



SAMPLE COURSE OUTLINE

ENGLISH

FOUNDATION YEAR 12

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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How to use this document

Combined course classes

The preference of the School Curriculum and Standards Authority (the Authority) is that, ideally, courses should be taught separately rather than delivered alongside other courses in the same classroom at the same time. However, the Authority does not have any policy rules that preclude schools from teaching combined course classes. Where courses are combined, the expectation is that the discrete content of each course and the assessment requirements for each course must still be met.

This document is designed for schools that are delivering English General and Foundation in the same classroom. The students will complete the same modules of work (e.g. documentary study) but the course outlines, assessment outlines and assessment tasks are tailored to the different courses and units. Teaching will also need to be differentiated for the relevant cohorts and students. The accompanying English General documents can be found under the Support Materials tab on the English General page.

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 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. Text 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 12

Units 3 and 4

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
Introduction Week 1	All content will be discussed.	Read and discuss the syllabus, its rationale, how it is structured and organised, and its relationship to OLNA and to graduation.	
Context: Literacy for work Module: Occupation and career development Weeks 2–5	<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: 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 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, 	<ul style="list-style-type: none"> Have students prepare job applications for part-time employment, e.g. KFC, Spotlight, Kmart. Have students conduct an online job search for a range of occupations of interest to them. Have students write a cover letter formatted for possible future employment. The letter could be targeted at a particular company, inquiring about an apprenticeship, a cover letter for chosen career, or for a part-time position. The aim is to write a letter that caters for the individual student's needs, so the purpose of the letter might vary from student to student. Have students write responses to a set of selection criteria using the Situation/Action/Outcome model for a mock scenario. Have students create a résumé for their intended audience. Organise guest speakers from a range of industries. Have students fill out online career surveys. 	<p>Task 1 – Becoming job ready! Prepare a tailored cover letter and résumé Writing 10% (Set Week 2, due Week 5)</p> <p>As you near the end of school life you will be asked a lot of questions about what occupations interest you. You may already have an idea of what you want to do when you leave school. Or you could have no idea, and that's OK. This unit of work has been designed to help you consider your options as you prepare for your future.</p> <p>The focus of this task is to prepare a tailored cover letter and résumé that will assist you on your chosen pathway.</p> <p>Use your research and follow the style of models you have found on the internet. Try to combine information about what you have to offer an employer with some sense of your passionate interest in that type of work and where you think it might lead in the future.</p>

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
	<p>pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice.</p> <ul style="list-style-type: none"> • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • 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 <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8.</p>	<p>Resources</p> <ul style="list-style-type: none"> • KFC – Love KFC? Why not get paid to work here? https://careers.kfc.com.au/ • McDonald’s – Join Our Crew https://careers.mcdonalds.com.au/ • Seek – Job Search https://www.seek.com.au • Indeed – Find jobs https://au.indeed.com • Government of Western Australia – WA Jobs and Workforce Hub https://jobs.wa.gov.au/ • Government of Western Australia Department of Training and Workforce Development – Jobs & Skills WA https://www.jobsandskills.wa.gov.au • Youth Central – Jobs and careers https://www.youthcentral.vic.gov.au/jobs-and-careers • VIA Institute on Character – The VIA Character Strengths Survey https://www.viacharacter.org/survey/account/register 	<p>Please note: Task 7 – Wider reading/viewing program starts in Week 2 but is not assessed until Week 30 (see Task 7).</p>

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
<p>Contexts: Literacy for learning; Literacy for community participation</p> <p>Module: Have your say!</p> <p>Weeks 6–10</p>	<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 <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, for example, choosing the right word, developing an effective phrase • how to brainstorm ideas, for example, by using mindmaps • how to shape or structure a text to make it work, for example, by creating a framework • why a particular form is appropriate • how to use the conventions of a particular form • 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 	<ul style="list-style-type: none"> • Discuss the difference between fact and opinion. • Review persuasive language devices found in a range of texts and/or text extracts. • Use retrieval charts to record main ideas and persuasive language devices through: <ul style="list-style-type: none"> ▪ close readings of articles and letters to the editor ▪ listening to/viewing news and radio programs. • Conduct a joint construction (a stepping out strategy) of a letter and a blog. • Have students practise sentence and paragraph structures. • Have students use research techniques to explore a topic of their choice. • Assist students to create a template or framework for a letter to the editor and for a blog. • Provide students with exposure to news articles, TV news, current affairs podcasts and panel discussions, letters to the editor and talkback radio. 	<p>Task 2 – Letter to the editor or a blog on current issue</p> <p>Writing 10% (Set Week 6, due Week 10)</p> <p>Write a letter to the editor or create a blog post using 10 of the following conventions and persuasive devices.</p> <ul style="list-style-type: none"> • Identify the author and topic (title/heading, name and suburb). • Refer to the reason for writing the letter (e.g. in response to a particular article or event, in recognition of a date). • Write the opening statement to gain the reader's attention, e.g. 'Enough is enough!'. • Give your opinion on the topic, e.g. 'Frontline workers are real-life heroes'. • Use personal pronouns, inclusive language and/or direct address to highlight your opinion and/or include the reader (I, me, you, we, our, us). • Use emotive language to influence the reader's position in a positive or negative way. • Pose rhetorical questions for effect and to get the reader thinking ('Have you ...?', 'How would you feel if ...?'). • Provide statistics and facts, e.g. '70% of WA citizens believe that ...'. • Refer to an authority figure, e.g. Professor Fiona Stanley, WA Premier Roger Cook. • Use alliteration (repetition of first sounds) and anecdotes (personal stories, e.g. 'Last week ...'). • Use descriptive language (adjectives).

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
	<p>affairs segment with those promoted by a news report</p> <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8.</p> <p>Numeracy skills: N1</p>		<ul style="list-style-type: none"> • Use adverbs, such as definitely, certainly or absolutely, to increase the impact of your opinion. • Use figurative language (similes, metaphors). • Use exaggeration (hyperbole such as ‘No amount of money in the world could entice me to change my mind’). • Repeat words or phrases at least three times for extra effect, e.g. begin a sentence with ‘The government must ...’ three times. • Choose to use the active or passive voice to produce your desired tone. <p>You will have only three in-class lessons to complete this task. You will have access to all your notes on persuasive language and the letters to the editor and blog posts you studied previously.</p>
Externally set task Week 11	To be confirmed.		Task 8 – Externally set task 15% Week 11
<p>Context: Literacy for everyday personal contexts</p> <p>Module: The microteaching project</p> <p>Weeks 12–15</p>	<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 	<ul style="list-style-type: none"> • View YouTube videos that demonstrate a wide range of skills, such as the following: <ul style="list-style-type: none"> ▪ performing hip-hop dance steps ▪ doing a lay-up in basketball ▪ applying make-up using contouring ▪ catching a fish with bare hands ▪ baking a Bundt cake ▪ locating a particular constellation ▪ folding origami figures. 	<p>Task 3 – Oral communication: inquiry</p> <p>Oral communication 12%</p> <p>(Set Week 12, due Week 15)</p> <p>This inquiry project has been designed for you to share your expertise with others, so they can learn about your interest in a particular topic, skill or activity.</p> <p>Each person has different interests and skills, which make the world a much more interesting place to be! This module is all about what you are good at. For example, you could be interested in working</p>

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
	<ul style="list-style-type: none"> • how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis • 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 to listen attentively and purposefully, for example, active listening techniques • how to promote values and attitudes, for example, the implicit versus the explicit <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L9, L11.</p>	<ul style="list-style-type: none"> • Create a list of ways to share knowledge, such as: <ul style="list-style-type: none"> ▪ coffee and cake meeting ▪ side-by-side walk through the bush ▪ PowerPoint presentation ▪ video ▪ cooking class with the teacher ▪ skills drill on the oval ▪ art demonstration ▪ make-up tutorial. • Have students practise using graphic organisers for a range of purposes, such as brainstorming, developing essential questions or as scaffolding for different forms of presentation. 	<p>with car engines, fishing in the ocean, designing clothes, developing apps for your community, drawing the world around you ... anything!</p> <p>The driving question of this inquiry project is: How can you share information about your topic of interest with others?</p> <p>An inquiry-based project starts by posing questions, rather than having your teacher simply present established facts. Your job as an inquirer will be to identify questions and research subjects to further develop your knowledge about your area of interest.</p> <p>In this inquiry project, it's your turn to choose the final type of assessment that you would like teachers to evaluate. Sound different? It is!</p> <p>What you need to do</p> <ol style="list-style-type: none"> 1. Use brainstorming to create a detailed mind map on your topic/area of interest. 2. Produce three essential focus questions. 3. Prepare resources and the location for the presentation. 4. Choose an effective form for your presentation. 5. Demonstrate speaking skills to share information with an audience. 6. Demonstrate listening skills so that you will be able to respond to queries from an audience. 7. Communicate information effectively.

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
<p>Contexts: Literacy for everyday personal contexts</p> <p>Module: How to buy a car</p> <p>Weeks 16–20</p>	<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 to discuss what has been learned about how texts work <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8.</p> <p>Numeracy skills: N1, N2, N3, N4, N5.</p>	<ul style="list-style-type: none"> • Help students to access and organise relevant information from a range of websites over a five-week period (one task area per week) <ul style="list-style-type: none"> ▪ car search ▪ finance and loans ▪ insurance ▪ registration ▪ maintenance • Have students record their findings in the relevant retrieval charts and activity sheets for each week. • Complete investigation framework charts/activities (mindmaps, cloze activities, graphic organisers, short paragraph writing, expressing opinions). • Conduct activities to engage with specialist terminology, e.g. odometer, service intervals, maintenance schedules, third-party insurance vs comprehensive, transfer and stamp duty, loans – interest and principal, repayments. • Visit relevant websites, such as: <ul style="list-style-type: none"> ▪ carsales https://www.carsales.com.au/ ▪ RAC www.rac.com.au ▪ AAMI www.aami.com.au ▪ Government of Western Australia Department of Transport https://www.transport.wa.gov.au/ ▪ car manufacturer websites ▪ car service and repair websites. 	<p>Task 4 – How to buy a car</p> <p>Produce a guide for first-car buyers</p> <p>Reading 10% (Set Week 16, due Week 20)</p> <p>Conduct an investigation into the process of buying and owning a car using the following categories:</p> <ul style="list-style-type: none"> • searching for a car within a defined budget and making a selection based on value, features and condition • getting a loan • insuring the car • registering the car • maintaining the car. <p>You will then use your research to produce a guide for first-car buyers.</p> <p>When researching and producing your guide, pay attention to:</p> <ul style="list-style-type: none"> • comprehending and interpreting a range of texts • developing visual literacy skills to understand those texts and to create your own guide • learning and using new words from the motor industry • editing your work for accuracy and appropriateness.

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
<p>Contexts: Literacy for everyday personal contexts; Literacy for learning</p> <p>Module: Tribute speech Weeks 21–24</p>	<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 brainstorm ideas, for example, by using mindmaps • how to use the conventions of a particular form • how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others <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 • how to use the spoken language conventions of a particular form • how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis • how to promote values and attitudes, for example, the implicit versus the explicit • how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts 	<ul style="list-style-type: none"> • Read/listen to examples of tribute speeches given in public (e.g. Grammy Hall of Fame, ARIA Awards, Rock and Roll Hall of Fame, Australian of the Year, Sportsperson of the Year). • Visit websites that explain ethos, pathos and logos. Provide and ask students to analyse a sample speech that employs ethos, pathos and logos. • Have students use graphic organisers to scaffold the speech in paragraphs according to the tribute subject’s personal background, volunteer activities, significance to the community, personal significance, memories of the speaker etc. • Create a peer-review rubric to give and gain feedback before the due date. • Model the use of dictionaries and thesauruses. 	<p>Task 5 – A tribute speech: it takes a village to raise a child</p> <p>Oral communication 13% (Set Week 21, due Week 24)</p> <p>As you reach the end of your schooling, you have an opportunity to reflect on the people who have supported you and inspired you to keep going.</p> <p>Your task is to write and deliver a tribute speech for a member of your community who has made – or continues to make – an outstanding contribution to society and who inspires you to be a better person. This might be a relative, a community volunteer, a coach, a teacher or a friend.</p> <p>The speech should outline the person’s background, what they do in the community, some significant moments or memories involving this person, and their impact on you personally.</p> <p>Your tribute should be recorded and be two to four minutes in duration.</p> <p>What you need to do</p> <ul style="list-style-type: none"> • Use brainstorming to create a detailed mind map of ideas. • Provide a scaffolded draft using a graphic organiser. • Proofread and edit your draft. • Use punctuation to produce effective phrasing and pauses.

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
	<p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L9.</p>		<ul style="list-style-type: none"> • Use transitional devices to create a cohesive speech. • Use the conventions of speeches (ethos, pathos and logos). • Use spoken language techniques to deliver your speech. • Explore particular values and attitudes in your tribute speech.
<p>Context: Literacy for learning</p> <p>Module: Documentaries: fact or fiction?</p> <p>Weeks 25–27</p>	<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 • 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 	<ul style="list-style-type: none"> • Discuss the definition of a documentary. • Discuss the features of a documentary. • Brainstorm what the class knows already about documentaries. • View a documentary film chosen by the teacher or the class. • Have students complete a retrieval chart during the viewing to create a draft Feature, Example, Effect (FEE) chart. • Teach the difference between facts and opinions, and discuss bias. Are documentaries completely based on truth, or do they reflect a constructed reality? • Review persuasive techniques of ethos, logos and pathos. Link this to features and techniques in the viewed documentary. • Have students complete the comprehension activities to provide practice for short answer responses. • Have students respond to questions about the documentary to determine their understanding of the issue portrayed and the effect of the specific documentary features on the viewer’s views and attitudes. 	<p>Task 6 – Short answer responses to a documentary film</p> <p>Reading 10%</p> <p>(Set Week 25, due Week 27)</p> <p>This is an assessment of your ability to respond to questions about a documentary. You will be expected to explain the main issue and how the viewer is positioned by identifying some specific features of the documentary, providing an example for each feature, and describing the effect it has on the audience. You will be encouraged to consider your personal context and opinion in relation to the issue before and after viewing.</p> <p>You will take notes on the main features and ideas evident in the film. You will complete a Feature, Example, Effect (FEE) chart for a documentary, identifying three to five features, giving an example for each and stating the intended effect on the audience. Using these notes, you will independently produce written responses to unseen questions</p>

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
	<ul style="list-style-type: none"> how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L11.</p>	<ul style="list-style-type: none"> Ask students to: <ul style="list-style-type: none"> explain the main issues in the documentary list three to five documentary features or techniques, giving an example of each from the film and explaining the intended effect of each feature on the viewer explain how successful the film was in changing their views on an issue, discussing three examples and the role their personal context (attitudes and values) had in maintaining or changing their views on those issues. <p>Suggested issues for exploration</p> <ul style="list-style-type: none"> Animals in captivity Exploitation of minors Racism <p>Suggested texts</p> <ul style="list-style-type: none"> <i>Blackfish</i>, 2013 [documentary film] <i>Girl Model</i>, 2011 [documentary film] <i>The Final Quarter</i>, 2019 [documentary film] <i>The Australian Dream</i>, 2019 [documentary film] 	<p>about the documentary, and explain how certain examples of documentary features might position the viewer to think in a particular way. You will also write a short paragraph outlining your personal context and opinion in relation to the issue in the film and how your opinion has changed (or has not) since the viewing, using evidence from the film to support your response.</p> <p>Time allowed: Three preparation lessons to prepare the final chart and notes for your response, and one in-class assessment session.</p>

Context, module and week	Syllabus content	Formative activities, resources, texts	Assessment tasks
<p>Context: Literacy for learning</p> <p>Module: Wider reading/viewing program</p> <p>Weeks 28–30</p>	<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 • 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>Part A</p> <ul style="list-style-type: none"> • Provide a list of texts suggested for the reading and viewing program. • Provide frameworks for the record of learning; for example, in-progress journal entries and ‘check-in’ conversations pro forma at set stages of the program. <p>Part B</p> <ul style="list-style-type: none"> • Model response types (language, structure, conventions). 	<p>Task 7 – Wider reading/viewing program and creative response</p> <p>Reading 10%, Writing 10%</p> <p>Part A – Reading (10%): Reading/viewing program</p> <p>Engage in a reading and viewing program as directed by your teacher that explores a range of written and visual texts over the course of a semester/year. This can include, but is not limited to, short stories, autobiographies, graphic novels, print and non-print advertisements, websites, newspapers/online news, speeches/TED talks, poetry and drama.</p> <p>Complete a record of learning concerning key features/techniques of the texts and the key issues or focuses within those texts. These records could take the form of journal entries, responses based on conversations with your teachers and notes made after discussions with peers who have read/viewed the same texts. Your record may also include drawings, sketches, photos or other visual images that are relevant to the texts read/viewed.</p> <p>Part B – Writing (10%): Creative response</p> <p>Select one of the texts from your wider reading/viewing as the basis for a creative response. You will negotiate the form of your creative response with your teacher. Suggested forms include, but are not limited to:</p> <ul style="list-style-type: none"> • short stories/fan fiction

	<p>When producing texts, students learn</p> <ul style="list-style-type: none">• how and when to use punctuation• how to shape or structure a text to make it work, for example, by creating a framework• how to use the conventions of a particular form, for example, the sports article• how to promote values and attitudes• 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, L4, L5, L6, L7, L8.</p>		<ul style="list-style-type: none">• letters to a character in a text• poetry inspired by characters or events• a written speech that explores an issue raised in your reading/viewing• a review• digital stories. <p>Your creative response should develop ideas and/or raise issues that you consider important.</p>
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