



SAMPLE COURSE OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL YEAR 12

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

English as an Additional Language or Dialect – General Year 12

Semester 1 – Attitudes, issues and identity

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
1–3	<p>Overview of course and expectations – course documents and school assessment policy</p> <p>Appraisal of student levels and linguistic and cultural background and self-introduction</p> <p>Use of dictionaries, thesauruses, school library and resources, and web-based resources</p> <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts • identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts • distinguishing between main ideas and supporting details and between fact and opinion • defining some common SAE cultural references and implied meanings in texts • selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources • using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension • using strategies to plan, reflect on and consolidate own learning <p>Language and textual analysis</p> <ul style="list-style-type: none"> • identifying how different purposes and contexts influence language choices and meaning • explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance • describing the effect of register, style and tone on meaning • explaining the effects of descriptive language and imagery in texts • describing how language reflects sociocultural constructions of age, gender, race and identity <p>Language table Relevant items</p>	<p>Task 1: Response Read, view and listen to a range of texts about culturally significant sites in Australia. Respond to short and extended answer questions about these texts.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
4–7	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts • identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts • distinguishing between main ideas and supporting details and between fact and opinion • defining some common SAE cultural references and implied meanings in texts • selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources • using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension • using strategies to plan, reflect on and consolidate own learning <p>Language and textual analysis</p> <ul style="list-style-type: none"> • identifying how different purposes and contexts influence language choices and meaning • explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance • describing the effect of register, style and tone on meaning • explaining the effects of descriptive language and imagery in texts • describing how language reflects sociocultural constructions of age, gender, race and identity <p>Creating texts</p> <ul style="list-style-type: none"> • using appropriate structure and content to communicate ideas and opinions for different purposes and audiences • using paragraphing to organise and communicate main and supporting ideas • using digital, multimodal and print-based technologies • using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences • using description, characterisation, and direct and indirect speech • using cohesive devices at sentence, paragraph and whole text level • using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language Table Relevant items</p>	<p>Task 2: Investigation Investigate cultural conceptions of land and ownership through watching the film <i>Australia</i> and writing a film review.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
8–10	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> seeking assistance and asking for clarification in social, work and academic contexts, negotiate meaning and re-establishing communication, using home language or dialect to clarify understanding, seek feedback using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures using active listening strategies and working collaboratively with others <p>Language Table Relevant items</p>	<p>Task 3: Production (oral) Participate in a debate on a topic such as ‘Change is good for Australian society’ or ‘The negative effects of technology on Australia’s youth outweigh the benefits’.</p>
12		<p>Task 4: Externally set task A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school</p>
11–15	<p>Language and textual analysis</p> <ul style="list-style-type: none"> identifying how different purposes and contexts influence language choices and meaning explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance describing the effect of register, style and tone on meaning explaining the effects of descriptive language and imagery in texts describing how language reflects sociocultural constructions of age, gender, race and identity <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate structure and content to communicate ideas and opinions for different purposes and audiences using paragraphing to organise and communicate main and supporting ideas using digital, multimodal and print-based technologies using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences 	<p>Task 5: Production (written) Read the novel <i>Blueback</i> and explore themes such as the impact of change or people on the environment, sustainable living and the importance of the land. Write an essay in response.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
	<ul style="list-style-type: none">• using description, characterisation, and direct and indirect speech• using cohesive devices at sentence, paragraph and whole text level• using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language table Relevant items</p>	

Semester 2 – Society and Community Engagement

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
1–4	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> listening, reading and viewing for specific purposes and content describing and classifying the form, medium and subject matter of texts describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts explaining ideas, issues and arguments presented in non-fiction texts interpreting cultural references and implied meanings in texts selecting information sources and synthesise information from these sources using a range of reference texts, including dictionaries to assist interpretation and explanation of ideas <p>Language and textual analysis</p> <ul style="list-style-type: none"> identifying how the selection of text structures and language features can influence an audience explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising explaining the effects of shifts in register, style and tone analysing how point of view shapes audience response analysing connections between texts explaining the visual features of texts and interpreting graphic representations of data using language to express judgement of an object, a process, or a performance using metalanguage to express personal and critical responses to texts <p>Language table Relevant items</p>	<p>Task 6: Response Read and view a range of texts related to contemporary social issues such as e-waste, sustainability or genetic modification. Respond to short and extended answer questions about these texts.</p>
5–8	<p>Creating texts</p> <ul style="list-style-type: none"> using a range of text types and digital, multimodal and print-based technologies using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features using stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features using culturally specific phrases, idioms, collocations and references using a range of research sources and methods, including interviews, surveys or questionnaires using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>Task 7: Production (written) Choose a contemporary social issue that you have studied in class that interests you and write a letter to your local member of parliament outlining your concerns related to this issue and making suggestions about how to improve the situation.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
	<p>Language table Relevant items</p>	
9–12	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts • using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level • understanding and using non-verbal cues in a range of formal and informal contexts • understanding common cultural references, conceptual metaphors and connotations • experimenting with register and tone to create rapport • organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • listening, reading and viewing for specific purposes and content • describing and classifying the form, medium and subject matter of texts • explaining ideas, issues and arguments presented in non-fiction texts • interpreting cultural references and implied meanings in texts • selecting information sources and synthesising information from these sources • using a range of reference texts, including dictionaries to assist interpretation and explanation of ideas <p>Creating texts</p> <ul style="list-style-type: none"> • using a range of text types and digital, multimodal and print-based technologies • using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features • using stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features • using culturally specific phrases, idioms, collocations and references • using a range of research sources and methods, including interviews, surveys or questionnaires • using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language table Relevant items</p>	<p>Task 8: Investigation Investigate the topic of community engagement. Write a survey to distribute to ten family members, friends or acquaintances to find out how they engage with their community. Use the results from your survey to produce a brochure for students advertising and promoting community engagement.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
13–15	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts • using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level • understanding and using non-verbal cues in a range of formal and informal contexts • understanding common cultural references, conceptual metaphors and connotations • experimenting with register and tone to create rapport • organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate <p>Language table Relevant items</p>	<p>Task 9: Production (oral) Deliver a five-minute persuasive presentation for your peers promoting community engagement.</p>