



SAMPLE COURSE OUTLINE

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ENGLISH  
FOUNDATION YEAR **11**

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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 11

#### 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 Learning</b> context: Researching and analysing a television program Weeks 2–7	<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>Activity</b></p> <p>Study a television program that you watch regularly. Make some notes about the form it takes (for example, television drama, soap opera, sitcom, documentary, sports program) and the way that program makes use of the features/conventions that are typical of that form.</p> <p>Make notes about how language is used in that program to inform, entertain, persuade and/or narrate.</p> <p>Make some generalisations about the values promoted by that program and/or the attitudes of characters or persons within the program.</p> <p>Evaluate whether you approve or disapprove of those values and attitudes and explain why. Explain how other viewers of that program might not agree with your evaluation.</p> <p>Conclude with a summary of what you have learned about how this text works and how texts using this form tend to work.</p> <p><b>Assessment Task 3: Combine all of the above information into either a review for a newspaper or a report for the program selection manager at a television station.</b>  <b>Week 5</b></p>
	<p><b>Part 2: When producing texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how to brainstorm ideas</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> <li>• how to use language, including appropriate spelling, punctuation and grammar</li> <li>• how to shape language for particular purposes</li> </ul>	<p><b>Assessment Task 1: Create a framework for a newspaper review or a report. Week 4</b></p> <p>When creating the newspaper review or the report mentioned in <b>Assessment Task 3</b> use a framework consisting of a series of rectangles that sets out clearly the structure of your text. Indicate the features of that form (review or report) and how your text will use those features. In your framework, briefly mention the examples of conventions and language that you will draw upon.</p> <p>Ensure that your values and attitudes about the television program are clearly suggested.</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 promote values and attitudes</li> <li>• how to reflect on the strengths and weaknesses of texts created</li> <li>• how texts can be interpreted in different ways</li> </ul>	<p>Acknowledge that some readers of your text might disagree with your views.</p> <p><b>Assessment Task 4: Your journal entry. Week 8</b></p> <p>In a separate journal entry, record the reactions from several of your peers to your review or report.</p> <p>Reflect on the strengths and weaknesses of your text, explaining what you thought worked well and what you might do differently next time.</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>• why a particular form is appropriate</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 with understanding</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 use language, including appropriate spelling, punctuation and grammar</li> <li>• how to shape language for particular purposes</li> </ul>	<p><b>Activity</b></p> <p>Before you write your review or report, test out some of your ideas and examples on your peers. In a series of two character role plays, take the role of the person who approves of this program.</p> <p>In small group work, present an argument in favour of the program, then allow the other 3–4 members of your group to quiz you about your views. In another series of two character role plays, take the role of a person who disapproves of this program and argue that it should be removed from our television screens. In all of these oral activities, focus on the language that you use and the examples that you discuss to support your argument. Make notes about some of your peers' reactions for inclusion in the journal in Part 2.</p> <p><b>Assessment Task 2: Two character role plays. Week 4</b></p>
<p><b>Literacy for Learning</b> context: The Wonderful World of the Sentence Weeks 8–10</p>		<p><b>Activity:</b> A series of lessons exploring how sentences work, why some sentences are faulty or aren't sentences and how to improve sentences in terms of clarity and variety. You will learn how to insert words, phrases and clauses into simple sentences to create a variety of compound and complex sentences.</p> <p><b>Assessment Task 5:</b> Write a simple sentence like the one studied, 'James Cook died', and as we learned to do with that sentence, make five insertions without destroying the grammatical sense. <b>Week 10</b></p>

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
<p><b>Literacy for Work</b> context: Occupational Health and Safety</p> <p>Weeks 11–15</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>Activity</b> <b>Introductory activities from the WorkSafe website:</b></p> <p>You will complete the introductory ‘General Modules’ on this Worksafe Smartmove website which involve online reading of guidelines and some brief case studies with questions to test understanding. These will be read as a group with a smart board or projector and you will answer questions individually on computers, which can be corrected automatically online.</p> <p><b>Week 11</b></p> <p><b>Activity</b> <b>Emergency evacuation procedures:</b> We will work through an example of an evacuation plan. We will discuss likely ways in which the notice to evacuate could be given and what the evacuation procedure should entail (what happens to machinery; what you should take or leave; shutting doors; checking what has to be carried out by section wardens or equivalent etc.) and when it would be safe to re-enter the building or site.</p> <p><b>Assessment Task 6: Comprehension of Emergency evacuation procedures. Week 12</b></p> <p><b>Activity</b> <b>Types of fire extinguishers:</b> Using an <b>Australian</b> chart (or an example of a chart from the internet) we will examine the different kinds of fire extinguishers for different types of fire; we will discuss the problems that will result from using the wrong type of extinguisher. You will answer some questions about this in your work journal. <b>Week 13</b></p> <p><b>(Remember: Australia uses different categories of extinguishers than the UK or USA.)</b></p> <p><b>Activity</b> <b>Simple first aid:</b> We will read and complete comprehension activities on basic first aid posters (or online demonstration) about the procedure for CPR; we will discuss the importance of First Aid training in the workplace; we will look at some of the online resources that could be completed as preparation for a ‘hands on’ course. You will write your responses in your journal.</p> <p><b>Weeks 14–15</b></p> <p><a href="http://www.trainingaidaustralia.com.au">www.trainingaidaustralia.com.au</a></p>

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	<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 promote values and attitudes</li> <li>• how to reflect on the strengths and weaknesses of texts created</li> <li>• how texts can be interpreted in different ways</li> </ul>	<p><b>Activity</b></p> <p>Using a sample accident form that has been completed incorrectly, we will identify the problems with the way in which details requested were provided, the way the description was written and other errors in the completion of this form.</p> <p>You will be given a scenario and will complete an accident form using the information provided.</p> <p>Several types of forms can be found on the internet, such as those at websites like <a href="http://trainingschool.com.au">trainingschool.com.au</a></p> <p><b>Assessment Task 7:</b> <b>Accident form assessment. Week 14</b></p> <p><b>Activity</b></p> <p>You will complete a work journal containing the short writing tasks completed in this module. The work journal will also include a vocabulary list of some of the key terms you will need to complete tasks (evacuation; muster point; ventilation; obstruction; combustible; fuel; hazard etc.) and other terms that you will be adding to the list as you work through the tasks.</p> <p><b>Assessment Task 8: Work journal. Week 15</b></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>• why a particular form is appropriate</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 with understanding</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>Activity</b></p> <p><b>How to call an ambulance:</b> We will discuss the questions the operator will ask and the appropriate answers.</p> <p>These can be found on the St John's Ambulance website: <a href="http://www.ambulance.net.au/content.asp?id=166">www.ambulance.net.au/content.asp?id=166</a></p> <p>The teacher will model this using the school address.</p> <p>You will practise this in role-play situations with different addresses which could include shops you know in the local area, your home addresses or part-time work place. One role play will be formally assessed.</p> <p>(It would be useful to have access to a street directory in order to check the names of the nearest cross roads etc.)</p> <p><b>Assessment Task 9: 'How to call an ambulance' role play. Week 15</b></p>

## Sample course outline

### English – Foundation Year 11

#### Semester 2

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
<b>Literacy for Learning</b> context: The Fantastic Flexibility of the Paragraph Weeks 1–3	<b>Part 2: When producing texts, students learn</b> <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> </ul>	<p>A series of lessons exploring how paragraphs work. You will learn about the TDSLCL technique (Topic-Developing-Supporting-Linking-Concluding sentences), about the variety and complexity of paragraph structures available to you and about the relationship between sentences and paragraphs.</p> <p><b>Assessment Task 10: Three paragraphs. Week 3</b> Write three paragraphs on a topic of your choice using the TDSLCL technique (or variations).</p>
<b>Literacy for Community</b> context: Researching and analysing the roles and responsibilities of owning a dog or a cat Weeks 4–9	<b>Part 1: When reading texts, students learn</b> <ul style="list-style-type: none"> <li>• how texts use language</li> <li>• why texts use a particular form</li> <li>• how texts use the conventions of a particular form</li> <li>• how texts promote values and attitudes</li> </ul>	<p><b>Activity</b></p> <p>You are about to purchase your own dog or cat. You have to research the breeds to find which particular one would be right for you. You may use the internet and library books to assist you in your search. Ensure you provide a bibliography of the sources of information you have used. Once you have found the pet with the characteristics which suit your life style, you are to present a written profile on the pet outlining its characteristics and why you have chosen this particular animal.</p> <p><b>Assessment Task 11: Profile of pet and bibliography. Week 4</b></p>
	<b>Part 2: When producing texts, students learn</b> <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, including appropriate spelling, punctuation and grammar</li> <li>• how to shape language for particular purposes</li> </ul>	<p><b>Activity</b></p> <p>The next part of your task is to find out where to purchase your dog or cat. Should you buy from a pet shop or from a breeder? You need to use the internet to find out what is better for both you and the pet you are about to spend your money on. Are there special requirements for your pet, like having its tail docked or does it have to be sterilised? How much are all these things going to cost?</p> <p><b>Assessment Task 12, part A: Present your findings in a report. Week 6</b></p> <p><b>Activity</b></p> <p>It is time now to prepare for your pet to come home. You need to have a list of things that you need to purchase to ensure that your pet is safe and comfortable.</p>

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		<p>Look at grooming, feeding (and how much it is going to cost you in a week), whether it has to be kept inside, how you might exercise and entertain your pet?</p> <p>Part of making the pet your own is deciding upon a name. Use name books and ideas to make up a name for your pet.</p> <p><b>Assessment Task 12, part B: Set out your findings in this activity in a chart or mindmap or structured overview. Week 7</b></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>• why a particular form is appropriate</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 with understanding</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>Activity</b></p> <p>Your pet might become ill and you will have to take it to a vet. Use the internet and telephone books to find the number of a vet near you and have a list of all the symptoms your animal is suffering to describe to the vet. Present a role play with a partner in which you describe the symptoms to your vet and provide your partner with the questions that the vet might ask in return.</p> <p><b>Assessment Task 13: Role play: phone call with a vet. Week 9</b></p>
<p><b>Literacy for everyday personal context:</b> Out there in the real world Weeks 10–15</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, including appropriate spelling, punctuation and grammar</li> <li>• how to shape language for particular purposes</li> <li>• how to use spoken language conventions</li> <li>• how to reflect on the strengths and weaknesses of texts created</li> <li>• how texts can be interpreted in different ways</li> </ul>	<p><b>‘Out there in the real world’: how to survive interstate</b></p> <p><b>Activity</b></p> <p>Imagine the following scenario: You have finished school and achieved your WACE. You are invited to stay with family/friends in another state of Australia and, keen to see more of the country and find employment, you accept the offer.</p> <p>Unfortunately, the day of your arrival coincides with an emergency for your hosts that require them to leave the country in a hurry. They tell you that you will need to find alternative accommodation by the end of the month.</p> <p>Not knowing anyone else in the state, you find yourself having to rely on your own resourcefulness to survive. You accept the challenge but the clock is ticking – you have only one month before your time, and meagre savings, disappear.</p>



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		<p>You make a list of what you will need to organise for yourself in order to continue living in this part of Australia which is still very new to you (think about food, shelter, medical care, transport etc.) <b>Week 10</b></p> <p>You see advertised a website called Youth Central (<a href="http://www.youthcentral.vic.gov.au/">www.youthcentral.vic.gov.au/</a>), a government site designed for young people who are working towards becoming independent. You decide to use this site as your first option. You will need to be selective when using this site, working through your list from the previous section to guide your searches. Draw up an action plan for tackling this project. <b>Week 11</b></p> <p>You need to keep structured and organised notes on any details you have read or viewed from your searches. Write down what you have learned and reflect on its usefulness to someone in your situation. You need to trial some of the examples offered on the sites; for example, how to cold call for jobs, completing application forms for rental accommodation, and so on. Keep copies of everything you do, even if it is not successful for you.</p> <p><b>Assessment Task 14: Survival guide.</b></p> <p>Everything you explore will be used when you write your own 'How to survive interstate' guide, the format for which will be negotiated with your teacher. <b>Week 13</b></p> <p><b>Assessment Task 15: Oral presentation: surviving interstate.</b></p> <p>Your project will conclude with an oral presentation to the class where you describe some of the more interesting aspects of your journey – what you were hoping to find and what you actually did discover; what was difficult and what was helpful, and advice for surviving 'out there in the real world'. Prepare a structured overview of the key points you will cover in your presentation. You must use at least one multimodal technique.</p>