



## **SAMPLE COURSE OUTLINE**

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**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT  
ATAR YEAR 11**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts</li> <li>using strategies to reflect on and consolidate own learning</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>using paragraphing to organise and communicate main and supporting ideas</li> </ul> <p><b>Key language skills</b></p> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>choosing vocabulary appropriate to purpose and audience</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>verb structures and tenses</li> <li>voice (active, passive)</li> <li>temporal conjunctions</li> </ul> <p><b>Texts:</b> 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><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>using active listening strategies and working collaboratively with others</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts</li> <li>distinguishing between main ideas and supporting details and between fact and opinion</li> <li>defining some common SAE cultural references and implied meanings in texts</li> <li>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</li> <li>using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts</li> <li>using strategies to reflect on and consolidate own learning</li> </ul>	<p><b>Task 1: Response</b></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) (b) In response to two texts on this topic, complete a comprehension task with short answer questions and a synthesis question.</p>

Week	Syllabus content	Assessment tasks
	<p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>identifying how different purposes and contexts influence language choices and meaning</li> <li>identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures</li> <li>explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance</li> <li>describing the effect of register, style and tone on meaning</li> <li>explaining the effects of descriptive language and imagery in texts</li> <li>analysing how language reflects sociocultural constructions of age, gender, race and identity</li> </ul> <p><b>Key language skills</b></p> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary</li> <li>understanding and using formulaic and fixed expressions and collocations</li> <li>using discourse markers, for example, for showing cause and effect</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>listening for gist, development of argument and specific content</li> <li>identifying inferred meanings in texts</li> <li>distinguishing between fact and opinion</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>recognising some common cultural references</li> <li>recognising some irony, and how humour is created</li> </ul> <p>Orthographic competence</p> <ul style="list-style-type: none"> <li>all items listed</li> </ul> <p><b>Texts:</b> various visual and print texts related to the context Ways of Life.</p>	
5–8	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts</li> <li>defining some common SAE cultural references and implied meanings in texts</li> <li>using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension</li> <li>using strategies to reflect on and consolidate own learning</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>identifying how different purposes and contexts influence language choices and meaning</li> <li>identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures</li> </ul>	<p><b>Task 2: Written Production</b></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.</p> <p>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"> <li>explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance</li> <li>describing the effect of register, style and tone on meaning</li> <li>explaining the effects of descriptive language and imagery in texts</li> <li>analysing how language reflects sociocultural constructions of age, gender, race and identity</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>using paragraphing to organise and communicate main and supporting ideas</li> <li>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</li> <li>using description, characterisation, and direct and indirect speech</li> <li>using cohesive devices at sentence, paragraph and whole text level</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.</li> </ul> <p><b>Key language skills</b></p> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>understanding and using metalanguage correctly</li> <li>using lexical chains to achieve cohesion</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>modality</li> <li>voice (active, passive)</li> <li>additive, comparative, temporal and consequential conjunctions</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>understanding and using words appropriate to the different semantic fields of SAE</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>identifying cultural variations in symbolism, classification and gender behaviours</li> </ul> <p><b>Texts:</b> film – <i>The Sapphires</i> (2012) directed by Wayne Blair; novel – <i>Red Dog</i> by Louis de Bernières</p>	
9–11	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches</li> <li>understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance</li> </ul>	<p><b>Task 3: Investigation – Part A</b></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 that you are interested in and formulate a specific idea or question to investigate.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> <li>understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts</li> <li>using active listening strategies and working collaboratively with others</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension</li> <li>using strategies to reflect on and consolidate own learning</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>using digital, multimodal and print-based technologies</li> <li>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</li> <li>using cohesive devices at sentence, paragraph and whole text level</li> <li>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</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.</li> </ul> <p><b>Key language skills</b></p> <p>Orthographic</p> <ul style="list-style-type: none"> <li>all items listed</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>choosing vocabulary appropriate to purpose and audience</li> <li>using discourse markers, for example, for showing cause and effect</li> <li>understanding and using collocations, idiomatic expressions and colloquialisms</li> <li>understanding and using formulaic and fixed expressions and collocations</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>nominalisation</li> <li>clause and sentence structures</li> <li>questioning (including rhetorical questioning)</li> <li>direct and indirect speech</li> </ul>	<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
	<p>Semantic competence</p> <ul style="list-style-type: none"> <li>understanding and using words appropriate to the different semantic fields of SAE</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose</li> <li>identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)</li> </ul> <p><b>Texts:</b> various visual and print texts related to the topic</p>	
12–14	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches</li> <li>understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance</li> <li>understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts</li> <li>using active listening strategies and working collaboratively with others</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures</li> <li>explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance</li> <li>analysing how language reflects sociocultural constructions of age, gender, race and identity</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>using digital, multimodal and print-based technologies</li> <li>using description, characterisation, and direct and indirect speech</li> <li>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</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.</li> </ul> <p><b>Key language skills</b></p> <p>Phonological features</p> <ul style="list-style-type: none"> <li>pronunciation, stress, rhythm, intonation and pitch for emphasis</li> <li>phonemes and morphemes</li> </ul>	<p><b>Task 4: Oral Production</b></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
	<p>Non-verbal language features</p> <ul style="list-style-type: none"> <li>• using culturally appropriate gestures and behaviours</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>• using descriptive, rhetorical and persuasive language</li> <li>• choosing vocabulary appropriate to purpose and audience</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>• identifying ambiguous or inappropriate communication</li> <li>• using appraisal to express engagement, attitude and gradation</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>• all items listed</li> </ul> <p>Sociocultural understanding and skills</p> <ul style="list-style-type: none"> <li>• using culturally accepted politeness conventions in listening, speaking and written protocols</li> <li>• understanding cultural differences in eye contact and personal space</li> </ul> <p><b>Texts:</b> students' information/sources from Task 4</p>	
Exam week	Practice and revision for examinations.	<p><b>Task 5: Written Examination</b> Semester 1 written examination.</p> <p>A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.</p>

## Unit 2 – Making choices

Week	Syllabus content	Assessment tasks
1–4	<p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>listening, reading and viewing for specific purposes and content</li> <li>describing and classifying the form, medium and subject matter of texts</li> <li>explaining ideas, issues and arguments presented in non-fiction texts</li> <li>interpreting cultural references and implied meanings in texts</li> <li>using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas</li> <li>interpreting cultural references and implied meanings in texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>using language to express judgement of an object, a process, or a performance</li> <li>explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</li> <li>identifying how the selection of text structures and language features can influence an audience</li> <li>analysing how point of view shapes audience response</li> <li>explaining the effects of shifts in register, style and tone</li> <li>analysing connections between texts</li> <li>using metalanguage to express personal and critical responses to texts</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language</li> <li>using persuasive, descriptive and emotive language as appropriate</li> </ul> <p><b>Key language skills</b></p> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>using discourse markers, for example, for showing cause and effect</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>using appraisal to express engagement, attitude and gradation</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>voice (active, passive)</li> <li>nominalisation</li> <li>clause and sentence structures</li> <li>verb structures and tenses</li> <li>use of correct subject-verb agreement</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>questioning for clarification as needed</li> </ul> <p>Sociocultural understanding and skills</p> <ul style="list-style-type: none"> <li>using culturally accepted conventions in listening, speaking and written protocols</li> </ul> <p><b>Texts:</b> various visual and print texts related to the context Making Choices</p>	<p><b>Task 6: Response</b></p> <p>Read and view a range of texts related to the topic Making Choices.</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
5–8	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>understanding common cultural references, conceptual metaphors and connotations</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>analysing how point of view shapes audience response</li> <li>explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language</li> <li>using a range of cohesive and structural devices</li> <li>using persuasive, descriptive and emotive language as appropriate</li> <li>experimenting with different registers and tones</li> <li>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</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses.</li> </ul> <p><b>Key language skills</b></p> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose</li> <li>identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)</li> </ul> <p>Sociocultural understanding and skills</p> <ul style="list-style-type: none"> <li>identifying register variations between familiar, semi-formal and some formal contexts</li> <li>recognising some common cultural references</li> </ul>	<p><b>Task 7: Written production</b></p> <p>Explore the topic Making Choices.</p> <p>Formulate an opinion/point of view on a particular aspect of this topic then write a speech to persuade an audience of your opinion/point of view.</p>
9–11	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level</li> <li>understanding and using non-verbal cues in a range of formal and informal contexts</li> <li>understanding common cultural references, conceptual metaphors and connotations</li> <li>experimenting with register and tone to create rapport</li> <li>organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>listening, reading and viewing for specific purposes and content</li> <li>describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts</li> <li>explaining ideas, issues and arguments presented in non-fiction texts</li> </ul>	<p><b>Task 8: Oral production</b></p> <p>Explore the topic Making Choices through a range of documentaries on social and environmental issues, such as climate change, sustainability, expression of identity, freedom of choice and poverty. Choose an issue that interests you and prepare and deliver a speech encouraging action on that issue.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> <li>interpreting cultural references and implied meanings in texts</li> <li>explaining ideas, issues and arguments presented in non-fiction texts</li> <li>selecting information sources and synthesising information from these sources</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>identifying how the selection of text structures and language features can influence an audience</li> <li>explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</li> <li>explaining the effects of shifts in register, style and tone</li> <li>analysing how point of view shapes audience response</li> <li>analysing connections between texts</li> <li>explaining the visual features of texts and interpreting graphic representations of data</li> <li>using language to express judgement of an object, a process, or a performance</li> <li>using metalanguage to express personal and critical responses to texts</li> </ul> <p><b>Key language skills</b></p> <p>Orthographic competence</p> <ul style="list-style-type: none"> <li>using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>using discourse markers, for example, showing cause and effect</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>verb structures and tenses</li> <li>voice (active, passive)</li> <li>nominalisation</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>distinguishing between fact and opinion</li> <li>understanding the SAE classification systems used in academic environments</li> </ul> <p><b>Texts:</b> model speeches; a range of print and electronic texts relevant to an individual topic related to Making Choices</p>	
12–14	<p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</li> <li>analysing connections between texts</li> <li>explaining the visual features of texts and interpreting graphic representations of data</li> <li>using language to express judgement of an object, a process, or a performance</li> <li>using metalanguage to express personal and critical responses to texts</li> </ul>	<p><b>Task 3: Investigation – Part B</b></p> <p>Presentation of research of Unit 1 or 2 topic/issue in a written report, using appropriate conventions.</p> <p>Conduct research to address an idea or question you have formulated, using strategies for investigating and synthesising</p>

Week	Syllabus content	Assessment tasks
	<p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language</li> <li>using a range of cohesive and structural devices</li> <li>using persuasive, descriptive and emotive language as appropriate</li> <li>experimenting with different registers and tones</li> <li>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</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses.</li> </ul> <p><b>Key language skills</b></p> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>understanding and using the language of persuasion</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>understanding cultural differences in eye contact and personal space</li> </ul> <p><b>Texts:</b> to be selected from materials used in preparation of the written report</p>	<p>information. You will then prepare a written report, following a specific structure and conventions.</p>
Exam week	Practice and revision for examinations.	<p><b>Task 9: Written Examination</b></p> <p>Semester 2 written examination.</p> <p>A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.</p>