



SAMPLE COURSE OUTLINE

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
GENERAL YEAR 12**

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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.

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
1–2	<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>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use active listening strategies and work collaboratively with others • use contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts • identify linguistic and structural features of a range of more complex text types, including literary and transactional texts • distinguish between main ideas and supporting details and between fact and opinion • define some common SAE cultural references and implied meanings in texts • use a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension • use digital, multimodal and print-based technologies • use 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 <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content • identify inferred meanings in texts • distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • recognise some common cultural references <p>Texts: Print, visual and aural texts, including books, documentaries, websites and newspaper articles.</p>	<p>Task 1: Response</p> <p>Read, view and listen to a range of texts about culturally significant sites in Australia, such as Uluru, Karajini National Park, the Three Sisters, the Opera House, Rottnest Island, Port Arthur, Fremantle, the wreck of the <i>Batavia</i>, Purnululu National Park and Kalgoorlie. Respond to short and extended answer questions about these texts.</p>
3–5	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • seek assistance and ask for clarification in social, work and academic contexts, negotiate meaning and re-establish communication, use home language or dialect to clarify understanding, seek feedback • use contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts • identify linguistic and structural features of a range of more complex text types, including literary and transactional texts • distinguish between main ideas and supporting details and between fact and opinion 	<p>Task 2: Response</p> <p>Read the article ‘Aboriginal Identity: Who is ‘Aboriginal?’’ Complete a reading comprehension task in response.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> define some common SAE cultural references and implied meanings in texts select and evaluate suitable information sources, skim for general meaning and scan for specific information, take notes, summarise, paraphrase, use graphic organisers to collect and collate information, synthesise information from two sources use a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension use digital, multimodal and print-based technologies <p>Language competencies</p> <p>Lexical competence</p> <ul style="list-style-type: none"> as appropriate to topic <p>Semantic competence</p> <ul style="list-style-type: none"> understand and use words appropriate to the different semantic fields of SAE identify inferred meanings in texts use appraisal to express engagement, attitude and gradation distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> question for clarification as needed negotiate meaning identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> recognise some common cultural references <p>Texts: www.creativespirits.info/aboriginalculture/people/aboriginal-identity-who-is-aboriginal</p>	
6–8	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> use a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension use strategies to plan, reflect on and consolidate own learning seek assistance and ask for clarification in social, work and academic contexts, negotiate meaning and re-establish communication, use home language or dialect to clarify understanding, seek feedback use contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts distinguish between main ideas and supporting details and between fact and opinion define some common SAE cultural references and implied meanings in texts use digital, multimodal and print-based technologies use appropriate structure and content to communicate ideas and opinions for different purposes and audiences use paragraphing to organise and communicate main and supporting ideas use 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 use cohesive devices at sentence, paragraph and whole text level 	<p>Task 3: Investigation</p> <p>Investigate attitudes, issues and identity by watching the film <i>Around the Block</i> and writing a film review.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> all items listed <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> all items listed <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose <p>Texts: <i>Around the Block</i>, Sarah Spillane</p>	
9–11	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> use intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches understand and use some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts identify assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures explain the effects of descriptive language and imagery in texts describe how language reflects sociocultural constructions of age, gender, race and identity use appropriate structure and content to communicate ideas and opinions for different purposes and audiences use digital, multimodal and print-based technologies use 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 use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> pronunciation, stress, rhythm, intonation and pitch for emphasis phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> as appropriate to topic <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> as appropriate to task <p>Semantic competence</p> <ul style="list-style-type: none"> identify inferred meanings in texts distinguish between fact and opinion 	<p>Task 4: Production (oral)</p> <p>Compare and contrast a range of fables/tales/stories from different cultures in terms of their structure, audience and purpose. Analyse an important fable/story/tale from your culture and present your analysis to the class.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Sociolinguistic competence</p> <ul style="list-style-type: none"> experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose develop and use anxiety reduction strategies <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> recognise some common cultural references recognise some irony, and how humour is created use culturally accepted politeness conventions in listening, speaking and written protocols understand cultural differences in eye contact and personal space <p>Texts: A selection of fables/stories/tales from different cultures.</p>	
12	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.	Externally set task
12–15	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> select and evaluate suitable information sources, skim for general meaning and scan for specific information, take notes, summarise, paraphrase, use graphic organisers to collect and collate information, synthesise information from two sources use a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension use appropriate structure and content to communicate ideas and opinions for different purposes and audiences use paragraphing to organise and communicate main and supporting ideas use common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations use cohesive devices at sentence, paragraph and whole text level use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> all items listed <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> all items listed <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> recognise some common cultural references <p>Texts: <i>All in the Blue Unclouded Weather</i>, Robin Klein.</p>	<p>Task 5: Production (written)</p> <p>Read the novel <i>All in the Blue Unclouded Weather</i> and, in response, write an essay to compare and contrast Australian society in the 1940s with contemporary Australian society. Focus on themes such as education, community, family and lifestyle.</p>

Semester 2 – Society and Community Engagement

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
1–2	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> listen, read and view for specific purposes and content explain ideas, issues and arguments presented in non-fiction texts interpret cultural references and implied meanings in texts select information sources and synthesise information from these sources analyse how point of view shapes audience response analyse connections between texts use language to express judgement of an object, a process, or a performance use metalanguage to express personal and critical responses to texts use a range of text types and digital, multimodal and print-based technologies use language appropriate to the context, including imaginative, persuasive and rhetorical forms and features use 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 <p>Language competencies</p> <p>Lexical competence</p> <ul style="list-style-type: none"> as relevant to task <p>Semantic competence</p> <ul style="list-style-type: none"> listen for gist, development of argument and specific content identify inferred meanings in texts use appraisal to express engagement, attitude and gradation distinguish between fact and opinion <p>Texts: Multimodal texts, including books, documentaries, websites and newspaper articles on the topics of genetic modification, e-waste and sustainable practices. For example:</p> <ul style="list-style-type: none"> www.greenpeace.org/international/en/campaigns/toxics/electronics/the-e-waste-problem/where-does-e-waste-end-up/ www.greenpeace.org/international/PageFiles/25502/recyclingelectronicwasteindiachinafull.pdf www.sbs.com.au/news/dateline/story/e-waste-hell Clickview: The Science of Pollution 	<p>Task 6: Production (written)</p> <p>Read and view a range of texts related to the topics of genetic modification, e-waste and sustainable practices. Respond to short and extended answer questions about these texts.</p>
3–5	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> experiment with register and tone to create rapport explain ideas, issues and arguments presented in non-fiction texts interpret cultural references and implied meanings in texts select information sources and synthesise information from these sources analyse how point of view shapes audience response analyse connections between texts use language to express judgement of an object, a process, or a performance use metalanguage to express personal and critical responses to texts use a range of text types and digital, multimodal and print-based technologies 	<p>Task 7: Production (Written)</p> <p>Choose one of the topics you have investigated (genetic modification, e-waste or sustainable practices) 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
	<ul style="list-style-type: none"> • use language appropriate to the context, including imaginative, persuasive and rhetorical forms and features • use stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features • use 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 • use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> • all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> • all items listed <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> • all items listed <p>Semantic competence</p> <ul style="list-style-type: none"> • identify inferred meanings in texts • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose <p>Texts: Texts from Task 7.</p>	
6–9	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • listen, read and view for specific purposes and content • explain ideas, issues and arguments presented in non-fiction texts • select information sources and synthesise information from these sources • analyse connections between texts • use a range of text types and digital, multimodal and print-based technologies • use stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features • use culturally specific phrases, idioms, collocations and references • use a range of research sources and methods, including interviews, surveys or questionnaires • use 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 • use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>Task 8: Investigation</p> <p>Investigate the topic of study/work stress. Write a survey to distribute to ten family/friends/acquaintances to find out how this affects them and what they do to deal with it. Use the results from your survey to produce an information sheet/brochure, for students planning to enter the workforce, about how to identify and manage stress in their lives.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> all items listed <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> all items listed <p>Semantic competence</p> <ul style="list-style-type: none"> distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> understand and use the language of persuasion experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts recognise cultural variations in acceptance of novice and expert knowledge <p>Texts: Print, visual and aural texts, including books, documentaries, websites and newspaper articles.</p>	
10–12	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> understand and use non-verbal cues in a range of formal and informal contexts understand common cultural references, conceptual metaphors and connotations listen, read and view for specific purposes and content describe and classify the form, medium and subject matter of texts explain ideas, issues and arguments presented in non-fiction texts interpret cultural references and implied meanings in texts select information sources and synthesise information from these sources use a range of reference texts, including dictionaries to assist interpretation and explanation of ideas analyse how point of view shapes audience response explain the visual features of texts and interpret graphic representations of data use language to express judgement of an object, a process, or a performance use a range of text types and digital, multimodal and print-based technologies use culturally specific phrases, idioms, collocations and references <p>Language competencies</p> <p>Lexical competence</p> <ul style="list-style-type: none"> as appropriate to topic <p>Semantic competence</p> <ul style="list-style-type: none"> listen for gist, development of argument and specific content identify shifts in meaning according to syntax identify inferred meanings in texts identify ambiguous or inappropriate communication 	<p>Task 9: Response</p> <p>Explore the issues of discrimination, conflict and resolution, and occupational health and safety in the workplace through reading, viewing and listening to a range of texts.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • understand and use the language of persuasion <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts • recognise some common cultural references • recognise some irony, and how humour is created • recognise cultural variations in acceptance of novice and expert knowledge • understand cultural differences in eye contact and personal space • identify cultural variations in symbolism, classification and gender behaviours <p>Texts: <i>Getting it Right at Work: Negotiating and Problem Solving</i>, AMES NSW; <i>It's Your Right!</i> AMES Victoria; <i>Occupational Health and Safety: An Introductory Workbook</i>; AMES Victoria; <i>Speak Safe: OHS awareness for CALD workers</i>, AMES Victoria.</p>	
13–15	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • initiate, sustain and conclude interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts • use intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level • understand and use non-verbal cues in a range of formal and informal contexts • understand common cultural references, conceptual metaphors and connotations • experiment with register and tone to create rapport • organise and present spoken information appropriate to audience and purpose, self-correcting when appropriate • explain ideas, issues and arguments presented in non-fiction texts • interpret cultural references and implied meanings in texts • select information sources and synthesise information from these sources • use a range of reference texts, including dictionaries to assist interpretation and explanation of ideas • use language to express judgement of an object, a process, or a performance • use metalanguage to express personal and critical responses to texts • use a range of text types and digital, multimodal and print-based technologies • use language appropriate to the context, including imaginative, persuasive and rhetorical forms and features • use stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features • use culturally specific phrases, idioms, collocations and references • use 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 	<p>Task 10: Production (oral)</p> <p>Choose a workplace issue that you have studied in class that interests you and prepare an informative presentation for your peers on what the issue is and how to manage it in an Australian context.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> • use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> • as appropriate to topic <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> • as appropriate to task <p>Semantic competence</p> <ul style="list-style-type: none"> • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • develop and use anxiety reduction strategies <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • use culturally accepted politeness conventions in listening, speaking and written protocols • understand cultural differences in eye contact and personal space • identify cultural variations in symbolism, classification and gender behaviours <p>Texts: Texts from Task 11 and a range of websites.</p>	