



SAMPLE COURSE OUTLINE

ENGLISH

GENERAL YEAR 12

(TO RUN ALONGSIDE 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.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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.

The use of company names, product names or other registered business marks in this document is incidental and used for educational purposes only. These business marks may be registered trademarks and the property of their respective owners.

How to use this document

Background to the Combined English General and Foundation document

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 Foundation documents can be found under the Support Materials tab on the English Foundation page (<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>).

Background about 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. 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 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 *Select and use texts in the classroom* 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 with ‘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 – General Year 12 (to run alongside Foundation Year 12)

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
1–5	<p>Once upon a time</p> <ul style="list-style-type: none"> Brainstorm examples of fables, fairytales, myths and legends. Brainstorm examples of Creation Stories that belong to particular cultures, religions or traditions. Discuss the cultural protocols that surround the telling of these stories. Use online forums and discussion groups to discuss stories that are culturally important to students and their families. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA. Read and view a range of fables, fairytales, myths, legends and creation stories. Some texts may be multimodal (e.g. picture books, graphic novels, animation, photographs and films). Read and view modernised versions of traditional tales and some texts that subvert the original stories. Class discussion of how the context of production shaped the creation of the texts and how these texts communicate moral messages and life lessons relevant to particular times and places. Explore personal response (emotional and/or intellectual) to perspectives, themes, ideas, values and attitudes. Consider how different people and groups may respond to these texts in different ways. Revise narrative techniques, such as characterisation, setting, narrative point of view and conflict. 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> distinguishing different perspectives about the main ideas in texts understanding the way attitudes and values are presented explaining shifts in tone and perspectives and identifying the effect of language choices on an audience. <p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> the relationships between context, purpose, and audience in literary, everyday and workplace texts the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews the use of narrative techniques, for example, characterisation and narrative point of view. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate vocabulary, spelling and sentence structures 	<p>Task 1 – Creating 11% (Set Week 3, due Week 5)</p> <p>Part 1 – Write a fable, fairytale, myth or legend for a specific audience that communicates a life lesson. The subject may be original or may adapt a traditional story. Submit an annotated draft that indicates edits made based upon feedback offered by classmates, plus a final good copy.</p> <p>Part 2 – Present the story to the class and actively listen to feedback from them. Three peers will be assigned to offer verbal and written feedback (two stars and a wish) about the story.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • Revise text structures, such as paragraphing, orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res. • Revise written language features, such as tone, figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax and punctuation. • Revise terms relating to visual techniques, including framing, lighting, salience camera angles, vectors, people, colours, setting, animals, objects, camera movement and editing. Revise terms relating to audio techniques including music, sound effects and dialogue. • An understanding of terms can be consolidated through quizzes, such as Kahoot!. • Model comprehension strategies, including skimming and scanning and the use of graphic organisers (e.g. sociograms, Venn diagrams, PMI charts, plot diagrams, storyboards, retrieval charts). • Complete written comprehension questions and graphic organisers based upon the studied texts. • Have students practise writing narrative extracts, focusing on elements such as developing a character, developing setting and presenting a perspective. • Revise speaking skills with a focus on modulating volume, tone, emphasis, pitch, pace, intonation, body language, stance and eye contact. Give students opportunities to practise in pairs and small groups. • Public speaking games include the Um Police, Connect the Dots, Tell us the History of, End Lines, Story Starters and Oink Substitution. 	<ul style="list-style-type: none"> • using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media • selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes • using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. <p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts • planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using email and discussion forums • listening actively; being prepared to assert personal views • applying critical thinking and problem solving cooperatively. 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>Suggested traditional stories</p> <ul style="list-style-type: none"> • <i>Legendary Tales of the Australian Aborigines</i>, David Unaipon* • <i>Bawoo Stories</i>, May L. O'Brien, Angela Leaney and Sue Wyatt* • <i>Vietnamese Children's Favorite Stories</i>, Tran Thi Minh Phuoc, Nguyen Thi Hop and Nguyen Dong • <i>Singapore Children's Favorite Stories</i>, Diane Taylor and LK Tay-Audouard • <i>Malaysian Children's Favourite Stories</i>, Kay Lyons and Martin Loh • <i>Indonesian Children's Favorite Stories: Fables, Myths and Fairy Tales</i>, Joan Suyenaga and Salim Martowiredjo • <i>Thai Children's Favorite Stories: Fables, Myths, Legends and Fairy Tales</i>, Marian D. Toth and Patcharee Meesukhon • <i>Chinese Children's Favorite Stories: Fables, Myths and Fairy Tales</i>, Mingmei Yip • <i>Indian Children's Favorite Stories: Fables, Myths and Fairy Tales</i>, Rosemarie Somaiah and B. Ranjan Somaiah • <i>Filipino Children's Favorite Stories: Fables, Myths and Fairy Tales</i>, Liana Romulo and Joanne de Leon • <i>Korean Children's Favorite Stories: Fables, Myths and Fairy Tales</i>, Kim So-un and Jeong Kyoung-Sim • <i>Japanese Myths, Legends and Folktales</i>, Yuri Yasuda, Yoshinobu Sakakura and Eiichi Mitsui • <i>Greek Myths</i> by Jean Menzies and Katie Ponder • <i>Norse Myths: Tales of Odin, Thor and Loki</i>, Kevin Crossley-Holland and Jeffrey Alan Love • <i>Graphic Myths and Legends</i> series, various authors [published by Graphic Universe] 		

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • Library of Congress – <i>The Aesop for Children</i> http://read.gov/aesop/001.html <p>Suggested modernised stories</p> <ul style="list-style-type: none"> • Dina Goldstein – Fallen Princesses https://www.dinagoldstein.com/dina-goldsteins-fallen-princesses/ [Photo series] • <i>Gender Swapped Fairy Tales</i>, Karrie Fransman and Jonathan Plackett • <i>Revolting Rhymes</i>, Roald Dahl • <i>The World’s Wife</i>, Carol Ann Duffy [Poetry] <p>*Australian texts</p> <p>Suggested public speaking resources</p> <ul style="list-style-type: none"> • SYN Media – Teacher resources http://syn.org.au/teacherresources/ > Other resources > SYN Public Speaking and Confidence Building Games (PDF) • write-out-loud – Public Speaking Games https://www.write-out-loud.com/public-speaking-games.html <p>Suggested peer feedback resources</p> <ul style="list-style-type: none"> • National Council on Measurement in Education (NCME) – Formative Assessment for Classroom Teachers https://www.ncme.org/resources-publications/professional-learning/formative > Peer feedback • Australian Institute for Teaching and School Leadership (AITSL) – Feedback https://www.aitsl.edu.au/teach/improve-practice/feedback 		

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
6–10	<p>So you say you want a revolution</p> <ul style="list-style-type: none"> Brainstorm historical and current social protest movements, such as Black Lives Matter, Aboriginal rights, #MeToo, Anti-Apartheid, environmental justice, animal rights, the women’s suffrage movement and LGBTQI rights. Have students investigate one movement and to summarise the information in an infographic (platforms include Canva and Piktochart). Revise the visual techniques used in infographics. These include headings and subheadings, evidence (statistics, dates, quotes from experts), graphics, colour scheme, font, logical hierarchy, flow, graphs and charts. Have students study a range of songs, speeches and advertisements/posters related to social protest movements. Hold a class discussion of how the context of production shaped the creation of the texts. Explore personal response (emotional and/or intellectual) to ideas, perspectives, values and attitudes in texts. Consider how different people and groups may respond in different ways. Revise poetry and song language features, such as form, persona, figurative language, sound devices and prosody. Revise advertising terminology. Terms relating to written elements include types of claims (specific, vague, meaningless, misleading), connotative language, headlines and slogans. Terms relating to visual techniques include salience, lighting, framing, camera angles, vectors, people, colours, setting, animals and objects. 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic distinguishing different perspectives about the main ideas in texts identifying facts, opinions, supporting evidence and bias understanding the way attitudes and values are presented explaining shifts in tone and perspectives and identifying the effect of language choices on an audience. <p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> the relationships between context, purpose, and audience in literary, everyday and workplace texts the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews 	<p>Task 2 – Responding 13% (Due Week 8)</p> <p>Complete comprehension questions analysing an unseen speech and advertisement.</p> <p>Suggested texts for assessment task</p> <p>Text 1: NPR – Transcript: Greta Thunberg’s Speech At The U.N. Climate Action Summit https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit</p> <p>Text 2: ads of brands – Ad of the Day Greenpeace: Plastic Legacy, 1 https://adsofbrands.net/en/ads/ad-of-the-day-greenpeace-plastic-legacy-1/11276</p> <p>Suggested questions</p> <p>Respond to both of the questions below:</p> <ol style="list-style-type: none"> Explain how two written language features and/or text structures in Text 1 present Greta Thunberg’s perspective. Discuss how two visual and/or written language choices are used in Text 2 to influence a particular audience. <p>Task 3: Creating 11% (Set Week 8, due Week 10)</p> <p>Write a persuasive speech that presents a perspective about a social protest movement. You may write as yourself or take on a persona.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • Revise persuasive text structures, such as paragraphing, introduction, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding, cause and effect, problem and solution and in medias res. • Revise persuasive language features, such as figurative language, emotive language, symbolism, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style. • Discuss the difference between fact and opinion. Explore how and why particular texts might be perceived as biased or balanced. • Model comprehension strategies, including skimming and scanning and the use of graphic organisers (e.g. retrieval charts). • Have students complete written comprehension questions and graphic organisers based upon the studied texts. • Have students write a persuasive speech that presents a perspective about a social protest movement. Students may write as themselves or take on a persona. The speech should incorporate information gathered from interviews, surveys, questionnaires, library and/or internet resources. <p>Suggested songs</p> <ul style="list-style-type: none"> • ‘War’, Edwin Starr (anti-war) • ‘From Little Things Big Things Grow’, Paul Kelly and Kev Carmody (Aboriginal rights)* • ‘Born this Way’, Lady Gaga (LGBTQI rights) • ‘Treaty’, Yothu Yindi (Aboriginal rights)* • ‘Turntables’, Janelle Monae (Black Lives Matter) 	<p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • gathering different viewpoints, for example, through interviews, surveys, questionnaires, library and/or internet resources • categorising and integrating ideas and evidence about specific issues • employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, spelling and sentence structures • using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media • selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes • using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • ‘Native Tongue’, Mo’Ju (intersectionality) <p>Suggested advertisements</p> <ul style="list-style-type: none"> • Campaign Brief – The Equality campaign calls on politicians to do their job in latest campaign via The Royals https://campaignbrief.com/marriage-equality-australia-ca/ Note: Marriage equality advertisements • PETA – Print your own PETA Posters at Home Today https://www.peta.org/action/print-at-home-posters/ Note: animal rights advertisements • WWF – Public Service Announcements https://www.worldwildlife.org/pages/public-service-advertisements-psa Note: wildlife conservation advertisements • Freize – In Pictures: The Defiant Art of the Protest Poster https://www.frieze.com/article/pictures-defiant-art-protest-poster Note: See posters related to women’s suffrage, gun control and climate change <p>Suggested speeches</p> <ul style="list-style-type: none"> • National Public Radio (NPR) – Read Martin Luther King Jr.’s ‘I Have a Dream’ speech in its entirety https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety Note: civil rights movement • The Ethics Centre – Stan Grant: racism and the Australian dream* https://ethics.org.au/stan-grants-speech/ Note: Aboriginal rights 		

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> UN Women – Emma Watson: Gender equality is your issue too https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too Note: feminism The Sydney Morning Herald – ‘We love our children’: Penny Wong’s Senate speech about marriage plebiscite* https://www.businessinsider.com.au/we-love-our-children-senator-penny-wong-just-delivered-an-incredibly-emotional-speech-on-same-sex-marriage-2017-8 Note: marriage equality 		
12–14			Task 4: Externally Set Task 15% Due Weeks 12–14 (date set by the school)
11–15	<p>By the book</p> <ul style="list-style-type: none"> Brainstorm issues that affect teenagers. These issues could include family, sexuality, gender, friendship, school, alcohol and drugs, mental health, cultural background, crime, love and romance, belonging, pushing boundaries and the generation gap. Have students devise and deliver a survey to parents, teachers, family members, friends etc. investigating issues facing adolescents. The results are to be represented in chart form. Chart types include pie chart, bar graph, line graph, Venn diagram or pictogram graph. Read a novel targeted at a teenage audience. Some of the novel may be read aloud by the teacher or listened to as an audiobook. Each student is assigned one or more chapters to summarise. The summaries are to be shared with 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic distinguishing different perspectives about the main ideas in texts understanding the way attitudes and values are presented explaining shifts in tone and perspectives and identifying the effect of language choices on an audience. 	<p>Task 5: Responding 13% (Set Week 13, due Week 15) Write a formal letter to the School Curriculum and Standards Authority explaining why the class novel should or should not be added to the <i>General English – Suggested text list</i>.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>the class via a digital platform, such as Edublogs, Connect, Microsoft Teams, OneNote Class Notebook or SEQTA.</p> <ul style="list-style-type: none"> • Hold a class discussion of how the novel relates to the lives of teenagers. • Explore personal response (emotional and/or intellectual) to perspectives, themes, ideas, values and attitudes. Consider how different people and groups may respond in different ways. • Revise narrative techniques, such as characterisation, setting, narrative point of view and conflict. • Revise text structures, such as paragraphing, orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res. • Revise written language features, such as figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax and punctuation. • Model comprehension strategies, including skimming and scanning and the use of graphic organisers (e.g. Sociograms, Venn diagrams, PMI charts, plot diagrams, storyboards, retrieval charts). • Complete written comprehension questions and graphic organisers based upon the studied novel. • Revise letter writing. <p>Suggested novels</p> <ul style="list-style-type: none"> • <i>Bye, Beautiful</i>, Julia Lawrinson* • <i>Wavelength</i>, AJ Betts* • <i>Sugar Town Queens</i>, Malla Nunn* • <i>Being Black 'n Chicken, and Chips</i>, Matt Okine* • <i>Tiger Daughter</i>, Rebecca Lim* 	<p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> • the relationships between context, purpose, and audience in literary, everyday and workplace texts • the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews • the use of narrative techniques, for example, characterisation and narrative point of view. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, spelling and sentence structures • selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes • using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. <p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts • listening actively; being prepared to assert personal views. 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • <i>The Surprising Power of a Good Dumpling</i>, Wai Chim* • <i>Catching Teller Crow</i>, Ambelin Kwaymullina and Ezekiel Kwaymullina* • <i>The Lines We Cross</i>, Randa Abdel-Fattah* • <i>Becoming Kirrali Lewis</i>, Jane Harrison* • <i>Boofheads</i> – Mo Johnson* • <i>90 Packets of Instant Noodles</i>, Deb Fitzpatrick* • <i>A New Kind of Dreaming</i>, Anthony Eaton* • <i>Anything but Fine</i>, Tobias Madden* • <i>Looking for Alibrandi</i>, Melina Marchetta* • <i>The Perks of Being a Wallflower</i>, Stephen Chbosky • <i>The Wave</i>, Morton Rhue • <i>Go Ask Alice</i>, Anonymous <p>*Australian texts</p> <p>Suggested letter writing resources</p> <ul style="list-style-type: none"> • ABC Education – Everyday English: Writing a formal letter https://www.abc.net.au/education/learn-english/everyday-english-writing-a-formal-letter/9815732 • Twinkl – What is a Formal Letter? https://www.twinkl.com.au/teaching-wiki/formal-letter • BBC – How to write a formal letter https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zkq8hbk 		
16–20	<p>In reel life</p> <ul style="list-style-type: none"> • Discuss the difference between local, community and global issues. Local issues are those relevant to a small region, such as a neighbourhood, school or suburb. Community issues relate to a broader 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • analysing issues and ideas in texts and explaining perspectives and implications 	<p>Task 6: Responding 14% (Due Week 20)</p> <p>Write an in-class essay on a studied documentary.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>space; for example, a city, state, nation or online community. Global issues are those that affect people worldwide.</p> <ul style="list-style-type: none"> • Discuss how some issues may intersect across these three categories. Brainstorm local, community and global issues, and place these in a Venn diagram showing how some cross over between categories. • Revise documentary film techniques. These include mise en scène, captions, music, sound effects, voice over, camera angles, camera distance, camera movement, shot duration, editing, juxtaposition, lighting, special effects, cinéma vérité, archival footage and reconstructed footage. • Revise documentary text structures, such as orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res. • Consolidate understanding of terms through quizzes, such as Kahoot!. • Watch a documentary that presents a community, local or global issue. • Have students complete a retrieval chart while viewing the documentary film. • Explore the concept of target audience and consider how the documentary uses studied techniques to appeal to the beliefs, values and attitudes of the audience. • Hold a class discussion of how the context of production shaped the creation of the text. • Analyse how the perspectives of particular people or groups are privileged in a text. They might be allocated a lot of time and emphasis, or constructed 	<ul style="list-style-type: none"> • evaluating the evidence upon which different views are based • explaining how texts use language to appeal to the beliefs, attitudes and values of an audience • discuss the way ideas and information are presented in texts. <p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> • community, local or global issues in literary, everyday and workplace texts • the use of media, types of texts, text structures and language features • how some perspectives are privileged while others are marginalised or silenced. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • determining the relevance of source material to the context and topic • investigating and synthesising ideas and collating appropriate information from a range of source material • employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, spelling and sentence structures • expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies 	<p>Suggested questions</p> <p>Answer one of the questions below:</p> <ol style="list-style-type: none"> 1. Explore how one documentary you have studied uses visual techniques to privilege or marginalise a perspective. 2. How has one documentary you have studied reinforced or challenged your attitudes towards an issue? 3. Discuss how one documentary you have studied appeals to the beliefs and values of a particular audience.

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>through documentary techniques that present them in a positive light.</p> <ul style="list-style-type: none"> Analyse how the perspectives of particular people or groups are marginalised or silenced in a text. This might mean they are not shown at all, they are allocated only a small amount time, or they are constructed through documentary techniques that represent them in a negative light. Explore personal response (emotional and/or intellectual) to perspectives, themes, issues, assumptions, values and attitudes. Consider how different people and groups may respond in different ways. Revise essay writing with a focus on paragraphing. <p>Suggested texts</p> <ul style="list-style-type: none"> <i>That Sugar Film</i>, 2014 [documentary film]* <i>Racing Extinction</i>, 2015 [documentary film] <i>Smile Pinki</i>, 2008 [short documentary film] <i>The Race is On: Secrets and Solutions of Climate Change</i>, 2019 [documentary film] <i>Blackfish</i>, 2013 [documentary film] <i>Bully</i>, 2011 [documentary film] <i>Four Corners: Growing Up Poor</i>, 2012 [television series episode]* <i>Before the Flood</i>, 2016 [documentary film] <i>The Oasis</i>, 2008 [documentary film]* <i>The Final Quarter</i>, 2019 [documentary film]* <i>The Australian Dream</i>, 2019 [documentary film]* <i>American Meme</i>, 2018 [documentary film] <i>Fyre: the Greatest Party that Never Happened</i>, 2019 [documentary film] <i>The Inventor: Out for Blood in Silicon Valley</i>, 2019 [documentary film] 	<ul style="list-style-type: none"> integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program using editing processes and appropriate referencing. 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • <i>2040</i>, 2019 [documentary film]* • <i>13th</i>, 2016 [documentary film] • <i>The Speed Cubers</i>, 2020 [documentary film] • <i>Crip Camp: A Disability Revolution</i>, 2020 [documentary film] <p>*Australian texts</p> <p>Essay writing resources</p> <ul style="list-style-type: none"> • Monash University – Writing an essay https://www.monash.edu/rlo/research-writing-assignments/assignment-types/writing-an-essay • Curtin University – Writing https://uniskills.library.curtin.edu.au/assignment/writing/essays/ • Griffith University – Writing Essay Body Paragraphs https://www.griffith.edu.au/griffith-health/learning-and-teaching/transition-and-tertiary-preparedness/tips-for-writing-essay-body-paragraphs 		
21–25	<p>Help me, help you</p> <ul style="list-style-type: none"> • Brainstorm workplace issues that employees may face. These include interpersonal conflict, problems with pay, underperformance, bullying and harassment, discrimination, equipment and technology, occupational health and safety and communication problems. • Have students devise and deliver a survey to parents, teachers, family members, friends etc. investigating issues facing adolescents. The results are to be represented in chart form. Examples include pie chart, bar graph, line graph, Venn diagram or pictogram graph. • Have students design an infographic based upon a workplace issue. Revise the visual techniques used 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • analysing issues and ideas in texts and explaining perspectives and implications • evaluating the evidence upon which different views are based • explaining how texts use language to appeal to the beliefs, attitudes and values of an audience • discuss the way ideas and information are presented in texts. 	<p>Task 7: Creating 11% (Set Week 23, due Week 25)</p> <p>Write a problem letter to an advice column about a workplace issue. The letter should be posted to an online forum or discussion group. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA.</p> <p>Students are to reply to three posts from classmates. The replies should express a viewpoint on how to solve the various problems described and should incorporate some information gathered through research.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>in infographics. These include headings and subheadings, evidence (statistics, dates, quotes from experts), graphics, colour scheme, font, logical hierarchy and flow and graphs and charts.</p> <ul style="list-style-type: none"> • Watch sitcoms that present workplace issues. Make notes on the issues that arose and why, the problems that developed and how the issues were resolved or not. • Investigate the history of advice columns and discuss why people turn to these columns in times of need. • Summative assessment: write a letter to an advice column about a workplace issue. The letter should be posted to an online forum or discussion group. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA. • Students are to reply to three posts from classmates. The replies should express a viewpoint on how to solve the various problems and should incorporate some information gathered through research. <p>Suggested workplace sitcoms</p> <ul style="list-style-type: none"> • <i>Rosehaven</i>, 2016–2021 [television series]* • <i>Fisk</i>, 2021 [television series]* • <i>Very Small Business</i>, 2008 [television series]* • <i>Back in Very Small Business</i>, 2018 [television series]* • <i>The Librarians</i>, 2007 [television series]* • <i>Utopia</i>, 2014 [television series]* • <i>The Office [UK]</i>, 2001–2003 [television series] • <i>The Office [US]</i>, 2005–2013 [television series] • <i>Brooklyn Nine-Nine</i>, 2013–2021 [television series] 	<p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • determining the relevance of source material to the context and topic • investigating and synthesising ideas and collating appropriate information from a range of source material • employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. <p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> • community, local or global issues in literary, everyday and workplace texts • the use of media, types of texts, text structures and language features • how some perspectives are privileged while others are marginalised or silenced. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, spelling and sentence structures • expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies • integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • <i>Superstore</i>, 2015–2021 [television series] • <i>The IT Crowd</i>, 2006–2013 [television series] • <i>Scrubs</i>, 2010 [television series] • <i>Silicon Valley</i>, 2014–2019 [television series] • <i>Ted Lasso</i>, 2020–2023 [television series] • <i>Bob’s Burgers</i>, 2011–present [television series] <p>*Australian texts</p> <p>Suggested texts about advice columns</p> <ul style="list-style-type: none"> • The Guardian – Terrible husbands and homicidal in-laws: why online advice columns are so addictive by Josephine Tovey https://www.theguardian.com/lifeandstyle/2019/oct/16/advice-columns-are-an-addictive-antidote-to-our-polished-online-lives • Mashable – How online advice columns teach us to tell our own stories by Caitlin Welsh https://mashable.com/article/online-advice-columns • The Phoenix – “How do you write an advice column?” by Daniel Bidikov https://swarthmorephoenix.com/2017/09/21/how-do-you-write-an-advice-column/ • Quora – What are the most important skills for writing an advice column for a magazine? https://www.quora.com/What-are-the-most-important-skills-for-writing-an-advice-column-for-a-magazine • Shmoop – Dear Shmoopy: My Best Friend Says I Give Great Advice and That I Should Become an Advice Columnist. Should I? https://www.shmoop.com/careers/advice-columnist/ 	<ul style="list-style-type: none"> • using editing processes and appropriate referencing • using and adapting text structures and language features to communicate ideas in a range of media. <p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • using the language of negotiation, problem solving and conflict resolution. 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>Suggested workplace advice columns</p> <ul style="list-style-type: none"> The Sydney Morning Herald – Got a Minute? https://www.smh.com.au/topic/got-a-minute--1nop Ask a Manager https://www.askamanager.org/ 		
26–30	<p>School's out forever</p> <ul style="list-style-type: none"> Brainstorm the assumptions that adults have about high school students and high school life. Discuss students' thoughts and feelings about their high school experience and how they feel about coming to the end of Year 12. Watch a range of films and television shows about high school. Explore the stereotypical characters and plot points of teen films and television shows. These include a new kid, a makeover, a big party, the prom, outcasts versus the popular crowd and the mean teacher/principal. Hold a class discussion of how the context of production shaped the creation of the texts. Explore the concept of target audience and consider how various films use studied techniques to appeal to the beliefs, values and attitudes of the audience. Explore personal response (emotional and/or intellectual) to perspectives, themes, issues, assumptions, values and attitudes. Consider how different people and groups may respond in different ways. Revise film techniques. These include mise en scène, captions, music, sound effects, voice over, camera angles, camera distance, camera 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> analysing issues and ideas in texts and explaining perspectives and implications evaluating the evidence upon which different views are based explaining how texts use language to appeal to the beliefs, attitudes and values of an audience discuss the way ideas and information are presented in texts. <p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> community, local or global issues in literary, everyday and workplace texts the use of media, types of texts, text structures and language features how some perspectives are privileged while others are marginalised or silenced. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> determining the relevance of source material to the context and topic investigating and synthesising ideas and collating appropriate information from a range of source material 	<p>Task 8: Creating 12% (Set Week 28, due Week 30)</p> <p>In pairs, design a multimodal presentation on the topic 'A guide to surviving high school'. The presentation should be created for a particular context, purpose and audience.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>movement, shot duration, editing, juxtaposition, lighting and special effects.</p> <ul style="list-style-type: none"> • Revise film text structures, such as orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res. • Consolidate understanding of terms through quizzes, such as Kahoot!. • Have students design a multimodal presentation on the topic 'A guide to surviving high school'. Determine the context, purpose and audience for the presentation; for example, a high school graduation speech, a student councillor speaking to students at Year 7 Orientation, or a humorous YouTube video. Suggested formats include: a day in the life of a high school student; dos and don'ts in high school; top ten tips to surviving high school. • Students may create a video (suggested platforms include iMovie, Clickchamp, Filmora and VivaVideo) or a PowerPoint presentation. <p>Suggested films</p> <ul style="list-style-type: none"> • <i>Fast Times at Ridgemont High</i>, 1982 [film] • <i>Ferris Bueller's Day Off</i>, 1986 [film] • <i>Looking for Alibrandi</i>, 2000 [film]* • <i>Puberty Blues</i>, 1981 [film]* • <i>The Breakfast Club</i>, 1985 [film] • <i>Sixteen Candles</i>, 1984 [film] • <i>The Duff</i>, 2015 [film] • <i>10 Things I Hate About You</i>, 1999 [film] • <i>To All the Boys I've Loved Before</i>, 2018 [film] • <i>Mean Girls</i>, 2004 [film] • <i>Love, Simon</i>, 2018 [film] • <i>Clueless</i>, 1995 [film] 	<ul style="list-style-type: none"> • employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, spelling and sentence structures • expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies • integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slide show presentation, writing and illustrating a picture book and recording a radio talkback program • using editing processes and appropriate referencing • using and adapting text structures and language features to communicate ideas in a range of media. <p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • creating oral texts that communicate ideas and perspectives • recognising when to work with others and when to work independently • using the language of negotiation, problem solving and conflict resolution. 	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • <i>Easy A</i>, 2010 [film] • <i>She's All That</i>, 1999 [film] <p>Suggested television shows</p> <ul style="list-style-type: none"> • <i>Puberty Blues</i>, 2012–2014 [television series]* • <i>Saved by the Bell</i>, 1989–1992 and 2020–2021 [television series] • <i>Heartbreak High</i>, 1994–1999 and 2022–present [television series]* • <i>Atypical</i>, 2017–2021 [television series] • <i>Glee</i>, 2009–2015 [television series] • <i>Dawson's Creek</i>, 1998 – 2003 [television series] • <i>Derry Girls</i>, 2018 – 2022 [television series] • <i>Degrassi High</i>, 1989 – 1991 [television series] • <i>Degrassi Junior High</i>, 1987 – 1989 [television series] <p>*Australian texts</p>		