**Sample Course Outline**

English as an Additional Language or Dialect

ATAR Year 11

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Sample course outline

English as an Additional Language or Dialect – ATAR Year 11

## Unit 1 – Ways of life

| **Week** | **Syllabus content** | **Assessment tasks** |
| --- | --- | --- |
| 1 | Overview of course and expectations – course documents and school assessment policy**Communication skills and strategies*** seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding

**Comprehension skills and strategies*** identifying linguistic and structural features of a range of more complex text types, including literary and transactional
* using strategies to reflect on and consolidate own learning

**Creating texts*** using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
* using paragraphing to organise and communicate main and supporting ideas

**Language competencies**Lexical* choosing vocabulary appropriate to purpose and audience

Grammatical* verb structures and tenses
* voice (active, passive)
* temporal conjunctions

**Texts**: 1–2 brief (auto)biographies or (auto)biographical extracts | Introductory writing (not assessed):Introducing myselfWrite a brief autobiography (family, interests, experiences, goals) |
| 1–4 | **Communication skills and strategies*** using active listening strategies and working collaboratively with others

**Comprehension skills and strategies*** identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts
* distinguishing between main ideas and supporting details and between fact and opinion
* defining some common SAE cultural references and implied meanings in texts
* selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources
* using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts
* using strategies to reflect on and consolidate own learning

**Language and textual analysis*** identifying how different purposes and contexts influence language choices and meaning
* identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures
* explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance
* describing the effect of register, style and tone on meaning
* explaining the effects of descriptive language and imagery in texts
* analysing how language reflects sociocultural constructions of age, gender, race and identity

**Language competencies**Lexical* gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary
* understanding and using formulaic and fixed expressions and collocations
* using discourse markers, for example, for showing cause and effect

Semantic* listening for gist, development of argument and specific content
* identifying inferred meanings in texts
* distinguishing between fact and opinion

Sociocultural* recognising some common cultural references
* recognising some irony, and how humour is created

Orthographic* all items listed

**Texts:** various visual and print texts related to the context Ways of Life*.* | **Task 1: Response**Read and view a range of texts related to the topic Ways of Life.(a) In response to two spoken texts, complete a listening comprehension task.(b) 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. |
| 5–8 | **Communication skills and strategies*** understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts

**Comprehension skills and strategies*** using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts
* defining some common SAE cultural references and implied meanings in texts
* using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension
* using strategies to reflect on and consolidate own learning

**Language and textual analysis*** identifying how different purposes and contexts influence language choices and meaning
* identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures
* explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance
* describing the effect of register, style and tone on meaning
* explaining the effects of descriptive language and imagery in texts
* analysing how language reflects sociocultural constructions of age, gender, race and identity

**Creating texts*** using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
* using paragraphing to organise and communicate main and supporting ideas
* using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences
* using description, characterisation, and direct and indirect speech
* using cohesive devices at sentence, paragraph and whole text level
* using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

**Language competencies**Lexical* understanding and using metalanguage correctly
* using lexical chains to achieve cohesion

Grammatical* modality
* voice (active, passive)
* additive, comparative, temporal and consequential conjunctions

Semantic* understanding and using words appropriate to the different semantic fields of SAE

Sociocultural* identifying cultural variations in symbolism, classification and gender behaviours

**Texts**: film – *The Sapphires* (2012) directed by Wayne Blair; novel – *Red Dog* by Louis de Bernières | **Task 2: Written Production**Read the novel *Red Dog* and view the film *The Sapphires*. Investigate how texts can inform readers and viewers about the culture of a country and the attitudes of its people.Write an in-class essay addressing the topic: *Texts can tell us a lot about the way of life in a country*. |
| 9–11 | **Communication skills and strategies*** seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
* using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches
* understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance
* understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts
* using active listening strategies and working collaboratively with others

**Comprehension skills and strategies*** selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources
* using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension
* using strategies to reflect on and consolidate own learning

**Creating texts*** using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
* using digital, multimodal and print-based technologies
* using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences
* using cohesive devices at sentence, paragraph and whole text level
* using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately
* using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

**Language competencies**Orthographic* all items listed

Lexical* choosing vocabulary appropriate to purpose and audience
* using discourse markers, for example, for showing cause and effect
* understanding and using collocations, idiomatic expressions and colloquialisms
* understanding and using formulaic and fixed expressions and collocations

Grammatical* nominalisation
* clause and sentence structures
* questioning (including rhetorical questioning)
* direct and indirect speech

Semantic* understanding and using words appropriate to the different semantic fields of SAE

Sociolinguistic* experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
* identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)

**Texts**: various visual and print texts related to the topic | **Task 3: Investigation – Part A**Investigate an issue/topic related to Ways of Life and present a research proposal in an oral format.Choose a topic/issue to that you are interested in and formulate a specific idea or question to investigate.Your research proposal should present your idea or question and make a case for why your question is significant and what value it will bring. |
| 12–14 | **Communication skills and strategies*** seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
* using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches
* understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance
* understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts
* using active listening strategies and working collaboratively with others

**Language and textual analysis*** identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures
* explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance
* analysing how language reflects sociocultural constructions of age, gender, race and identity

**Creating texts*** using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
* using digital, multimodal and print-based technologies
* using description, characterisation, and direct and indirect speech
* using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately
* using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

**Language competencies**Phonological* pronunciation, stress, rhythm, intonation and pitch for emphasis
* phonemes and morphemes

Non-verbal* using culturally appropriate gestures and behaviours

Lexical* using descriptive, rhetorical and persuasive language
* choosing vocabulary appropriate to purpose and audience

Semantic* identifying ambiguous or inappropriate communication
* using appraisal to express engagement, attitude and gradation

Sociolinguistic* all items listed

Sociocultural* using culturally accepted politeness conventions in listening, speaking and written protocols
* understanding cultural differences in eye contact and personal space

**Texts**: students’ information/sources from Task 4 | **Task 4:** **Oral Production**Explore the topic Ways of life.Participate in an interview conducted by your teacher. You will be given 5 minutes of preparation time to view an image and make notes related to focus questions, then you will participate in a 10 minute interview. |
| Exam week | Practice and revision for examinations. | **Task 5: Examination**Semester 1 examination. A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief. |

## Unit 2 – Making choices

| **Week** | **Syllabus content** | **Assessment tasks** |
| --- | --- | --- |
| 1-4 | **Comprehension skills and strategies** * listening, reading and viewing for specific purposes and content
* describing and classifying the form, medium and subject matter of texts
* explaining ideas, issues and arguments presented in non-fiction texts
* interpreting cultural references and implied meanings in texts
* using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas
* interpreting cultural references and implied meanings in texts

**Language and textual analysis*** using language to express judgement of an object, a process, or a performance
* explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising
* identifying how the selection of text structures and language features can influence an audience
* analysing how point of view shapes audience response
* explaining the effects of shifts in register, style and tone
* analysing connections between texts
* using metalanguage to express personal and critical responses to texts

**Creating texts*** using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language
* using persuasive, descriptive and emotive language as appropriate

**Language competencies**Lexical * using discourse markers, for example, for showing cause and effect

Semantic* using appraisal to express engagement, attitude and gradation

Grammatical* voice (active, passive)
* nominalisation
* clause and sentence structures
* verb structures and tenses
* use of correct subject-verb agreement

Sociolinguistic * questioning for clarification as needed

Sociocultural* using culturally accepted conventions in listening, speaking and written protocols

**Texts:** various visual and print texts related to the context Making Choices | **Task 6:** **Response**Read and view a range of texts related to the topic Making Choices.(a) In response to two spoken texts, complete a listening comprehension task.(b) 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. |
| 5–8 | **Communication skills and strategies** * understanding common cultural references, conceptual metaphors and connotations

**Comprehension skills and strategies*** listening, reading and viewing for specific purposes and content
* describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts
* explaining ideas, issues and arguments presented in non-fiction texts
* interpreting cultural references and implied meanings in texts

**Language and textual analysis*** analysing how point of view shapes audience response
* explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising

**Creating texts*** using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language
* using a range of cohesive and structural devices
* using persuasive, descriptive and emotive language as appropriate
* experimenting with different registers and tones
* using research skills and strategies, including note‑taking and note‑making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing
* using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses.

**Language competencies**Sociolinguistic* experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
* identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)

Sociocultural* identifying register variations between familiar, semi-formal and some formal contexts
* recognising some common cultural references

**Texts** such as: film – *Ride like a Girl (2019)* directed by Rachel Griffiths; novel – *Black Cockatoo* byCarl Merrison and Hakea Hustler | **Task 7: Written production** (a) View the film *Ride like a Girl* and read the novella *Black Cockatoo*. Complete comprehension activities about the two texts. Write an in-class essay where you consider the choices faced by a person, or people, in at least one of the texts you have studied. You will need to discuss the impact of these choices with reference to the text(s) in your essay. |
| 9–11 | **Communication skills and strategies*** initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts
* using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level
* understanding and using non-verbal cues in a range of formal and informal contexts
* understanding common cultural references, conceptual metaphors and connotations
* experimenting with register and tone to create rapport
* organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate

**Comprehension skills and strategies*** explaining ideas, issues and arguments presented in non-fiction texts
* selecting information sources and synthesising information from these sources

**Language and textual analysis** * identifying how the selection of text structures and language features can influence an audience
* explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising
* explaining the effects of shifts in register, style and tone
* analysing how point of view shapes audience response
* analysing connections between texts
* explaining the visual features of texts and interpreting graphic representations of data
* using language to express judgement of an object, a process, or a performance
* using metalanguage to express personal and critical responses to texts

**Language competencies**Orthographic* using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi‑colons, brackets and exclamation marks

Lexical * using discourse markers, for example, showing cause and effect

Grammatical* verb structures and tenses
* voice (active, passive)
* nominalisation

Semantic* distinguishing between fact and opinion
* understanding the SAE classification systems used in academic environments

**Texts**: model speeches; a range of print and electronic texts relevant to an individual topic related to Making Choices | **Task 7: Written production** (b) Produce a written speech for the topic to be delivered in task 8 (conducted in weeks 9-10).**Task 8:** **Oral production**Explore the topic Making Choices.Formulate an opinion/point of view on a particular aspect of this topic and prepare and deliver a persuasive speech for your peers. |
| 12–14 | **Language and textual analysis** * explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising
* analysing connections between texts
* explaining the visual features of texts and interpreting graphic representations of data
* using language to express judgement of an object, a process, or a performance
* using metalanguage to express personal and critical responses to texts

**Creating texts*** producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies
* using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language
* using a range of cohesive and structural devices
* using persuasive, descriptive and emotive language as appropriate
* experimenting with different registers and tones
* using research skills and strategies, including note-taking and note‑making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing
* using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses.

**Language competencies**Sociolinguistic * understanding and using the language of persuasion

Sociocultural * understanding cultural differences in eye contact and personal space

**Texts**: to be selected from materials used in preparation of the written report | **Task 3: Investigation – Part B**Presentation of research of Unit 1 or 2 topic/issue in a written report, using appropriate conventions.Conduct research to address an idea or question you have formulated, using strategies for investigating and synthesising information. You will then prepare a written report, following a specific structure and conventions. |
| Exam week | Practice and revision for examinations. | **Task 9: Examination**Semester 2 examination. A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief. |