



SAMPLE COURSE OUTLINE

ENGLISH

FOUNDATION YEAR 12

(TO RUN ALONGSIDE 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.

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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 (<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>).

Background to 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 12 (to run alongside General Year 12)

Name of context, name of module and number of weeks duration	Formative activities, resources, texts	Syllabus content	Assessment tasks
<p>Literacy for learning Module: Fables, fairytales, myths and legends Weeks 1–5</p>	<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. Hold a class discussion of how the time and place 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 themes, values and attitudes. Consider how different people and groups may respond to these texts 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 interpretations differ depending on the gender of the reader or writer 	<p>Task 1 – Oral communication 12% (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 an adaptation of a traditional story. Submit an annotated draft that indicates edits made based upon feedback from classmates, as well as 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>

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	<ul style="list-style-type: none"> • 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 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 	<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, semicolons, 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 	

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	<p>language, stance and eye contact. Give students opportunities to practice in pairs and small groups.</p> <ul style="list-style-type: none"> Public speaking games include the Um Police, Connect the Dots, Tell us the History of, End Lines, Story Starters and Oink Substitution. <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 	<p>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 how texts can be interpreted in different ways, for example, depending 	

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	<ul style="list-style-type: none"> • <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] • 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>on the culture to which the reader belongs</p> <p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> • how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework • why a particular form is appropriate, for example, a speech instead of a monologue • how to use the spoken language conventions of a particular form, for example, a panel discussion or debate • 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 	

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	<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 <p>Literacy skills: L1, L2, L3, L4, L5, L7, L8, L9, L10 Numeracy skills: N4</p>		
<p>Literacy for community participation Module: Social protest movements Weeks 6–10</p>	<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 summarise the information in an infographic (suggested 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. 	<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 	<p>Task 2 – Reading 15% (Due Week 8) Complete comprehension questions analysing an unseen advertisement. Suggested text for assessment task: ‘Now you swallow this’ Greenpeace advertisement. ad Ruby – Greenpeace: Change the picture now https://www.adruby.com/print-ads/greenpeace-change-picture-now Suggested questions Respond to all questions below: 1. Identify one visual technique and explain how it influences the audience.</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"> • Have students study a range of songs, speeches and advertisements/posters related to social protest movements. • Hold a class discussion of how the time and place of production shaped the creation of the texts. • Explore personal response (emotional and/or intellectual) to issues, 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. • 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. 	<ul style="list-style-type: none"> • 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 • 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; 	<ol style="list-style-type: none"> 2. Identify one written technique and explain how it influences the audience. 3. What is the purpose of this advertisement? 4. Do you think the advertisement is successful in achieving this purpose? Explain why or why not. 5. What attitude towards the environment is presented in the advertisement? <p>Task 3: Writing 10% (Set Week 8, Due Week 10) Write a persuasive speech that promotes a social protest movement. You may write as yourself or take on a persona.</p>

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	<ul style="list-style-type: none"> • 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 promotes a social protest movement. Students may write as themselves or take on a persona. The speech should incorporate information gathered from interviews, surveys, questionnaires and 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) • ‘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- 	<p>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</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 	

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	<p>australia-ca/ Note: Marriage equality advertisements</p> <ul style="list-style-type: none"> • 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 • UN Women – Emma Watson: Gender equality is your issue too 	<p>and values promoted by a current affairs segment with those promoted by a news report</p> <ul style="list-style-type: none"> • 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>https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too Note: feminism</p> <ul style="list-style-type: none"> 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 <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L10, L11 Numeracy skills: N1, N2, N3, N4, N5</p>		
Weeks 12–14			Task 4 – Externally Set Task 15% Due Weeks 12–14 (date set by the school)
Literacy for Learning Module: Novel study Weeks 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. 	<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 	<p>Task 5 – Reading 15% (Set Week 13, due Week 15) Paragraph responses analysing the studied novel.</p> <p>Suggested questions Respond to all the questions below:</p> <ol style="list-style-type: none"> Design a plot diagram, charting and labelling the important incidents in the novel. Create a sociogram that represents the main characters and their relationships. Explain how one character grows and changes throughout the novel.

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"> • 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 the class via a digital platform, such as Edublogs, Connect, Microsoft Teams, OneNote Class Notebook or SEQTA. • Hold a class discussion of how the novel relates to the lives of teenagers. • Explore personal response (emotional and/or intellectual) to characters, issues, themes, 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 paragraph structure. 	<ul style="list-style-type: none"> • 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 • 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, semicolons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses 	<ol style="list-style-type: none"> 4. Identify two examples of conflict in the novel (e.g. person versus person, person versus self, person versus nature or person versus society). Explain how the conflict develops and how it is resolved over the course of the novel. 5. Identify one theme in the novel. Discuss how particular characters, settings and events from the novel are used to present this theme. 6. Do you think this novel is effective in appealing to a teenage target audience? Why or why not? 7. How might adults respond to this novel?

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	<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* • <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 paragraph writing resources</p> <ul style="list-style-type: none"> • Monash University – How to build an essay https://www.monash.edu/student-academic-success/excel-at-writing/how-to-write/essay/how-to-build-an-essay > Body paragraphs • Art of Smart – How to Write a TEEL Paragraph for Your English Essay https://artofsmart.com.au/english/teel-paragraph/ 	<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 to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to brainstorm ideas, for example, by using mindmaps • how to shape or structure a text to make it work, for example, by creating a framework • why a particular form is appropriate, for example, a weekly column instead of a feature article • how to use the conventions of a particular form, for example, the sports article 	

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"> Galston High School – What is T.E.E.L.? https://galston-h.schools.nsw.gov.au/learning-at-our-school/what-is-t-e-e-l-.html <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L10 Numeracy skills: N4</p>	<ul style="list-style-type: none"> 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 	
<p>Literacy for community participation Module: Community issues Weeks 16–20</p>	<p>In reel life</p> <ul style="list-style-type: none"> Brainstorm community issues. These could include the environment, health, poverty, sport, racism, bullying, homelessness, corporate irresponsibility, discrimination against people with disabilities, social media and technology. 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, 	<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 	<p>Task 6 – Writing 10% (Set Week 18, due Week 20) Design a pamphlet that educates a target audience about a community issue. The pamphlet should incorporate information gathered from watching the documentary, as well as other research.</p>

Name of context, name of module and number of weeks duration	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res.</p> <ul style="list-style-type: none"> • Consolidate understanding of terms through quizzes, such as Kahoot!. • Watch a documentary that presents a community 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 values and attitudes of the audience. • Hold a class discussion of how the time and place of production shaped the creation of the text. • Explore personal response (emotional and/or intellectual) to themes, issues, values and attitudes. Consider how different people and groups may respond in different ways. • 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). • Have students read a range of pamphlets. Examples include travel, tourist attractions, product information, health and community awareness. • Teach the conventions of pamphlets. These include headings and subheadings, evidence (statistics, dates, quotes from experts), graphics, colour scheme, font, logical hierarchy and flow, numbered lists, tables, and graphs and charts. • Revise research and note-making skills. 	<ul style="list-style-type: none"> • 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 • 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, semicolons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses 	

Name of context, name of module and number of weeks duration	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<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] • <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>Suggested pamphlet resources</p> <ul style="list-style-type: none"> • Lifewire – How to Create a Place or Organization Brochure 	<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 to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to brainstorm ideas, for example, by using mindmaps • how to shape or structure a text to make it work, for example, by creating a framework • why a particular form is appropriate, for example, a weekly column instead of a feature article • how to use the conventions of a particular form, for example, the sports article 	

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	<p>https://www.lifewire.com/create-a-brochure-tutorial-1078564</p> <ul style="list-style-type: none"> • FunKids – How to make a travel brochure https://www.funkidslive.com/learn/penguin-explorers/make-travel-brochure/ • Department of Health and Aged Care – Protecting your baby against influenza starts when you're pregnant – brochure https://www.health.gov.au/resources/publications/protecting-your-baby-against-influenza-starts-when-youre-pregnant-brochure Note: example of health brochure • Department of Health and Aged Care – Coronavirus (COVID-19) – Grief and Trauma Support Services – Brochure https://www.health.gov.au/resources/publications/coronavirus-covid-19-grief-and-trauma-support-services-brochure Note: example of health brochure • Lady Musgrave Experience – Resources https://ladymusgraveexperience.com.au/resources/ > Download Full Day Tour Brochure Note: example of tourist attraction brochure • Royal Canin Vet Practice Portal – Pet owner leaflets http://hosting.fluidbook.com/royalcanin/PetOwnerLeaflet/m/index.html#/page/0 Note: example of product brochure • DrinkWise – Resources https://drinkwise.org.au/about-us/resources/# Note: example of community awareness brochure 	<ul style="list-style-type: none"> • 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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	<ul style="list-style-type: none"> Kidsafe – Button Batteries https://kidsafe.com.au/button-batteries/ Note: example of community awareness brochure <p>Research and note-making resources</p> <ul style="list-style-type: none"> Australian National University – Note-taking template https://www.anu.edu.au/students/academic-skills/study-skills/note-taking/note-taking-template Toronto Public Library – Online Research Skills for High School Students: Tips and Strategies https://torontopubliclibrary.typepad.com/teens/2020/05/online-research-skills-for-high-school-students-tips-and-strategies.html State Library Victoria – Research Essentials Videos for Secondary Students https://www.slv.vic.gov.au/learn/schools-teachers/research-essentials-secondary-students <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L10, L11 Numeracy skills: N1, N2, N3, N4, N5</p>		
<p>Literacy for Work Module: Workplace issues Weeks 21–25</p>	<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. Suggested chart types 	<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 	<p>Task 7 – Writing 10% (Set Week 23, due Week 25) 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. Students are to reply to three posts from classmates. The replies should</p>

Name of context, name of module and number of weeks duration	Formative activities, resources, texts	Syllabus content	Assessment tasks
	<p>include pie chart, bar graph, line graph, Venn diagram or pictogram graph.</p> <ul style="list-style-type: none"> Have students design an infographic based upon a workplace issue. Revise the visual techniques used 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. 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. Revise letter writing. 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 suggest solutions for the problems described 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]* 	<ul style="list-style-type: none"> 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 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 	<p>suggest solutions for the problems described and should incorporate some information gathered through research.</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"> • <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] • <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? 	<p>marks, single inverted commas, the dash, the hyphen, brackets and ellipses</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 to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to brainstorm ideas, for example, by using mindmaps • how to shape or structure a text to make it work, for example, by creating a framework • why a particular form is appropriate, for example, a weekly column instead of a feature article 	

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	<p>https://www.quora.com/What-are-the-most-important-skills-for-writing-an-advice-column-for-a-magazine</p> <ul style="list-style-type: none"> 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/ <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/ <p>Suggested letter writing resources</p> <ul style="list-style-type: none"> ABC – 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 <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L10, L11 Numeracy skills: N1, N2, N3, N5</p>	<ul style="list-style-type: none"> 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 everyday personal contexts Module: High School Life Weeks 26–30</p>	<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 conventions 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 time and place 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 values and attitudes of the audience. Explore personal response (emotional and/or intellectual) to characters, themes, issues, 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 movement, shot duration, editing, juxtaposition, lighting and special effects. Revise film text structures, such as orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res. 	<p>When reading texts, students learn</p> <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques 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 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 	<p>Task 8 – Oral communication 13% (Set Week 28, due Week 30) In pairs, design a multimodal presentation on the topic 'A guide to surviving high school'. The presentation should be created for a particular situation, purpose and audience.</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"> Consolidate understanding of these terms through quizzes, such as Kahoot!. Have students design a multimodal presentation on the topic 'A guide to surviving high school'. Determine the situation, 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; or 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] <i>Easy A</i>, 2010 [film] <i>She's All That</i>, 1999 [film] 	<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 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 <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 	

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	<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> <p>Literacy skills: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11</p>	<ul style="list-style-type: none"> • 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 	