



## SAMPLE COURSE OUTLINE

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ENGLISH  
FOUNDATION 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 – Foundation Year 12

## Semester 1

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
<b>Introduction to English Foundation</b> Week 1	All content will be discussed.	Read and discuss the syllabus, its rationale, how it is structured and organised, the relationship to OLN and to graduation.
<b>Literacy for everyday personal contexts</b>  <b>Module:</b> Using writing to say what you mean, to mean what you say. Weeks 2–5	<b>When producing and reading texts, students learn</b> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language</li> <li>• how texts promote values and attitudes</li> <li>• how to discuss what has been learned about how texts work</li> <li>• how texts can be interpreted in different ways</li> <li>• how to use language</li> <li>• how to spell and pronounce words effectively</li> <li>• how and when to use punctuation</li> <li>• how to shape or structure a text to make it work</li> <li>• how to reflect on the strengths and weaknesses of texts created</li> <li>• how to learn and use concepts of English grammar</li> </ul>	<b>Activity</b> (A variation on an activity from teacher reference text, <i>The Little Red Writing Book</i> by Mark Tredinnick) <ul style="list-style-type: none"> <li>• Go for a 20 minute walk. When you return, write a page of prose narrative in the same rhythm and pace as your walk. Tell us what you see, how you feel and what you think about while you are walking.</li> <li>• Reflect on your piece of writing:               <ul style="list-style-type: none"> <li>▪ What did you see and what issues, if any, are raised by what you saw?</li> <li>▪ What did you feel physically and what issues, if any, are raised by what you felt?</li> <li>▪ What did you think and what issues, if any, are raised by what you thought?</li> <li>▪ Does the pace of your piece of writing match the pace of your walk? For example, if you walked quickly, does your story move at a fast pace?</li> <li>▪ What do we learn about ourselves through this activity? (Discuss the aspects of sensation and thought, of seeing and feeling, physically, on the one hand and thinking or feeling, emotionally, on the other hand.)</li> <li>▪ How does what you have written suggest your personality or character?</li> <li>▪ How could you make your sentences more succinct? Your paragraphs more structured?</li> <li>▪ Discuss this reflection with a peer.</li> </ul> </li> <li>• Write out your prose narrative again, adding and deleting until you have exactly what you want in it. Let the story develop but do not feel as though you have to reach the end of the narrative.</li> </ul>

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
		<p><b>Task 1: Writing</b> Take a walk and produce a short piece of writing (300–600 words) that develops a first person narrative from the point of view of a character (you) who sees, feels and thinks.</p> <p>In a separate reflection (200–300 words), explain what you have learned about your own values and attitudes by creating this narrative. <b>Week 5</b></p>
<p><b>Literacy for work context</b></p> <p><b>Module:</b> Getting the interview and winning the position Weeks 6–10</p>	<p><b>Part 1: When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work, for example, their structures, conventions, techniques</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language for particular purposes</li> <li>• how to discuss what has been learned about how texts work</li> </ul> <p><b>Part 2: When producing texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how to shape or structure a text to make it work</li> <li>• why a particular form is appropriate</li> <li>• how to use the conventions of a particular form</li> <li>• how to use language, including appropriate spelling, punctuation and grammar</li> <li>• how to shape language for particular purposes</li> <li>• how to brainstorm ideas</li> <li>• how to reflect on the strengths and weaknesses of texts created</li> <li>• how and when to use punctuation</li> </ul> <p><b>Part 3: When speaking and listening, students learn</b></p> <ul style="list-style-type: none"> <li>• how to shape or structure an oral text</li> <li>• how to use the spoken language conventions of a particular form</li> <li>• how to use spoken language techniques for particular purposes and audiences</li> </ul>	<p><b>Activity</b> Introductory activities exploring the conventions of job advertising.</p> <p>You will collect a number of interesting job advertisements from either print or online sources. The sites <a href="http://www.jobfinder.com.au">www.jobfinder.com.au</a> and <a href="http://www.indeed.com">www.indeed.com</a> are both useful for this task. Carefully consider the selection criteria for the position, paying attention to the explicit requirements, as well as the implied or desired qualities the employer is seeking. Discuss this as a class and select a partner with whom you will complete the interview task at the conclusion of the module. <b>Week 6</b></p> <p><b>Activity</b> <b>Preparing a job application</b> You need to select one vacancy and prepare to ‘apply’ to the position. Make sure you choose something that interests you in order to make the task enjoyable. Draw up a T-chart which lists the necessary selection criteria, as well as the desired or preferred requirements, on one side of the chart. Complete the other side of the chart with notes on how you meet those requirements (of course, you will need to fabricate some of your credentials and prior experience details!) Use this T-chart to assist you in preparing a resumé specifically for the vacancy you have selected and to write a letter of application.</p> <p><b>Task 2: Writing</b> Prepare a resumé and write a job application letter. <b>Week 8</b></p> <p><b>Activity</b> Before you begin this activity watch the four minute video about the art of the interview: <a href="https://www.youtube.com/watch?v=Nlvp9yTh15Y">https://www.youtube.com/watch?v=Nlvp9yTh15Y</a></p> <p><b>Task 3: Oral Communication</b> Participating in interview scenarios. <b>Week 10</b></p>

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
	<ul style="list-style-type: none"> <li>• how to listen attentively and purposefully</li> <li>• how to promote values and attitudes</li> <li>• how to engage in a variety of speaking and listening scenarios</li> </ul> <p><b>When producing texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how to spell and pronounce words effectively</li> <li>• how to learn and use concepts of English grammar</li> </ul>	<p><b>Part 1: Being interviewed</b> Your partner will act as the potential employer and conduct an interview with you. This will allow you to display your understanding of meeting selection criteria and presenting yourself in a confident and mature manner. This is also where your research into your prospective employer and your practice at answering interview questions will be evident.</p> <p><b>Part 2: Being the interviewer</b> Now it's your turn to interview your partner, providing your partner with every opportunity to promote him/herself in a positive manner. You need to listen carefully and develop open questions for your role. Be prepared to evaluate the suitability of your partner for the vacancy.</p>
<p><b>Literacy for learning context</b></p> <p><b>Module:</b> Viewing a documentary Weeks 11–14</p>	<p><b>When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language for particular purposes and audiences</li> <li>• how texts promote values and attitudes</li> <li>• how to discuss what has been learned about how texts work</li> <li>• how texts can be interpreted in different ways</li> </ul>	<p><b>Task 4: Reading</b> Viewing a documentary You are to choose a documentary from iView or SBS on Demand and, in pairs, create a report using the bullet points of syllabus content at left as the subheadings. <b>Week 14</b></p>
<p><b>Externally set task</b></p>	<p>To be confirmed.</p>	<p><b>Task 5: Externally set task. Week 12</b></p>

## Sample course outline

## English – Foundation Year 12

## Semester 2

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
<p><b>Literacy for community participation</b> context</p> <p><b>Module:</b> 'I Protest!' Weeks 1–5</p>	<p><b>Part 1: When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language for particular purposes</li> <li>• how texts promote values and attitudes</li> <li>• how to discuss what has been learned about how texts work</li> <li>• how texts can be interpreted in different ways</li> </ul>	<p><b>Activities:</b></p> <p>You will examine examples of the ways in which individuals or groups can engage in social advocacy in response to a problem in their local or wider community. You will read, view and discuss examples of ways to seek wider support in order to change the actions of big companies or government authorities.</p> <p>Local papers, including the 'Letters to the Editor' section, will contain examples of smaller scale action; internet sites like change.org will have examples of action on varying scales. Activists often hand out leaflets and/or seek petition signatures in public places. You will discuss which types of actions may be better suited for different causes and will examine ways in which we shape our language for different audiences and purposes.</p> <p>You will revise the conventions of relevant styles of communication, such as letter writing or the wording of the preamble to formal petitions to government departments or ministers. You will also look at examples of posters and pamphlets that try to inform readers about an issue and lead them to seek further information and offer support.</p> <p>You will complete the planning and brainstorming activities in the work booklet, listing the problems that result from the current situation and then describing the benefits that could result from the proposed change.</p> <p>You will identify who has the power to make the appropriate changes by determining whether it is a matter for Local, State or Federal government or is the responsibility of a particular company or industry.</p> <p>You will each select an issue within your local or wider community that you believe has created a problem. You will propose a solution that requires a change in government policy or in the actions of a government agency, an industry or a private company.</p>

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		<p>Some of the types of issues you may wish to address could be:</p> <ol style="list-style-type: none"> <li>1. Racial prejudice towards a minority group</li> <li>2. Unfairness in access to facilities or opportunities</li> <li>3. Need for improvement in the management of a local service or facility</li> <li>4. A specific form of mistreatment of animals</li> <li>5. Vilification of asylum seekers/refugees</li> <li>6. Discrimination towards older people</li> <li>7. Discrimination towards younger people</li> <li>8. Lack of understanding/prejudice towards people with disabilities/specific conditions.</li> </ol> <p><b>Consultation with your teacher might allow you to research an alternative topic.</b></p>
	<p><b>Part 2: When producing texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how to shape or structure a text to make it work</li> <li>• how to use the conventions of a particular form</li> <li>• how to use language</li> <li>• how to shape language for particular purposes</li> <li>• how to learn and use concepts of English grammar</li> </ul>	<p><b>Task 6: Writing</b></p> <p>Select an issue within your local or wider community which you believe has created a problem. You will propose a solution that requires a change in government policy or in the actions of a government agency, an industry or a private company.</p> <p>Following the steps included in the work booklet, you will plan, draft and complete 'campaign' material that is designed to garner support from other citizens and/or encourage a change from those in authority.</p> <p>You will select three out of the following types of action designed to attract support and to make authorities aware of the need for the change you are proposing. You must choose at least one out of each list.</p> <p>You may include material supporting another type of action as an alternative to one of the above, if you have negotiated this change with your teacher. <b>Week 4</b></p> <p><b>List A</b></p> <p>A petition and preamble which need to use appropriate, formal language. Check the format of an official petition using a site like <a href="http://www.gopetition.com.au">www.gopetition.com.au</a></p> <p>An opinion piece for a local newspaper in which you explain your concerns and suggestions.</p> <p>A media release to ensure that you get coverage for your campaign. The media release will need to be written in a form that the media outlets will be able to use with minimal alterations.</p>

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		<p>The script of a speech you could make at a public meeting or rally to encourage supporters and win over opponents.</p> <p>A formal letter to the appropriate authority which can address your issue.</p> <p>A letter to the editor of a newspaper.</p> <p><b>List B</b></p> <p>A poster outlining your concerns about this issue and challenging people to think differently about the problem.</p> <p>An advertisement for a newspaper to publish. (Include information about the cost of advertising in your local paper.)</p> <p>A flyer or poster for a public meeting, to be held in a suitable public venue in the local area. (Explain the laws in your local area that control the posting of notices.)</p> <p>A PowerPoint or Prezzi with images and brief statements. (You may wish to link the slides with the script of a speech from List A.)</p> <p>Opening pages for a website for your 'protest' group.</p> <p>A YouTube-style segment encouraging others to support your views.</p>
	<p><b>Part 3: When speaking and listening, students learn</b></p> <ul style="list-style-type: none"> <li>• how to shape or structure an oral text</li> <li>• how to use the conventions of a particular form</li> <li>• how to use spoken language conventions</li> <li>• how to listen attentively and purposefully</li> <li>• how to promote values and attitudes</li> </ul> <p><b>When producing texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how to use language, including appropriate spelling, punctuation and grammar</li> <li>• how to shape language for particular purposes</li> <li>• how to reflect on the strengths and weaknesses of texts created</li> </ul>	<p><b>Activities</b></p> <p>You will discuss the etiquette of providing constructive feedback. You will consider the model of offering positive comments first and then making suggestions for improvement. You will remember that everyone has room for improvement so it is not acceptable to say that another student's work is 'perfect'. Some suggestions must be made.</p> <p>Both participants in the feedback process will be prepared to ask for clarification if they do not understand a comment or question.</p> <p>You will practise polite ways of disagreeing with a comment or suggestion.</p> <p><b>Task 7: Oral communication</b></p> <p>Feedback and reflection</p> <p>When you have completed your campaign material, you will show it to at least two other students who will provide feedback and you will offer feedback to at least two other students.</p>



Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
		<p>Feedback should include positive comments about the effectiveness of the material in persuading readers/viewers and constructive suggestions about aspects that could have been improved.</p> <p>You will explain your ideas in an informal discussion and then write a summary in each student's work booklet.</p> <p>Make sure you address:</p> <ol style="list-style-type: none"> <li>1. How convincing you found the arguments and evidence – discuss the impact on your intellect and on your emotions.</li> <li>2. Clarity of expression of the ideas – evaluate if the material is easy to read/view and understand and mention any confusing sections.</li> <li>3. Visual impact of material from List B – explain how you responded to the images and words in this material.</li> </ol> <p><b>Week 5</b></p> <p><b>Task 8: Writing</b> Using the feedback you receive, you will write a reflection on your efforts. In your reflection, respond to the questions that are included in the work booklet. <b>Week 5</b></p>
<p><b>Literacy for everyday personal contexts</b></p> <p><b>Module:</b> Using public transport Weeks 6–8</p>	<p><b>When speaking and listening, students learn</b></p> <ul style="list-style-type: none"> <li>• how to use spoken language techniques for particular purposes and audiences</li> <li>• how to listen attentively and purposefully</li> <li>• how to promote values and attitudes</li> <li>• how to engage in a variety of speaking and listening scenarios</li> <li>• how to shape or structure an oral text</li> <li>• why a particular form is appropriate</li> <li>• how to use the conventions of a particular form</li> </ul>	<p><b>Activities</b></p> <p>In this module, you will investigate issues concerning timetables and fares; issues concerning safety on public transport; and issues concerning personal space, social and anti-social behaviour.</p> <p><b>Task 9: Oral communication</b> Participate in a range of role-plays which investigate issues concerning personal space, social and anti-social behaviour. <b>Week 8</b></p>

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
<p><b>Literacy for learning</b> context</p> <p><b>Module:</b> Reading poetry Weeks 9–10</p>	<p><b>When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• why texts use a particular form,</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language for particular purposes and audiences</li> <li>• how texts promote values and attitudes</li> <li>• how to discuss what has been learned about how texts work</li> <li>• how texts can be interpreted in different ways</li> </ul>	<p><b>Activity</b></p> <p>You will spend the first of two weeks reading, discussing and interpreting poems from the text <i>Top Lines</i>.</p> <p><b>Task 10: Reading</b></p> <p>You will spend the second week writing six 100 word explanations of what six of those poems mean to you, how those poems work and why other students might not understand the poems the way you do. <b>Week 10</b></p>
<p><b>Literacy for community participation</b> context</p> <p><b>Module:</b> Attending a cultural event Weeks 11–14</p>	<p><b>Part 1: When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language</li> <li>• how texts promote values and attitudes</li> <li>• how to discuss what has been learned about how texts work</li> <li>• how texts can be interpreted in different ways</li> </ul> <p><b>Part 2: When reading texts students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how to discuss what has been learned about how texts work</li> </ul> <p><b>When producing texts students learn</b></p> <ul style="list-style-type: none"> <li>• how to brainstorm</li> <li>• how to shape or structure a text to make it work</li> <li>• why a particular form is appropriate</li> <li>• how to use the conventions of a particular form</li> </ul>	<p><b>Activity: Southbound Camping</b></p> <p>Prior to commencing this task, it is a good idea to open the Southbound website and have a good look around the site. In this way you can work out where all the information is so that you can find out what you have to know.</p> <p>Then you are to use the page of information on camping to answer the seven questions from your task sheet.</p> <p><b>Activity: Southbound Budget</b></p> <p>The next part of this module is to compile a comprehensive budget. Prior to doing this you will need to brainstorm in a group all the things that you will have to pay for. Sharing and comparing your list with other students will ensure that you don't miss anything. Use the internet to research actual costs to prepare an accurate budget.</p>
	<p><b>Part 3: When reading texts students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts use language for particular audiences and purposes</li> </ul>	<p><b>Activity: Festival Rules Report</b></p> <p>The last part of this module is to check out the rules of the festival. Use the website to check on what the age requirements are and what behaviours are acceptable/unacceptable. You must use a report format to present all these rules in such a way that they are easy for you and your friends to read and understand.</p> <p><b>Task 11: Reading</b></p> <p>Preparing for the Southbound Festival</p>

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
	<p><b>When producing texts students learn</b></p> <ul style="list-style-type: none"><li>• how to shape or structure a text to make it work</li><li>• how to brainstorm</li><li>• how to shape or structure a text to make it work</li><li>• why a particular form is appropriate</li><li>• how to use the conventions of a particular form (report)</li><li>• how to use language, including appropriate spelling, punctuation and grammar</li><li>• how to promote attitudes and values</li></ul>	<p>Compile your findings for the three activities into the four sections:</p> <ol style="list-style-type: none"><li>1. Southbound Camping</li><li>2. Southbound Budget</li><li>3. Festival Rules Report</li><li>4. A list of the website links used.</li></ol> <p><b>Week 14</b></p>