**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** | |
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| 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 myself  Write 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. |