



SAMPLE COURSE OUTLINE

ENGLISH
FOUNDATION YEAR 11
EIGHT-TASK MODEL

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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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

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How to use this document

Background to the Eight-Task Model

The Board of the School Curriculum and Standards Authority (the Authority) has introduced an Eight-Task (maximum) Model for all courses as part of the Authority's syllabus review process. The intent of the Eight-Task (maximum) Model is to ensure that the Authority's assessment requirements do not generate workloads and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

The Eight-Task (maximum) Model is not mandated until a course has a syllabus review, and as English hasn't undergone a review and isn't scheduled for one yet, the eight-task maximum is not compulsory in English courses.

Although the English and Literature courses have not yet had syllabus reviews, the Eight-Task Models not only provide exemplars for future change but can also be used for present courses to aid student wellbeing. The intention is to improve the balance between learning and assessment. Therefore, the Eight-Task Models for English include a reduction (to eight) in the maximum number of summative assessments required and an increased emphasis on formative activities. The formative activities and the texts listed in these models are suggestions only.

Advice on use of texts in educational settings

Teachers use their professional judgement when selecting texts to use in their teaching and learning programs. They base their decisions on the requirements of the Western Australian curriculum, student data, the needs of their students and proposed learning intentions and success criteria.

When using texts in the classroom, teachers are also required to:

- conform with relevant legal requirements and the Department of Education policies
- address duty of care responsibilities
- meet copyright requirements
- adhere to the requirements of classification categories.

Parent or guardian permission should be sought when showing a publication, film, video or computer game that has a PG or M classification to students under 15 years of age. Texts classified MA 15+ may not be shown to any students without parental consent, and allowances must be made in case of withdrawal. For further information, see the Department of Education policy on *Use of Texts in Educational Settings* at <https://www.education.wa.edu.au/web/policies/-/use-of-texts-in-educational-settings>.

Schools may develop proformas for advising parents or guardians and/or seeking permission for their child to view or use a particular text, or texts, with a specific classification category.

A note on the column 'Formative activities, resources, texts': This column is not required by the Authority. It has been included to support educators who are first engaging with the Eight-Task Model construct.

Sample course outline

English – Foundation Year 11

Semester 1

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
Introduction Week 1	Read and discuss the syllabus, its rationale, how it is structured and organised, and its relationship to OLNA and to graduation.	Provide an overview of all the content.	
<p>Module Novel study – social issues through stories</p> <p>Contexts Literacy for learning; Literacy for community participation</p> <p>Weeks 2–5</p>	<ul style="list-style-type: none"> Explore the elements of a novel: genre, setting, character, plot, themes and style. Have students complete pre-reading comprehension tasks related to the author and the novel’s context. Read and explore a range of social issues through close reading of a novel. Identify and explore ideas and viewpoints about events, issues and people represented in texts drawn from the novel’s historical, social and cultural contexts. Investigate vocabulary typical of the chosen novel. Have students complete comprehension questions and activities while reading/listening to the novel. Explain the terms ‘audience’ and ‘purpose’, then examine the author’s purpose and intended audience. Have students create a graphic brainstorm of the themes and social issues explored in the novel. Make personal connections to content and characters by linking the novel’s themes to current issues and dominant values seen in the local community or school community; for example, have students write a series of texts between themselves and one of the characters. 	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use language, including appropriate spelling, punctuation and grammar how and when to use punctuation how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. how to shape language for particular purposes and audiences how to brainstorm ideas, for example, by using mindmaps 	<p>Task 1 – Letter to local council or MP Writing 10% (Set Week 2, due Week 5)</p> <p>You are to write an informed letter to your local council or Member of Parliament (MP) on a social issue seen in your local or school community.</p> <ol style="list-style-type: none"> Choose a social issue seen in the studied novel, e.g. racial discrimination, cyberbullying, climate change, overuse of plastic, substance abuse. Research the prevalence of this issue in your local or school community. Produce a letter for your local council or MP. Imagine it is to be read out at an upcoming public meeting on this social issue. The purpose of the letter is to: <ul style="list-style-type: none"> explain the issue to your community

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	<ul style="list-style-type: none"> Have students conduct research on a social issue seen in the novel and in the local or school community. Focus on employing ethical research practices: <ul style="list-style-type: none"> finding a wide range of trustworthy sources (written and visual texts) citing sources accurately paraphrasing findings (avoiding plagiarism). Have students combine research and opinion to summarise their findings using a given paragraph structure; for example, PEEL (Point, Evidence, Explain, Link). Revise the conventions of a letter (text structure and language features). Analyse examples of letters on social issues that have assisted in creating change; for example: <ul style="list-style-type: none"> Martin Luther King Jr’s ‘Letter from Birmingham Jail’ letters from Letters to the Next President 2.0, letters2president.org #ChangeTheDate letters. Rewrite a given poorly written letter. Reinforce techniques for planning (e.g. using templates), drafting and editing. Formative activity: write an email to the author of the novel discussing your findings. <p>Suggested novels</p> <ul style="list-style-type: none"> <i>Destroying Avalon</i>, Kate McCaffrey <i>Deadly Unna?</i>, Phillip Gwynne <i>Fighting Rubeen Wolfe</i>, Marcus Zusak <p>Other resources</p> <ul style="list-style-type: none"> Audiobooks of chosen novels A wide variety of letters/emails asking government authorities for social change. 	<ul style="list-style-type: none"> why a particular form is appropriate, for example, a weekly column instead of a feature article how to use the conventions of a particular form, for example, the sports article how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others <p>Literacy skills: L1, L3, L4, L5, L6, L7, L8. Numeracy skills: N1, N5</p>	<ul style="list-style-type: none"> persuade your audience to take specific actions such as a petition, an awareness campaign, education, or organisation of a practical initiative. <p>4. Edit your letter using editing strategies (e.g. using a checklist), including having another student edit and mark your work against the criteria.</p>

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
<p>Module Novel study – relationships through stories</p> <p>Context Literacy for learning</p> <p>Weeks 5–8</p>	<ul style="list-style-type: none"> Explain the elements of direct and indirect characterisation; for example, STEAL (Speech, Thoughts, Effect, Actions, Looks) or SAAO (Speech, Action, Appearance, Others’ opinions). Have students use retrieval charts to collect information on the novel’s characters. Create a character analysis using a graphic framework with focus on character development. Formative activity: use a platform such as Prezi or Canva to create a digital graphic showing character relationships. Formative activity: make personal connections to content and characters; for example: <ul style="list-style-type: none"> students pretend they are one of the characters, pick a moment in the plot and create a series of Instagram posts or tweets students write a letter from themselves to a character (or vice versa) students write a diary entry in character dated 30 years after the end of the novel. Revise conventions of a script (text structure and language features). Analyse script extracts that feature social gatherings; for example, <i>Family Dinner Script</i> by The Young Theatre Company. View and discuss family dinner scenes in popular television shows and films; for example, <i>The Big Bang Theory</i>, <i>The Family Law</i>, <i>Meet the Parents</i> and <i>Whiplash</i>. As a class, undertake oral communication and performance activities. 	<p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> how to use the spoken language conventions of a particular form how to use spoken language techniques for particular purposes and audiences how to listen attentively and purposefully how to promote values and attitudes how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts <p>Literacy skills: L2, L5, L7, L9</p>	<p>Task 2 – Family dinner (role play) Oral communication 15% (Set Week 5, due Week 8)</p> <p>In groups of two to four, plan and present a role play featuring a family dinner at the house of one of the characters from the studied novel. You may choose an alternative social/family gathering (e.g. a wedding or funeral) instead of a family dinner.</p> <p>Each student must take the role of one character and write at least ten lines of dialogue for that character.</p> <p>Your dialogue must capture the personality and opinions of your chosen character. Aim to speak and move (using body language) as your character would speak and move.</p> <ol style="list-style-type: none"> Brainstorm the kinds of things each character would talk/argue about and create a mindmap of the ideas. Decide how each character would react to the other characters. Create a detailed script which includes stage directions. Make sure that every member of your group has a copy of the script. Draw and label a layout of the set design. Decide on and collect the props and costumes.

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
			7. Practise the role play so that you can remember your lines easily and react to other characters' lines appropriately.
<p>Module The reality of work</p> <p>Context Literacy for work</p> <p>Weeks 9–10</p>	<ul style="list-style-type: none"> • Take notes about visual text conventions in reality television shows. • Practise paragraph structure. • Revise editing techniques. • Discuss the art of character analysis. • Watch reality television shows depicting a range of professions. • Read fictional texts depicting professions for comparison. 	<p>When reading texts, students learn</p> <ul style="list-style-type: none"> • how texts work • why texts use a particular form • how texts use the conventions of a particular form • how texts use language for particular purposes • how texts promote values and attitudes, for example, how people are represented in texts • how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution • how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer <p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar 	<p>Task 3 – Three-paragraph response Reading 10% (Set Week 9, due Week 10)</p> <p>You are to write a response to a reality television show studied in class. In the first paragraph, explain how relevant techniques and generic conventions relate to a character from the show. Then discuss how you are positioned to respond to the character.</p> <p>In a second paragraph, discuss how the specific profession of the character is represented in the show.</p> <p>In a third paragraph, discuss how another person might have a different opinion about the character and their profession.</p>

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		<ul style="list-style-type: none"> • how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations • how and when to use punctuation • how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report • how to reflect on the strengths and weaknesses of texts created • how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs <p>Literacy skills: L1, L2, L3, L5, L6, L7, L8, L9, L10, L11</p>	

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
<p>Module Reality television – behaviour in the workplace</p> <p>Context Literacy for work Weeks 11–13</p>	<ul style="list-style-type: none"> Explore the elements of reality television. View a range of clips from reality television programs showing appropriate practices in the workplace, covering the perspectives of employees, employers and customers. Locate relevant job descriptions that match those of the employees in the shows, and compare the role to the reality. Revise the term ‘tone’. View a range of television segments showing inappropriate practices in the workplace, covering the perspectives of employees, employers and customers. Formative activity: undertake a close analysis of a scene (including identifying tone), analyse the characters’ inappropriate behaviour, and then rewrite/perform a corrected version. Formative activity: work collaboratively to create an infographic/pamphlet about appropriate behaviour in the workplace. Revise the structure and language conventions of a variety of text types relevant to the assessment task. Formative activity: respond to a customer complaint email and/or write a customer complaint email. <p>Suggested reality television shows with workplace settings</p> <ul style="list-style-type: none"> <i>Undercover Boss</i>, 2010–present <i>Border Security: Australia’s Front Line</i>, 2004–present <i>Mystery Diners</i>, 2011–present <i>Bondi Rescue</i>, 2006–present <i>Cops</i>, 1989–present <i>Below Deck</i>, 2013–present <i>Deadliest Catch</i>, 2005–present <i>Ice Road Truckers</i>, 2007–2017 	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use language, including appropriate spelling, punctuation and grammar how to shape language for particular purposes and audiences why a particular form is appropriate of a particular form how to promote values and attitudes, for example, challenging the reader’s values versus imposing the writer’s values how to reflect on the strengths and weaknesses of texts created how texts can be interpreted in different ways <p>Literacy skills: L1, L2, L3, L4, L6, L7, L8</p>	<p>Task 4 – Audiences in the workplace (response to a scenario) Writing 10% (Set Week 11, due Week 13)</p> <p>You will be given a detailed scenario of an incident involving two parties in a workplace. *</p> <p>You are to write two responses to the given scenario: a response for each of the two parties involved in the incident. Each response must contain at least ten sentences.</p> <p>Your responses can be in the form of:</p> <ul style="list-style-type: none"> face-to-face conversations or phone calls (written in the form of scripts, including information about how the people are saying their words and any actions they might perform) emails letters social media posts press releases. <p>After each response, you must identify and explain the tone you chose to use by writing:</p> <ul style="list-style-type: none"> a sentence identifying the tone that you used a sentence explaining why you used that tone

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>Suggested satirical television shows with workplace settings</p> <ul style="list-style-type: none"> • <i>The IT Crowd</i>, 2006–2013 • <i>The Office</i>, 2005–2013 • <i>30 Rock</i>, 2006–2013 		<ul style="list-style-type: none"> • a sentence explaining which words/phrases/punctuation in your response create that tone and how they do this. <p>Teacher’s note: for example, it is 9 am on Christmas Eve and Woolworths has run out of ice cream due to a number of employee blunders. Your responses should reflect your role as the duty manager at the time.</p>
<p>Module Life as we know it</p> <p>Contexts Literacy for community participation; Literacy for everyday personal contexts; Literacy for learning</p> <p>Weeks 14, 16–18</p>	<ul style="list-style-type: none"> • Practise close reading of model texts. • Analyse the language and structure in sample texts. • Practise the use of pronouns. • Practise the use of tenses. • Model life mapping of an autobiography subject. • Practise paragraph structure. • Revise editing techniques. • Engage in a Socratic seminar/discussion about subjects of biographies/autobiographies. <p>Resources</p> <ul style="list-style-type: none"> • Extended biographical texts • Extracts of biographical/autobiographical texts • Extracts of documentary footage of subject 	<p>When reading texts, students learn</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • why texts use a particular form • how texts use the conventions of a particular form • how texts use language for particular purposes and audiences • how texts promote values and attitudes • how to discuss what has been learned about how texts work • how texts can be interpreted in different ways <p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to spell and pronounce words effectively • how and when to use punctuation <p>Literacy skills: L1, L2, L3, L5, L6, L7, L8, L9</p>	<p>Task 5 – Biographies compared: a five-paragraph response Reading 10% (Set Week 14, due Week 18)</p> <p>You are to write a five-paragraph response comparing your life with the life of someone whose biography/autobiography you have studied.</p> <p>Structure the response in the following way:</p> <ul style="list-style-type: none"> • two paragraphs comparing yourself with the subject of a biographical or autobiographical text studied in class • two paragraphs explaining what ‘life lessons’ you can take from reading about the subject’s experiences • a final paragraph explaining how other students might interpret the text in a different way from your own interpretation.

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
<p>Module Writing a memoir</p> <p>Contexts Literacy for everyday personal contexts; Literacy for learning; Literacy for community participation</p> <p>Weeks 19–22</p>	<ul style="list-style-type: none"> Engage in close reading of model texts to learn the difference between memoir and biography. Analyse the language and structure in sample texts. Practise writing short autobiographical episodes. Revise the use of pronouns. Revise narrative structure elements: exposition, rising action, climax, falling action, resolution. Revise editing techniques. <p>Suggested memoirs</p> <ul style="list-style-type: none"> <i>Going Solo</i>, Roald Dahl <i>The Happiest Refugee</i>, Anh Do <i>Unreliable Memoirs</i>, Clive James <i>Mud, Sweat and Tears</i>, Bear Grylls 	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use language, including appropriate spelling, punctuation and grammar how to shape language for particular purposes and audiences how to brainstorm ideas how to shape or structure a text to make it work why a particular form is appropriate how to use the conventions of a particular form how and when to use punctuation how to learn and use concepts of English grammar <p>Literacy skills: L1, L2, L3, L6, L7, L8, L10, L11</p>	<p>Task 6 – Write a memoir Writing 10% (Set Week 19, due Week 22)</p> <p>You are to plan, draft and write a memoir based on a specific event in your life. The description of the event should establish the values and/or attitudes held by you at the time.</p> <p>The memoir should be 300–500 words in length.</p>
<p>Module Exploring the world</p> <p>Contexts Literacy for community participation; Literacy for everyday personal contexts; Literacy for learning</p> <p>Weeks 23–26</p>	<ul style="list-style-type: none"> View and discuss an assortment of travel vlogs. Conduct paired activities summarising key strengths, weaknesses and techniques used in teacher-provided travel pamphlets. Take a ‘schoolground ramble’ – a teacher-guided exploration of the school campus, taking note of ‘points of interest’ – which might be converted into a guided walking tour of the school. Create a class-designed model based upon information gathered from around the school. This could be group work leading into board work. Gather, by way of online research, extra information on the chosen location for Task 7. 	<p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework why a particular form is appropriate, for example, a speech instead of a monologue how to use the spoken language conventions of a particular form, for example, a panel discussion or debate how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis 	<p>Task 7 – Travel pamphlet presentation or travel vlog: walk my world Oral communication 15% (Set Week 23, due Week 26)</p> <p>You are to conceive, plan, create and present either a fold-out travel pamphlet (of the sort that can be found in most tourist centres around Western Australia) or a digitally recorded travel vlog for a walking tour.</p> <p>The pamphlet or vlog must detail a 10-stop travel itinerary of points of interest in an area of your choosing. The area should not be too broad a zone and</p>

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
		<ul style="list-style-type: none"> • how to listen attentively and purposefully, for example, active listening techniques • how to promote values and attitudes, for example, the implicit versus the explicit • how to use language, including appropriate spelling, punctuation and grammar • how and when to use punctuation: in particular, capital letters, lower case letters, commas, semi-colons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses <p>Literacy skills: L1, L2, L3, L6, L7, L8, L9, L10, L11</p> <p>Numeracy skill: N1</p>	<p>should be traversable on foot or by mobility device.</p> <p>Each stop on the tour should include a visual representation of the location and some brief commentary detailing the unique qualities of the spot and what the traveller can expect to see and do upon their visit.</p> <p>The final submission of the pamphlet or vlog must include:</p> <ul style="list-style-type: none"> • ten points of interest, each with accompanying visuals and a paragraphed or spoken description/explanation • a visual representation summarising the route taken (a map, for example) • an 'about the creator' blurb to build author credibility with the audience • an oral presentation, either recorded (in the case of a vlog submission) or a spoken pitch (in the case of a pamphlet).

Module, context and week	Formative activities, resources, texts	Syllabus content	Assessment tasks
<p>Module Exploring the world</p> <p>Contexts Literacy for community participation; Literacy for everyday personal contexts; Literacy for learning</p> <p>Weeks 27–30</p>	<ul style="list-style-type: none"> • Provide research time on computers. • Use graphic organisers to collect information from: <ul style="list-style-type: none"> ▪ travel websites ▪ restaurant websites ▪ tourist guides ▪ currency conversion tools. • Engage in pre-writing Q&A with a partner (to clarify any points of interest or factors that may have been overlooked). • View and discuss various travel vlog videos. • Analyse travel brochures (linked back to previous task). • Create journal entries about past family trips. 	<p>When reading texts, students learn</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • why texts use a particular form, for example, how a news article differs from a feature article • how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image <p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to shape or structure a text to make it work, for example, by creating a framework • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase <p>Literacy skills: L1, L2, L3, L6, L7, L8, L9, L10, L11</p> <p>Numeracy skills: N1, N2, N3, N4, N5</p>	<p>Task 8 – Research report: future travel itinerary Reading 15% Writing 5% (Set Week 27, due Week 30)</p> <p>You are to research, plan and budget a multiple-day travel itinerary, including meals, accommodation and sightseeing, to a world destination of your choice for yourself and one companion. Create a research report outlining your travel plans.</p> <ul style="list-style-type: none"> • To complete the research report, create the following: • a research planner for the trip (using the templates provided for note-taking) • a detailed daily budget breakdown (presented as a chart) • a proposed daily itinerary (written in paragraph form with subheadings).