



SAMPLE COURSE OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
ATAR YEAR 12

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Sample course outline

English as an Additional Language or Dialect – ATAR Year 12

Unit 3 and Unit 4

Semester 1 – Australia as a Cultural Community

Week	Syllabus content	Assessment tasks
1–3	<p>Overview of course and expectations – course documents and school assessment policy</p> <p>Communication/Comprehension/Language and textual analysis</p> <ul style="list-style-type: none"> compare and contrast texts from different cultures and times, and discuss their purposes and effects distinguish between and evaluate facts and opinions presented in texts examine how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts explain cultural beliefs and assumptions reflected in texts reflect on and analyse how language choices influence audience response frame research questions to direct inquiry and synthesise information from multiple sources, including literary and non-literary texts evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language analyse how texts are influenced by other texts and contexts critique cultural attitudes analyse the composition and layout of multimodal texts and texts containing visual elements evaluate the validity and relevance of evidence and assumptions in texts use metalanguage to review and evaluate texts <p>Language competencies</p> <p>Semantic</p> <ul style="list-style-type: none"> identify inferred meanings in texts distinguish between fact and opinion <p>Sociolinguistic</p> <ul style="list-style-type: none"> understand and use the language of persuasion identify the organisation of thought and ideas within SAE texts (rhetorical patterns) <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 <p>Texts: Print, visual and aural texts, including books, documentaries, websites and newspaper articles</p>	<p>Task 1: Response</p> <p>Read and view a range of texts about what it means to be an Australian. In response to two written texts and one visual text on this topic, complete a comprehension task with short answer questions and a synthesis question.</p>
4–6	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> distinguish between and evaluate facts and opinions presented in texts examine how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts explain cultural beliefs and assumptions reflected in texts critique cultural attitudes evaluate the validity and relevance of evidence and assumptions in texts use language to express a personal evaluation of an object, a process or a performance 	<p>Task 2: Investigation</p> <p>Investigate themes related to Australia’s indigenous culture through the film <i>Beneath Clouds</i>. Write an essay in response.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language • use metalanguage to review and evaluate texts • use different sentence structures and text types suited to purpose, audience and subject • use modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses • use sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and use appropriate paraphrasing, quotation, in-text citation and end-of-text referencing • use strategies for planning, synthesising, 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</p> <ul style="list-style-type: none"> • all items listed <p>Lexical</p> <ul style="list-style-type: none"> • all items listed <p>Grammatical (use 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</p> <ul style="list-style-type: none"> • experiment with the register of texts (tone, language, audience), and develop appropriate use for audience and purpose <p>Texts: <i>Beneath the Clouds</i>, Ivan Sen</p>	
7–9	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • distinguish between and evaluate facts and opinions presented in texts • explain cultural beliefs and assumptions reflected in texts • analyse how texts are influenced by other texts and contexts • critique cultural attitudes • evaluate the validity and relevance of evidence and assumptions in texts • frame research questions to direct inquiry and synthesise information from multiple sources, including literary and non-literary texts • evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language • analyse how language forms and conventions used in different modes and media influence audiences • use language to express a personal evaluation of an object, a process or a performance • use metalanguage to review and evaluate texts • use different sentence structures and text types suited to purpose, audience and subject • use modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses • use strategies to assess the relevance, reliability and validity of sources • use strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>Task 3: Production (written)</p> <p>Read newspaper articles on the topic of Australia Day. Discuss the topics of ‘hooliganism’, ‘Invasion Day’ and ‘national pride’. Write a letter of complaint to an Australian newspaper about Australia Day.</p>

Week	Syllabus content	Assessment tasks
	<p>Language competencies</p> <p>Orthographic</p> <ul style="list-style-type: none"> • all items listed <p>Lexical</p> <ul style="list-style-type: none"> • all items listed <p>Grammatical (use 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</p> <ul style="list-style-type: none"> • understand and use the language of persuasion • experiment with the register of texts (tone, language, audience) and develop appropriate use for audience and purpose <p>Texts: Print and visual texts, including books, documentaries, websites and newspaper articles</p>	
10–11	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • participate in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews • use pause, stress, rhythm, pitch and intonation to emphasise meaning • use non-verbal cues to create rapport in a range of situations • use some SAE cultural references, idioms and colloquialisms • select and sustain register and tone to suit different purposes, contexts and audiences • distinguish between and evaluate facts and opinions presented in texts • explain cultural beliefs and assumptions reflected in texts • critique cultural attitudes • analyse the composition and layout of multimodal texts and texts containing visual elements • evaluate the validity and relevance of evidence and assumptions in texts • use language to express a personal evaluation of an object, a process or a performance • use a range of genres and digital, multimodal and print-based technologies • use language that influences the audience, or that privileges certain ideas or perspectives over others • use different sentence structures and text types suited to purpose, audience and subject • use strategies for planning, synthesising, 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 task <p>Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)</p> <ul style="list-style-type: none"> • clause and sentence structures • types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes 	<p>Task 4: Production (oral)</p> <p>a) Prepare and deliver a speech for your peers on the topic of: ‘Freedom – a right or a privilege?’</p> <p>b) In class, view an image and focus questions related to Australia as a Cultural Community. Prepare a five minute response to the image and present this to your peers.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> • verb structures and tenses • clause type (declarative, interrogative, imperative and exclamative) • additive, comparative, temporal and consequential conjunctions • use of correct subject-verb agreement • use of reference items to achieve cohesion <p>Semantic competence</p> <ul style="list-style-type: none"> • identify inferred meanings in texts • 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), develop 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 some common cultural references • 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: Print and visual texts, including books, documentaries, websites and newspaper articles</p>	
12–14	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • select and sustain register and tone to suit different purposes, contexts and audiences • examine how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts • explain cultural beliefs and assumptions reflected in texts • explain the effects of literary and humorous techniques, including figurative language, rhythm and rhyme, and dramatic irony • critique cultural attitudes • use metalanguage to review and evaluate texts • use different sentence structures and text types suited to purpose, audience and subject • use modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses • use sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and use appropriate paraphrasing, quotation, in-text citation and end-of-text referencing • use strategies for planning, synthesising, 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>Task 5: Investigation Read the novel <i>Unpolished Gem</i>. Investigate the themes in the novel and write an essay in response.</p>

Week	Syllabus content	Assessment tasks
	<p>Semantic competence</p> <ul style="list-style-type: none"> • identify inferred meanings in texts • understand the SAE classification systems used in academic environments <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 • recognise some irony, and how humour is created • identify cultural variations in symbolism, classification and gender behaviours <p>Texts: <i>Unpolished Gem</i>, Alice Pung</p>	
Exam week	Practice and revision for examinations.	<p>Tasks 6A and 6B: Examinations (written and oral)</p> <p>Semester 1 written and oral examinations.</p> <p>A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.</p>

Unit 4 – Language and Empowerment

Week	Syllabus content	Assessment tasks
1–3	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> compare and contrast texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and media analyse connotations and figurative language, including metaphors, imagery and personification evaluate how rhetorical devices are designed to influence and persuade evaluate how audience response to ideas and issues is manipulated reflect on and evaluate personal interpretations and those of others analyse and explain how changes in context create changes in meaning analyse how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues analyse how culturally based representations of concepts such as knowledge or authority are conveyed critique stereotyping evaluate the manipulation of text structures and language features for different purposes analyse and use elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> listen for gist, development of argument and specific content understand and use words appropriate to the different semantic fields of SAE identify shifts in meaning according to syntax identify inferred meanings in texts identify ambiguous or inappropriate communication use appraisal to express engagement, attitude and gradation distinguish between fact and opinion understand the SAE classification systems used in academic environments <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> understand and use the language of persuasion identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <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>Speeches that changed the World (with audio CD)</i></p>	<p>Task 7: Response</p> <p>a) Listen to and interpret the meaning of selected speeches. Evaluate how language has been used in the speeches to empower and marginalise particular people/groups of people.</p> <p>b) Read and interpret the meaning of a selected speech. Evaluate how the orator has used language to influence, persuade and position people to accept particular ideologies, beliefs and values.</p>

Week	Syllabus content	Assessment tasks
4–6	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> compare and contrast texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and media analyse connotations and figurative language, including metaphors, imagery and personification evaluate how rhetorical devices are designed to influence and persuade evaluate how audience response to ideas and issues is manipulated integrate ideas and information from a range of literary and reference texts using direct and indirect quotation reflect on and evaluate personal interpretations and those of others analyse and explain how changes in context create changes in meaning analyse how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues analyse how culturally based representations of concepts such as knowledge or authority are conveyed analyse and use elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts critique stereotyping evaluate the manipulation of text structures and language features for different purposes use appropriate paraphrasing, quotation, 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"> understand and use words appropriate to the different semantic fields of SAE identify shifts in meaning according to syntax identify inferred meanings in texts identify ambiguous or inappropriate communication <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 identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <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 	<p>Task 8: Production (written)</p> <p>Read a range of short stories, such as ‘The Test’ and ‘Flowers for Algernon’ and investigate how language can empower and marginalise. Write an essay which analyses how language is used to empower and marginalise in the texts.</p>

Week	Syllabus content	Assessment tasks
	<ul style="list-style-type: none"> understand cultural differences in eye contact and personal space identify cultural variations in symbolism, classification and gender behaviours <p>Texts: 'Flowers for Algernon' (short story), Daniel Keyes; 'The Test', Angelica Gibbs</p>	
7–8	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> reflect on and evaluate personal interpretations and those of others analyse and explain how changes in context create changes in meaning analyse how culturally based representations of concepts such as knowledge or authority are conveyed critique stereotyping modulate register and tone to achieve specific purposes and effects 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 in the past conditional, and subject-specific language forms and features use culturally specific phrases, idioms, collocations and references 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"> understand and use the language of persuasion experiment with the register of texts (tone, language, audience), develop appropriate use for audience and purpose initiate, sustain and end conversations in casual and formal contexts identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts use culturally accepted politeness conventions in listening, speaking and written protocols understand cultural differences in eye contact and personal space <p>Texts: Print and visual texts, including books, documentaries, websites and newspaper articles.</p>	<p>Task 9: Production (written)</p> <p>Explore the topic 'Education is Power'.</p> <p>Write a persuasive speech to be given at a Year 12 graduation ceremony on this topic.</p>

Week	Syllabus content	Assessment tasks
9–10	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • participate in and manage collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminars • use pause, stress, rhythm, pitch and intonation for particular effects • modulate register and tone to achieve specific purposes and effects • use a range of non-verbal cues to complement and enhance meaning • use persuasive devices, including understatement and exaggeration, to highlight a point of view • reflect on and evaluate personal interpretations and those of others • analyse how culturally based representations of concepts such as knowledge or authority are conveyed • critique stereotyping • 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 in the past conditional, 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 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 relevant to task <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 relevant to task <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), develop appropriate use for audience and purpose • initiate, sustain and end conversations in casual and formal contexts <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 • 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>Task 10: Production (oral)</p> <p>Explore the topic 'Education is Power'. Deliver a persuasive speech to your peers on this topic.</p>

Week	Syllabus content	Assessment tasks
11–14	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> reflect on and evaluate personal interpretations and those of others analyse how culturally based representations of concepts such as knowledge or authority are conveyed use a range of text types and digital, multimodal and print-based technologies use a range of research sources and methods, including interviews, surveys or questionnaires use persuasive devices, including understatement and exaggeration, to highlight a point of view integrate ideas and information from a range of literary and reference texts using direct and indirect quotation 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 in the past conditional, 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 appropriate paraphrasing, quotation, 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"> 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), develop 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 some common cultural references 	<p>Task 11: Investigation Investigate the issue of ‘waste’, and how it affects our nation and our world.</p> <p>a) Complete a listening comprehension task. b) Write a feature article.</p>
Exam week	Practice and revision for examinations.	<p>Tasks 12A and 12B: Examinations (written and oral) Semester 2 written and oral examinations. A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.</p>