list-style-type: none"> • identifying ambiguous or inappropriate communication • using appraisal to express engagement, attitude and gradation <p>Sociolinguistic</p> <ul style="list-style-type: none"> • all items listed 	<p>Task 4: Oral Production</p> <p>Explore the topic Ways of life.</p> <p>Participate in an interview conducted by your teacher. You will be given 5 minutes of preparation time to view an image and make notes related to focus questions, then you will participate in a 10 minute interview.</p>

Week	Syllabus content	Assessment tasks
	Sociocultural <ul style="list-style-type: none"> • using culturally accepted politeness conventions in listening, speaking and written protocols • understanding cultural differences in eye contact and personal space Texts: students' information/sources from Task 4	
Exam week	Practice and revision for examinations.	Task 5: Examination Semester 1 examination. A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.

Unit 2 – Making choices

Week	Syllabus content	Assessment tasks
1-4	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> listening, reading and viewing for specific purposes and content describing and classifying the form, medium and subject matter of texts explaining ideas, issues and arguments presented in non-fiction texts interpreting cultural references and implied meanings in texts using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas interpreting cultural references and implied meanings in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> using language to express judgement of an object, a process, or a performance explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising identifying how the selection of text structures and language features can influence an audience analysing how point of view shapes audience response explaining the effects of shifts in register, style and tone analysing connections between texts using metalanguage to express personal and critical responses to texts <p>Creating texts</p> <ul style="list-style-type: none"> using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language using persuasive, descriptive and emotive language as appropriate <p>Language competencies</p> <p>Lexical</p> <ul style="list-style-type: none"> using discourse markers, for example, for showing cause and effect <p>Semantic</p> <ul style="list-style-type: none"> using appraisal to express engagement, attitude and gradation <p>Grammatical</p> <ul style="list-style-type: none"> voice (active, passive) nominalisation clause and sentence structures verb structures and tenses use of correct subject-verb agreement <p>Sociolinguistic</p> <ul style="list-style-type: none"> questioning for clarification as needed <p>Sociocultural</p> <ul style="list-style-type: none"> using culturally accepted conventions in listening, speaking and written protocols <p>Texts: various visual and print texts related to the context Making Choices</p>	<p>Task 6: Response Read and view a range of texts related to the topic Making Choices. (a) In response to two spoken texts, complete a listening comprehension task. (b) In response to two written texts and one visual text on this topic, complete a comprehension task with short answer questions and a synthesis question.</p>
5-8	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> understanding common cultural references, conceptual metaphors and connotations <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> listening, reading and viewing for specific purposes and content 	<p>Task 7: Written production (a) View the film <i>Ride like a Girl</i> and read the novella <i>Black Cockatoo</i>.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts explaining ideas, issues and arguments presented in non-fiction texts interpreting cultural references and implied meanings in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> analysing how point of view shapes audience response explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising <p>Creating texts</p> <ul style="list-style-type: none"> using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language using a range of cohesive and structural devices using persuasive, descriptive and emotive language as appropriate experimenting with different registers and tones using research skills and strategies, including note-taking and note-making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses. <p>Language competencies</p> <p>Sociolinguistic</p> <ul style="list-style-type: none"> experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural</p> <ul style="list-style-type: none"> identifying register variations between familiar, semi-formal and some formal contexts recognising some common cultural references <p>Texts such as: film – <i>Ride like a Girl (2019)</i> directed by Rachel Griffiths; novel – <i>Black Cockatoo</i> by Carl Merrison and Hakea Hustler</p>	<p>Complete comprehension activities about the two texts.</p> <p>Write an in-class essay where you consider the choices faced by a person, or people, in at least one of the texts you have studied. You will need to discuss the impact of these choices with reference to the text(s) in your essay.</p>
9–11	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level understanding and using non-verbal cues in a range of formal and informal contexts understanding common cultural references, conceptual metaphors and connotations experimenting with register and tone to create rapport organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> explaining ideas, issues and arguments presented in non-fiction texts 	<p>Task 7: Written production</p> <p>(b) Produce a written speech for the topic to be delivered in task 8 (conducted in weeks 9-10).</p> <p>Task 8: Oral production</p> <p>Explore the topic Making Choices. Formulate an opinion/point of view on a particular</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> selecting information sources and synthesising information from these sources <p>Language and textual analysis</p> <ul style="list-style-type: none"> identifying how the selection of text structures and language features can influence an audience explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising explaining the effects of shifts in register, style and tone analysing how point of view shapes audience response analysing connections between texts explaining the visual features of texts and interpreting graphic representations of data using language to express judgement of an object, a process, or a performance using metalanguage to express personal and critical responses to texts <p>Language competencies</p> <p>Orthographic</p> <ul style="list-style-type: none"> using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks <p>Lexical</p> <ul style="list-style-type: none"> using discourse markers, for example, showing cause and effect <p>Grammatical</p> <ul style="list-style-type: none"> verb structures and tenses voice (active, passive) nominalisation <p>Semantic</p> <ul style="list-style-type: none"> distinguishing between fact and opinion understanding the SAE classification systems used in academic environments <p>Texts: model speeches; a range of print and electronic texts relevant to an individual topic related to Making Choices</p>	<p>aspect of this topic and prepare and deliver a persuasive speech for your peers.</p>
12–14	<p>Language and textual analysis</p> <ul style="list-style-type: none"> explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising analysing connections between texts explaining the visual features of texts and interpreting graphic representations of data using language to express judgement of an object, a process, or a performance using metalanguage to express personal and critical responses to texts <p>Creating texts</p> <ul style="list-style-type: none"> producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language 	<p>Task 3:</p> <p>Investigation – Part B</p> <p>Presentation of research of Unit 1 or 2 topic/issue in a written report, using appropriate conventions. Conduct research to address an idea or question you have formulated, using strategies for investigating and</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • using a range of cohesive and structural devices • using persuasive, descriptive and emotive language as appropriate • experimenting with different registers and tones • using research skills and strategies, including note-taking and note-making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses. <p>Language competencies</p> <p>Sociolinguistic</p> <ul style="list-style-type: none"> • understanding and using the language of persuasion <p>Sociocultural</p> <ul style="list-style-type: none"> • understanding cultural differences in eye contact and personal space <p>Texts: to be selected from materials used in preparation of the written report</p>	<p>synthesising information. You will then prepare a written report, following a specific structure and conventions.</p>
Exam week	Practice and revision for examinations.	<p>Task 9: Examination Semester 2 examination.</p> <p>A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.</p>