



# **English**

## **Foundation Course Year 12**

### **Selected Unit 3 syllabus content for the**

### **Externally set task 2027**

This document is an extract from the *English Foundation Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2027 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2027 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

## Unit 3

### Learning outcomes

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### When reading texts, students learn

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

#### When producing texts, students learn

- how to use language, including appropriate spelling, punctuation and grammar
- 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: 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, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice.
- **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, 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 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, for example, why some texts are more engaging than others
- how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs

### **When speaking and listening, students learn**

- 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
- 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 engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts