



## **SAMPLE COURSE OUTLINE**

---

**ENGLISH**  
**GENERAL 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, 2024

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 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 of Education policies
- address duty of care responsibilities
- meet copyright requirements
- adhere to the requirements of classification categories.

Parent or guardian permission should be sought when showing a publication, film, video or computer game that has a PG or M classification to students under 15 years of age. Texts classified MA 15+ may not be shown to any students without parental consent, and allowances must be made in case of withdrawal. For further information, see the Department of Education policy on Use of Texts in Educational Settings at <https://www.education.wa.edu.au/web/policies/-/use-of-texts-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  
Unit 3 and Unit 4

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
1–3	<ul style="list-style-type: none"> <li>Explore a range of mass media texts, including opinion pieces, articles, still images and advertisements, which focus on issues affecting teenagers.</li> <li>Practise reading comprehension strategies including: <ul style="list-style-type: none"> <li>before, during and after templates and KWL (what you know, what you want to know, what you have learnt)</li> <li>graphic organisers to gain a broad overview of the ideas and perspectives presented within each text.</li> </ul> </li> <li>Revise appropriate metalanguage and vocabulary.</li> <li>Guide analysis of visual texts, including highlighting, annotating, identifying visual language features, visual elements, target audience, intended purpose, perspectives and audience positioning.</li> <li>Guide analysis of written texts, analysing them in terms of identifying persuasive language features, intended audiences and purpose, perspectives and audience positioning.</li> <li>Create online discussion boards, face-to-face panel discussions or class debates which focus on identifying facts, opinions, supporting evidence and bias within selected texts.</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>distinguishing different perspectives about the main ideas in texts</li> <li>identifying facts, opinions, supporting evidence and bias</li> </ul> <p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the relationships between context, purpose, and audience in a range of texts</li> <li>the use of text types, 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, and choice of colour and font style in websites</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> </ul>	<p><b>Task 1 – ‘Critical minds’ Responding 12% (Set Week 1, due Week 3)</b></p> <p>Students explore a range of written and visual texts in class and analyse them in terms of conventions, target audience, intended purpose, perspectives and audience positioning.</p> <p>Students are to identify a variety of issues which affect teenagers in contemporary society and analyse how they are reflected within the media. Students pick one visual and one written text which convey the same issue, and prepare for an in-class assessment which will require them to respond, in paragraph form, to <b>both</b> of the following questions.</p> <ol style="list-style-type: none"> <li>Discuss how language features have been used to present a perspective in one written text you have studied. (200–300 words)</li> <li>Explain how the visual features of one visual text have positioned you to reflect on an issue which affects teenagers. (200–300 words)</li> </ol>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> <li>Model paragraph responses and gradually guide students to independent practice.</li> <li>Practise communicating analysis by selecting visual and written texts and having students deliver informal presentations of their analysis within a small group, under timed conditions.</li> </ul> <p><b>Suggested texts</b>  Written: current news articles, opinion pieces, blogs which address social, cultural and economic issues, transcriptions of podcasts, speeches.</p> <p>Visual: print advertisements, websites, government campaigns, job advertisements, photographs, magazine covers, political cartoons.</p> <p>Texts can focus on, but are not limited to, the following contemporary issues which are relevant to a teenage audience: Indigenous Australian perspectives on Treaty; sustainability and the environment; economic disparity; disadvantage between social and/or cultural groups; domestic violence; the impact of drug and/or alcohol abuse; technological advances, including the use of AI; social media addiction; gaming addiction; gender roles and gender equality; LGBTQIA+ rights; workplace bullying and harassment.</p>		

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
4–6	<ul style="list-style-type: none"> <li>Consider the power of language, and how it can be used for both promotional and disparaging purposes.</li> <li>Consider why people write reviews and why they are so valuable in our increasingly interconnected world. What is the power of influencers today?</li> <li>Revise the difference between formal and informal writing.</li> <li>Revise persuasive language features (written and visual).</li> <li>Read a range of reviews from different websites (see below for suggested sources). Consider how these are structured and the language they use.</li> <li>Conduct a sorting activity of formal versus informal reviews.</li> <li>Students read a range of reviews on one product of their choice from a site such as Amazon to collect various perspectives and viewpoints. They consider how these are similar and different, and how their tone varies.</li> <li>Students compose a sample formal email to a previous teacher, describing their positive influence (revise how to write a formal email beforehand).</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>understanding the way attitudes and values are presented</li> <li>explaining shifts in tone and perspectives and identifying the effect of language choices on an audience</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>gathering different viewpoints, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> <li>employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion</li> <li>categorising and integrating ideas and evidence about specific issues</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>using personal voice and adopting different viewpoints and/or perspectives to influence audiences</li> <li>selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and information for different contexts and purposes</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul>	<p><b>Task 2 – ‘Influence me’ Creating 10% (Set Week 4, due Week 6)</b></p> <p>Students are required to harness the power of language to review their experiences. They should incorporate text structures and language features as appropriate.</p> <p><b>Part A</b> Write a formal email complaining about a product they have purchased. (200 words)</p> <p><b>Part B</b> Compose an informal Google Review for a service they have received or a place they have visited. (200 words)</p> <p><b>Part C</b> Promote on a social media platform, such as Instagram or X, a place, performance or service they have experienced. This may also include images and a comment thread. (200 words)</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> <li>Students research a famous influencer. Why are they famous? What products do they advertise? Why? What comments do they receive when advertising these products? What are the images of these products like and how do these shape an audience response? What hashtags are used?</li> <li>Discuss plagiarism and ethical research and revise how to create a bibliography and reference accurately. Remind students how to avoid plagiarism.</li> </ul> <p><b>Suggested resources/texts</b></p> <ul style="list-style-type: none"> <li>Tripadvisor <a href="https://www.tripadvisor.com.au/">https://www.tripadvisor.com.au/</a> Note: reviews of places, experiences, shows etc.</li> <li>Product Review <a href="https://www.productreview.com.au/">https://www.productreview.com.au/</a> Note: reviews of products</li> <li>Amazon Australia <a href="https://www.amazon.com.au/">https://www.amazon.com.au/</a> Note: reviews of products</li> <li>Empire <a href="https://www.empireonline.com/">https://www.empireonline.com/</a> Note: reviews of films, television shows and games</li> <li>Google <a href="https://www.google.com/">https://www.google.com/</a> Note: search for places or services to read user reviews</li> </ul>	<ul style="list-style-type: none"> <li>expressing a logical viewpoint about an idea, issue or event in written, spoken and multimodal forms</li> </ul>	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
7–12	<ul style="list-style-type: none"> <li>• Read fiction text/s of teacher’s choice and have students answer comprehension/chapter questions pertaining to: <ul style="list-style-type: none"> <li>▪ representation of characters/groups (including under-representation)</li> <li>▪ representation of perspectives</li> <li>▪ narrative structures, techniques and language features used</li> <li>▪ issues and ideas presented</li> <li>▪ influence of the text on audience/readers’ values/attitudes/beliefs.</li> </ul> </li> <li>• Guide analysis and annotation of the text.</li> <li>• Deconstruct sample questions.</li> <li>• Model essay writing, including evidence and analysis.</li> <li>• Practise timed responses.</li> <li>• Hold a class discussion exploring perspectives, attitudes, assumptions, beliefs and values presented in the text.</li> <li>• Students create a graphic representation (e.g storyboard, flow chart) of key events from within the text.</li> </ul>	<p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>• the use of text types, 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, and choice of colour and font style in websites</li> <li>• the use of narrative techniques, for example, characterisation and narrative point of view</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>• local and/or global issues in a range of texts</li> <li>• the use of text types, text structures and language features</li> <li>• how some perspectives are privileged while others are marginalised or silenced</li> </ul> <p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understanding the way attitudes and values are presented</li> <li>• analysing issues and ideas in texts and explaining perspectives</li> </ul>	<p><b>Task 3 – ‘Burning fiction’</b>  <b>Responding 14%</b>  <b>(Set Week 7, due Week 12)</b></p> <p>Students will plan, edit and draft an essay in response to their analysis of a fiction text studied in class. Students will produce a final copy of their response in class under timed assessment conditions.</p> <p>Students are to respond to <b>one</b> of the following questions:</p> <ol style="list-style-type: none"> <li>1. Explain how narrative techniques and/or language features have been used to present values in a text you have studied.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. Discuss how different attitudes towards one issue have been presented in a text you have studied.</li> </ol> <p>Suggested word length: 500–750 words</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p><b>Suggested texts</b></p> <p><b>Short stories</b></p> <p>'Going Home', Archie Weller            'The Last Spin', Evan Hunter            'The Pedestrian', Ray Bradbury            'The Test', Angelica Gibbs            'There Will Come Soft Rains', Ray Bradbury            'The Veldt', Ray Bradbury            'The Lottery', Shirley Jackson</p> <p><b>Plays</b></p> <p><i>Blackrock</i>, Nick Enright  <i>A Midsummer Night's Dream</i>, William Shakespeare  <i>The Tempest</i>, William Shakespeare  <i>Summer of the Seventeenth Doll</i>, Ray Lawler  <i>Don's Party</i>, David Williamson  <i>Oedipus Rex</i>, Sophocles</p> <p><b>Novels/novellas</b></p> <p><i>Of Mice and Men</i>, John Steinbeck  <i>Animal Farm</i>, George Orwell  <i>The Curious Incident of the Dog in the Night-Time</i>, Mark Haddon  <i>The Hunger Games</i>, Suzanne Collins  <i>Feed</i>, M.T. Anderson  <i>Me Mam. Me Dad. Me.</i>, Malcolm Duffy  <i>The Town</i>, James Roy  <i>Fighting Ruben Wolfe</i>, Markus Zusak  <i>Simon vs. the Homo Sapiens Agenda</i>, Becky Albertalli</p>	<ul style="list-style-type: none"> <li>explaining how texts use language to appeal to the beliefs, attitudes and values of an audience</li> <li>discussing the way ideas and information are presented in texts</li> </ul>	

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p><i>The Surprising Power of a Good Dumpling</i>, Wai Chim</p> <p><b>A selection of poems from:</b>            Shakespeare (sonnets)            Robert Frost            Oodgeroo Noonuccal            Jack Davis            Henry Lawson            John Keats (odes)            Banjo Paterson            Wilfred Owen</p>		
13		<Teacher to insert content provided by the Authority>	<b>Task 4 – Externally set task 15%</b>
13–20	<ul style="list-style-type: none"> <li>View a range of reality television shows, including documentary-style, competition, dating and makeover.</li> <li>Teach the text structures and language features of reality television, including the big reveal, confessional, grand finale, catchphrases, cliff hangers, eliminations, montage, overdubs (music and voiceover), experts, host/presenter and conflict/fights.</li> <li>As a class, create a visual mind map of different reality shows, focusing on how they are constructed.</li> <li>Students consider the issues raised by the popularity of reality television, e.g. bullying,</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>evaluating the evidence upon which different viewpoints are based</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>local and/or global issues in a range of texts</li> <li>the use of text types, text structures and language features</li> <li>how some perspectives are privileged while others are marginalised or silenced</li> </ul> <p><b>Communicating and interacting with others by:</b></p>	<p><b>Task 5 – ‘I am the real thing’</b>  <b>Creating 13%</b>  <b>(Set Week 16, due Week 20)</b></p> <p>Working in a group, students script and/or storyboard a scene/s from a reality television show. They must film and edit this into a three- to five-minute segment. Students should incorporate the text structures and language features of reality television in order to appeal to a particular audience.</p> <p>Each group is required to present their video to the class. They should introduce their segment and recap and answer questions after the film screening.</p> <p>Students must submit:</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>stereotyping, instant celebrity and distortion of the truth.</p> <ul style="list-style-type: none"> <li>Students explore how particular groups are presented in reality television (e.g. age, gender, race, subculture) and whether these groups are privileged and/or marginalised.</li> <li>Form groups and delegate scenarios, roles and responsibilities for the assessment task.</li> </ul> <p><b>Suggested texts</b></p> <p><b>Documentary-style</b></p> <p><i>Keeping up with the Kardashians</i>, 2007–2015; 2017; 2019–2021 [reality television series]  <i>Toddlers &amp; Tiaras</i>, 2009–2013 [reality television series]  <i>The Real Housewives</i> series, various dates [reality television series]</p> <p><b>Makeover</b></p> <p><i>Selling Houses Australia</i>, 2008–present [reality television series]  <i>Queer Eye</i>, 2018–present [reality television series]  <i>The Block</i>, 2003–present [reality television series]</p> <p><b>Dating</b></p> <p><i>The Bachelor</i>, 2002–present [reality television series]  <i>Married at First Sight</i>, 2014–present [reality television series]  <i>Beauty and the Geek</i> series, various dates [reality television series]</p> <p><b>Competition</b></p> <p><i>MasterChef</i> series, various dates [reality television series]</p>	<ul style="list-style-type: none"> <li>speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts</li> <li>planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using digital tools</li> <li>listening actively; being prepared to assert personal views</li> <li>applying critical thinking and problem solving cooperatively</li> <li>creating oral texts that communicate ideas and perspectives</li> <li>recognising when to work with others and when to work independently</li> <li>using the language of negotiation, problem solving and conflict resolution</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>determining the relevance of source material to the context and topic</li> <li>investigating and synthesising ideas and collating appropriate information from a range of source material</li> <li>employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion</li> </ul> <p><b>Create a range of texts by:</b></p>	<ul style="list-style-type: none"> <li>research, notes and planning (written script and/or storyboard)</li> <li>an electronic copy of the reality television segment.</li> </ul>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p><i>Survivor</i> series, various dates [reality television series]  <i>Big Brother</i> series, various dates [reality television series]  <i>Drag Race</i> series, various dates [reality television series]  <i>Next Top Model</i> series, various dates [reality television series]</p>	<ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>integrating text structures and language features (written, visual and/or audio) to engage and persuade audiences</li> </ul>	
21–27	<ul style="list-style-type: none"> <li>View two feature films which engage with similar ideas, issues or events.</li> <li>Students complete retrieval charts which encourage note-taking on the following aspects of each film: <ul style="list-style-type: none"> <li>the main ideas</li> <li>the issues and/or events portrayed</li> <li>the perspective/s developed and how these perspectives are influenced by context</li> <li>the language and structural features used in the text to shape audience response.</li> </ul> </li> <li>Discuss in groups which perspectives/viewpoints are absent from, or marginalised within, the chosen texts.</li> <li>Students journal personal reactions to the perspective offered in each film. Offer guiding questions and encourage students to</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>analysing issues and ideas in texts and explaining perspectives</li> <li>discussing the way ideas and information are presented in texts</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the use of text types, text structures and language features</li> <li>how some perspectives are privileged while others are marginalised or silenced</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>expressing a logical viewpoint about an idea, issue or event in written, spoken and multimodal forms</li> <li>using and adapting text structures and language features to communicate ideas</li> </ul>	<p><b>Task 6 – ‘Rate that film’</b>  <b>Responding 14%</b>  <b>(Set Week 21, due Week 24)</b>  Students will have time both in class and at home to complete this task.</p> <p>Students write a film review which considers the way in which two different feature films have represented similar issues and ideas. They must also incorporate discussion of how the films appeal to audiences through the use of visual elements and language features.</p> <p>Films discussed in the review should generally be those which have previously been studied in class. One could be a short film.</p> <p>Students should use the text structures and language features of reviews in their writing. The review should be approximately 500–700 words.</p> <p><b>Task 7 – ‘In the spotlight’</b>  <b>Creating 10%</b>  <b>(Set Week 25, due Week 27)</b>  <b>Part A:</b> After viewing and studying a feature film in class, students select a scene which inspires</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>consider whether the perspectives presented reinforce or challenge their own values, attitudes or beliefs.</p> <p><b>Suggested texts</b></p> <p><b>Racism</b>  <i>12 Years a Slave</i>, 2013  <i>The Help</i>, 2011  <i>Sweet Country</i>, 2017  <i>BlackKlansman</i>, 2018</p> <p><b>World War II</b>  <i>Life is Beautiful</i>, 1997  <i>Schindler's List</i>, 1993  <i>The Book Thief</i>, 2013  <i>The Pianist</i>, 2002</p> <p><b>Miscarriage of justice</b>  <i>Richard Jewell</i>, 2019  <i>The Hurricane</i>, 1999  <i>Evil Angels</i>, 1988</p> <p><b>Mental health</b>  <i>One Flew Over the Cuckoo's Nest</i>, 1975  <i>What's Eating Gilbert Grape</i>, 1993  <i>Silver Linings Playbook</i>, 2012  <i>The Soloist</i>, 2009</p> <p><b>Gender stereotyping</b>  <i>Ride Like a Girl</i>, 2019  <i>Billy Elliott</i>, 2000  <i>Bend it like Beckham</i>, 2002</p>	<ul style="list-style-type: none"> <li>selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and information for different contexts and purposes</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>determining the relevance of source material to the context and topic</li> <li>investigating and synthesising ideas and collating appropriate information from a range of source material</li> </ul>	<p>them. Based on this scene they create <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>a narrative from the perspective of a character, detailing the key events of the scene</li> <li>a poem based on a key theme, issue or experience presented in this scene</li> <li>song lyrics to accompany the scene.</li> </ul> <p><b>Part B:</b> Students also submit a reflection that explains:</p> <ul style="list-style-type: none"> <li>how their narrative, poem or song links to the specific scene</li> <li>the particular language choices and text structures selected, and how these consider purpose and audience.</li> </ul> <p>Word length: 200–400 words for narrative, poem or song, 100–150 words for reflection.</p>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p><b>Refugees</b>  <i>Lion</i>, 2016  <i>Footy Legends</i>, 2006  <i>The Good Lie</i>, 2014</p>		
28–30	<ul style="list-style-type: none"> <li>Hold a class brainstorm of different instances in which you would need instructions and for what purpose, e.g. building an IKEA cabinet.</li> <li>Identify ‘life skills’ which are required to navigate everyday life, e.g. how to cook a meal.</li> <li>Read a variety of everyday texts, such as recipes, instructions, directions, troubleshooting and game walkthroughs.</li> <li>Watch a variety of demonstrations of procedures which pertain to everyday life, e.g. how to stop someone from choking, how to change a tyre, how to create homemade slime.</li> <li>Students create their own step-by-step instructions for a seemingly mundane task, e.g. brushing your teeth or tying your shoelace.</li> <li>Students share their instructions with a peer and receive feedback on accuracy and detail.</li> <li>Summative assessment: as individuals or in pairs, have students choose a procedure to impart to their peers, and create a presentation which demonstrates the steps</li> </ul>	<p><b>Communicating and interacting with others by:</b></p> <ul style="list-style-type: none"> <li>creating oral texts that communicate ideas and perspectives</li> <li>recognising when to work with others and when to work independently</li> <li>speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts</li> <li>planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using digital tools</li> <li>listening actively; being prepared to assert personal views</li> <li>applying critical thinking and problem solving cooperatively</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>using personal voice and adopting different viewpoints and/or perspectives to influence audiences</li> <li>selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and</li> </ul>	<p><b>Task 8 – ‘Teach me about the real world’</b>  <b>Creating 12%</b>  <b>(Set Week 28, due Week 30)</b></p> <p>In pairs, students construct a multimodal presentation which demonstrates the procedure of a life skill. Students must incorporate spoken elements alongside written and visual elements in their presentation.</p> <p>The presentation must involve an outline of the purpose and importance of the skill, and a step-by-step demonstration. This can take the form of a video presentation, a PowerPoint to accompany a real-time demonstration, or any other multimodal form. Audience members will provide constructive written or verbal feedback for their peers, but this will not be formally assessed.</p> <p>Possible topics include:</p> <ul style="list-style-type: none"> <li>how to change a tyre</li> <li>how to tie a Windsor knot</li> <li>how to make a barista-style coffee</li> <li>how to bake a cake</li> <li>how to change a nappy</li> <li>how to apply make-up</li> <li>how to break up with someone</li> <li>how to tune a guitar.</li> </ul>

Week	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>of this task (video performance, oral presentation, face-to-face re-enactment.)</p> <ul style="list-style-type: none"> <li>• Select an audience feedback template such as two stars and a wish, so that students can demonstrate active listening.</li> </ul>	<p>information for different contexts and purposes</p> <ul style="list-style-type: none"> <li>• using editing processes and appropriate referencing</li> <li>• using and adapting text structures and language features to communicate ideas</li> </ul>	<p>Duration: three to five minutes.</p>