



SAMPLE COURSE OUTLINE

ENGLISH

FOUNDATION YEAR 11

(TO RUN ALONGSIDE ENGLISH GENERAL 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 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 General documents can be found under the Support Materials tab on the English General page.

Background about the Eight-Task Model

The Board of the School Curriculum and Standards 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 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 ‘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

Name of context, name of module and number of weeks duration	Formative activities, resources, texts	Syllabus content	Assessment tasks
<p>Literacy for learning</p> <p>Module: Short stories</p> <p>Weeks 1–5</p>	<p>To cut a long story short</p> <ul style="list-style-type: none"> Brainstorm stereotypes that circulate about teenagers related to appearance, actions, hangouts, accessories, interests and personality types. Read a range of short stories targeted at a teenage audience that feature a young adult protagonist. Hold a class discussion of how these texts relate to students' personal lives and how the stories relate to each other. Explore personal response (emotional and/or intellectual) to characters, themes, values and attitudes, and how different people and groups may respond in different ways. Revise narrative conventions 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. 	<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>When producing texts, students learn</p>	<p>Task 1 – Reading 12% (Due Week 3)</p> <p>Complete comprehension questions analysing an unseen short story.</p> <p>Suggested text for assessment task: 'The Toy Girl' by Paula Clark, in <i>Stench of Kerosene and Other Short Stories</i>, ed. Steve Bowles.</p> <p>Respond to all of the questions below:</p> <ol style="list-style-type: none"> Describe the girl's physical and mental condition and explain what you think caused this. Discuss what happens at the party and explain why these events might have happened. Find two examples of sensory imagery (sight, smell and/or sound) used in the short story and explain what effect these have on you. What might the torn birthday card symbolise? What do you think will happen when the girl's parents open the front door?

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	<p>Sociograms, Venn diagrams, PMI charts, plot diagrams, storyboards, retrieval charts).</p> <ul style="list-style-type: none"> • Complete written comprehension questions and graphic organisers based upon the studied short stories. • Have students practise writing narrative extracts, focusing on elements such as developing a character and developing setting. <p>Suggested texts</p> <ul style="list-style-type: none"> • <i>A New Windmill Book of Very Short Stories</i>, ed. Mike Royston* • <i>The New Paper Families</i>, ed. Richard Baines* • <i>The New Paper Windows</i>, ed. Richard Baines* • <i>Paper Clips</i>, ed. Yasar Duyal* • <i>Paper Dreaming</i>, ed. Lorna Munro* • <i>A Stack of Stories</i>, ed. BJ Kenny et al* • <i>English: Western Australia General Year 11</i>, Rod Quin et.al* • <i>Meet Me at the Intersection</i>, ed. Ambelin Kwaymullina and Rebecca Lim* <p>*Australian texts</p> <p>Literacy skills: L1, L2, L3, L4, L5, L7, L8, L10 Numeracy skills: N4</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 6. Discuss the meaning of the title, 'The Toy Girl'. 7. Discuss the stereotypes about teenagers represented in this story and explain whether you think these stereotypes are fair and accurate. <p>Task 2 – Writing 10% (Set Week 3, due Week 5) Write a short story aimed at a teenage audience.</p>

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		<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 • 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 	

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<p>Literacy for work</p> <p>Module: The changing nature of work</p> <p>Weeks 6–10</p>	<p>The jobs they are a-changing</p> <ul style="list-style-type: none"> • Discuss how Australia and the world has changed in the lifetimes of students. • Have students devise and deliver a survey to parents, teachers, family members etc. exploring the way the world has changed in their lifetimes. The results are to be represented in chart form. Examples include pie chart, bar graph, line graph, Venn diagram or pictogram graph. • Watch docuseries that explore eras from the past. Suggested shows include <i>Back In Time for Dinner</i> and <i>Turn Back Time: The High Street</i>. • Research past time periods including the Victorian era, Edwardian era, and decades of the twentieth century. • Make notes on social and cultural aspects of each era including gender roles, family, food, sickness and healthcare, crime and punishment, technology, clothing, politics, science and technology, arts, leisure activities, religion and occupations. Synthesise findings in an infographic (platforms include Canva and Piktochart). • Investigate jobs that have disappeared and determine the reasons why. These jobs include chandler, switchboard operator, town crier, knocker-upper, elevator operator and rat catcher. • Investigate jobs that have developed in the last twenty years and determine why. These jobs include content moderator, Uber driver, app developer, social media manager, podcast producer, wellbeing coach and sustainability manager. 	<p>When producing texts, students learn</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 • how to brainstorm ideas, for example, by using mindmaps • how to use the conventions of a particular form, for example, the sports article <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 • how to listen attentively and purposefully, for example, active listening techniques 	<p>Task 3 – Oral communication 15% (Set Week 8, Due Week 10)</p> <p>In pairs, deliver a multimodal oral presentation which explores one job that no longer exists or a job that was created in the last 20 years.</p>

Name of context, name of module and number of weeks duration	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> Summative assessment: in pairs, students are to research one job that no longer exists OR a job that was created in the last 20 years. They are to collect information using strategies such as retrieval charts. This research is to be delivered to the class in a multimodal presentation. Revise spoken language conventions with a focus on modulating volume, tone, emphasis, pitch, pace, intonation, body language, stance, gestures and eye contact. Give students opportunities to practise in pairs and small groups. Play public speaking games including the Um Police, Connect the Dots, Tell us the History of, End lines, Story Starters and Oink Substitution. <p>Suggested docuseries texts</p> <ul style="list-style-type: none"> <i>Back in Time for Dinner</i>, 2018 [documentary television series]* <i>Further Back in Time for Dinner</i>, 2020 [documentary television series]* <i>Turn Back Time: The High Street</i>, 2010 [documentary television series] <i>Turn Back Time: The Family</i>, 2012 [documentary television series] <p>*Australian texts</p> <p>Public speaking resources</p> <ul style="list-style-type: none"> write-out-loud – Public Speaking Games https://www.write-out-loud.com/public-speaking-games.html 	<ul style="list-style-type: none"> 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 	

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	<ul style="list-style-type: none"> • SYN – Teacher resources https://syn.org.au/teacherresources/ > Other Resources > SYN Public Speaking and Confidence Building Games <p>Literacy skills: L1, L2, L3, L5, L6, L7, L8, L9, L10, L11 Numeracy skills: N1, N2, N3, N4, N5</p>		
<p>Literacy for Learning</p> <p>Module: Advertising</p> <p>Weeks 11–15</p>	<p>Know your product</p> <ul style="list-style-type: none"> • Explore different forms of advertising and how these have evolved over time. These include newspapers and magazines, television and film, pamphlets and fliers, radio and podcasts, banners or pop-ups on websites, social media and product packaging. • Have students complete a log for one week, noting which forms of advertising they are exposed to, when, where and which they find most effective. They are to summarise the information in an infographic (platforms include Canva and Piktochart). • Find examples of different purposes of advertising such as product, political and cause advertising. • Investigate the AIDA model – attention, interest, desire and action. • Explore the concept of target audience. Find examples of advertisements aimed at different target audiences and explore why particular forms are chosen for particular groups. • Explore personal response (emotional and/or intellectual) to particular advertisements, and how different people and groups may respond in different ways. 	<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 	<p>Task 4 – Writing 10% (Set Week 13, due Week 15)</p> <p>Design a print advertisement, featuring a celebrity, aimed at a particular target audience. Include a rationale that explains two design choices.</p>

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	<ul style="list-style-type: none"> Learn 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. Terms relating to audio techniques include music, sound effects and dialogue. Revise and consolidate terms through quizzes such as Kahoot!. Have students annotate advertisements labelling the elements and techniques and explaining the effects of these. <p>Suggested resources</p> <ul style="list-style-type: none"> <i>English: Western Australia General Year 11</i>, Rod Quin et al* Celebrity endorsement ads http://www.celebrityendorsementads.com/celebrity-endorsements/ <p>*Australian texts</p> <p>Literacy skills: L1, L2, L3, L6, L7, L8, L11 Numeracy skills: N1, N2, N3, N4, N5</p>	<p>interpretations differ depending on the gender of the reader or writer</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 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, 	

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		<p>adjectives, adverbs, 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 • 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 	

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		<ul style="list-style-type: none"> how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs 	
<p>Literacy for everyday personal contexts</p> <p>Module: Party planning</p> <p>Weeks 16–20</p>	<p>Where’s the party?</p> <ul style="list-style-type: none"> Explore customs and traditions associated with festivals and religious events such as Easter, Christmas, Diwali, Eid al-Fitr and Hanukkah. Investigate customs and traditions associated with global celebrations that have become commercialised such as Halloween, New Year’s Eve and Valentine’s Day. Explore customs and traditions associated with culturally important celebrations and events such as a baby shower, birthday party, engagement party, wedding, graduation, housewarming, funeral and gender reveal. Use online forums and discussion groups to discuss celebrations important to students and their families. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA. Explore how and why to represent information in graph form (e.g. budgets). Examples include pie chart, bar graph, line graph, Venn diagram or pictogram graph. Explore the use of mood boards in industries such as fashion, advertising, design and photography. 	<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: 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 	<p>Task 5 – Writing 10% (Set Week 18, due Week 20)</p> <p>Create a portfolio for a party or event. The following elements should be included:</p> <ul style="list-style-type: none"> budget (to be represented in graph form) mood board with written explanation of two elements annotated music playlist.

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	<ul style="list-style-type: none"> Students may create a mood board digitally (using Canva or Piktochart) or in hard copy form (e.g. cardboard, stickers, art, fabrics, magazine pictures and craft materials). Discuss the importance of music in society and the role it plays at various festivals, religious events and celebrations. <p>Suggested resources</p> <ul style="list-style-type: none"> The New York Times – Making Annotated Playlists With ‘The Playlist’ by Natalie Proulx https://www.nytimes.com/2021/05/18/learning/making-annotated-playlists-with-the-playlist.html Uproxx – The Rise Of The Playlist And How It Became King https://uproxx.com/music/how-the-playlist-became-king/ MasterClass – How to Make a Moodboard: Step-by-Step Guide https://www.masterclass.com/articles/how-to-make-a-moodboard-step-by-step-guide#who-uses-moodboards The New York Times – How to Make the Perfect Playlist by Tyler Hayes https://www.nytimes.com/2020/04/10/smarter-living/make-the-perfect-playlist-spotify-apple-music-pandora.html <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L11 Numeracy skills: N1, N2, N3, N4, N5</p>	<p>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.</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 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 	

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<p>Literacy for Learning</p> <p>Module: Graphic novels</p> <p>Weeks 21–25</p>	<p>A picture is worth a thousand words</p> <ul style="list-style-type: none"> Investigate the history of graphic novels and their recent rise in popularity. Use online forums and discussion groups to discuss whether students prefer graphic novels or novels and why. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA. Read a graphic novel as a class, completing comprehension questions and graphic organisers. Hold a class discussion of how and why the graphic novel is aimed at a particular target audience/s. Explore personal response (emotional and/or intellectual) to characters, themes, values and attitudes in the studied graphic novel, and how different people and groups may respond in different ways. Revise narrative conventions 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. Discuss graphic novel terms such as panels, spreads, tiers, gutters, captions, speech balloons, thought bubbles, splash, bleed, sound effects, symbols, emanata, voice over, movement lines, burst lines, graphic weight and frame. 	<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>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use language, including appropriate spelling, punctuation and grammar 	<p>Task 6 – Reading 10% and Writing 5% (Due Week 25)</p> <p>Write a book review of a studied graphic novel.</p>

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	<ul style="list-style-type: none"> Discuss visual techniques and elements such as salience, lighting, framing, camera angles, vectors, people, colours, setting, animals and objects. Revise the conventions of book reviews. <p>Suggested book review resources</p> <ul style="list-style-type: none"> Grammarly – How to Write a Book Review https://www.grammarly.com/blog/how-to-write-book-review/ Literacy Ideas – How to Write a Book Review – The Ultimate Guide https://literacyideas.com/how-to-write-a-great-book-review/ BookTrust – How to write a book review https://www.booktrust.org.uk/books-and-reading/tips-and-advice/writing-tips/writing-tips-for-teens/how-to-write-a-book-review/ <p>Suggested graphic novels</p> <ul style="list-style-type: none"> <i>The Complete Maus</i>, Art Spiegelman <i>The Invisible War</i>, Ailsa Wild and Ben Hutchings* <i>Laika</i>, Nick Abadzis <i>All Summer Long</i>, Hope Larson <i>An Olympic Dream: The Story of Samia Yusuf Omar</i>, Reinhard Kleist <i>Trashed</i>, Derf Backderf <i>Illegal</i>, Eoin Colfer, Andrew Donkin and Giovanni Rigano <i>Anya’s Ghost</i>, Vera Brosgol <i>In Real Life</i>, Cory Doctorow and Jen Wang <i>This One Summer</i>, Jillian Tamaki and Mariko Tamaki 	<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: 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, 	

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	<ul style="list-style-type: none"> • <i>Persepolis</i>, Marjane Satrapi • <i>Level Up</i> by Gene Luen Yang and Thien Pham • <i>Dragon Hoops</i>, Gene Luen Yang • <i>Snow White</i>, Matt Phelan • <i>American Born Chinese</i>, Gene Luen Yang • <i>Apollo</i>, Matt Fitch, Chris Baker and Mike Collins • <i>The Gigantic Beard that Was Evil</i>, Stephen Collins • <i>A Part of Me is Still Unknown</i>, Meg O'Shea [online]* https://thenib.com/a-part-of-me-is-still-unknown/?id=meg-o-shea&t=author • <i>Villawood – Notes from an Immigration Detention Centre</i>, Safdar Ahmed [online]* https://medium.com/shipping-news/villawood-9698183e114c • <i>So Below</i>, Sam Wallman [online]* https://sobelow.org/ • <i>The Boat</i>, Nam Le and Matt Huynh [online]* http://www.sbs.com.au/theboat/ <p>*Australian texts</p> <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10 Numeracy skills: N4</p>	<p>choosing the right word, developing an effective phrase</p> <ul style="list-style-type: none"> • 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 	

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<p>Literacy for community participation</p> <p>Module: Subcultures and belonging</p> <p>Weeks 26–30</p>	<p>Do you want to be in my gang?</p> <ul style="list-style-type: none"> Discuss reasons why teenagers and adults become part of particular subcultures. Brainstorm past and present subcultures including hippies, athletes, disco, emo, gamers, goths, hip hop, punk, ravers, haul girls, bikies, hipsters, bogans, skaters, e-boys and e-girls, grunge etc. Investigate surfers as an example of a subculture, focusing on origins; clothing and accessories; hobbies and hangouts; music, television and films of choice; public perception; and current popularity. Explore personal response (emotional and/or intellectual) to ideas, values and attitudes in non-fiction texts, and how different people and groups may respond in different ways. Revise non-fiction text structures such as paragraphing, introduction, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding, cause and effect, problem and solution and in medias res. Revise non-fiction written language features such as figurative language, emotive language, symbolism, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language and direct address. Model comprehension strategies including skimming and scanning and the use of graphic organisers (e.g. retrieval charts). Summative assessment: in pairs, students research a subculture of their own choice. This research is to be 	<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>When producing texts, students learn</p> <ul style="list-style-type: none"> 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 	<p>Task 7 – Reading 13% (Due Week 27)</p> <p>Answer comprehension questions analysing an unseen feature article.</p> <p>Suggested text for assessment task: <i>The Guardian</i> – Layne Beachley: how we fought back against surfing's sexist bullies https://www.theguardian.com/sport/2017/mar/14/layne-beachley-how-we-fought-back-against-surfing-sexism</p> <p>Respond to all of the questions below:</p> <ol style="list-style-type: none"> Give two examples of how male surfers treated Layne Beachley when she was a young surfer. The last sentence of paragraph three is a metaphor. Identify this metaphor and explain what this metaphor tells you about the way the writer feels. Identify two 'sacrifices' or 'unacceptable circumstances' experienced by female surfers from Beachley's generation In paragraph nine, Beachley says that surfing is 'an iconic lifestyle'. What do you think is 'iconic' about the surfing lifestyle?

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	<p>delivered to the class in the form of a vlog. Suggested platforms include iMovie, Clipchamp, Filmora and VivaVideo.</p> <ul style="list-style-type: none"> • Explore types of vlogs, such as educational, humorous and instructional (e.g. life hacks). • Discuss vlog conventions include talking heads, interviews, animation, text, sound effects, voice over, follow-me-around video, graphics and music. • Consider the structure of vlogs. The opening often includes a greeting and a hook (e.g. personal anecdote, popular culture reference or real-life event). The closing might include the following: wrap up argument and tie back to opening; call to action; like, follow, subscribe, share; tell viewers what's coming next; promote your product, service or merchandise; ask a question to encourage comments. • The vlog 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 make written comments on three vlogs from classmates. <p>Suggested surfing resources</p> <ul style="list-style-type: none"> • <i>Bra Boys</i>, 2007 [documentary film] • <i>Girls Can't Surf</i>, 2020 [documentary film] • <i>Point Break</i>, 1991 [film] • <i>Blue Crush</i>, 2002 [film] • TotalSurfCamp – What is the surf culture (the real one)? 	<p>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.</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 • 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 <p>When speaking and listening, students learn</p>	<ol style="list-style-type: none"> 5. Compare two differences in the way women's champion Tyler Wright was treated in 2017 to the way Beachley was treated in her career. 6. Beachley was told that women can't be paid the same as men in sponsorship deals because 'male surfers sell board shorts, female surfers don't sell as many bikinis'. What does this argument mean and do you think it is true or not? 7. Do you think female sportspeople should be paid the same as male sportspeople? Why or why not? <p>Task 8 – Oral communication 15% (Set Week 28, due Week 30)</p> <p>In a pair or small group, create a vlog exploring a subculture. The following areas should be discussed:</p> <ul style="list-style-type: none"> • origins • clothing and accessories • hobbies and hangouts • music, television and films of choice • public perception • current popularity. <p>The vlog should be posted to an online forum or discussion group. Platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and</p>

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	<p>https://totalsurfcamp.com/en/blog/what-surf-culture-real-one</p> <ul style="list-style-type: none"> Marketing Mag – All washed up: have surf megabrands forgotten their roots? by Andrew Warren and Chris Gibson https://www.marketingmag.com.au/hubs-c/all-washed-up-have-surf-megabrands-forgotten-their-roots/ Tracks – A future beyond sexism for women’s pro surfing https://tracksmag.com.au/a-future-beyond-sexism-for-womens-pro-surfing-554247 <p>Suggested subculture resources</p> <ul style="list-style-type: none"> Course Sidekick – Introduction to Sociology: Pop Culture, Subculture, and Cultural Change https://www.coursehero.com/study-guides/sociology/pop-culture-subculture-and-cultural-change/ W Magazine – The Street Style Goths Are Out to Play at Paris Fashion Week https://www.wmagazine.com/fashion/paris-fashion-week-street-style-spring-2022 HowStuffWorks – 10 Types of Teens: A Field Guide to Teenagers https://www.lifestyle.howstuffworks.com/family/parenting/tweens-teens/10-types-of-teens.htm <p>Suggested vlog resources</p> <ul style="list-style-type: none"> Crash Course [educational vlog] 	<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 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 	<p>SEQTA. Students are to make written comments on three vlogs from classmates and submit a note-making retrieval chart that incorporates information from three different sources, correctly referenced.</p>

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	<p>https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q</p> <ul style="list-style-type: none"> Lilly Singh [humour vlog] https://www.youtube.com/channel/UCfm4y4rHF5HGrSr-qbvOwOg Better Ideas [life hacks vlog] https://www.youtube.com/channel/UCtUId5WFnN82GdDy7DgaQ7w <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11 Numeracy skills: N1, N2, N3, N4, N5</p>		

Acknowledgements

Task 7 – Reading 13% (Due Week 27)

Extracts from: Beachley, L. (2017). Layne Beachley: How We Fought Back Against Surfing's Sexist Bullies. *The Guardian*. Retrieved February, 2023, from <https://www.theguardian.com/sport/2017/mar/14/layne-beachley-how-we-fought-back-against-surfing-sexism>