

# TAX 101

## QLD Senior Curriculum English

### Tax 101 – Interactive: The Australian Taxation System

#### Essential English

#### Unit 1: Language that works (workplace texts)

When responding to texts, students will:

- understand how text structures of work-related texts are used to communicate and organise information (e.g. headings and sub-headings, paragraphing, table of contents, topic sentences)
- identify and understand the main ideas in work-related texts
- identify the purpose/s and intended audiences of a range of work-related texts
- identify the language features and text structures of work-related texts and understand how these are used to position audiences
- reflect on the usefulness of a work-related text for the purpose.

When creating texts, students will:

- vary genre patterns and conventions consistent with text type
- use a range of mediums and digital technologies to communicate ideas and information
- sequence subject matter to ensure coherence
- use appropriate content and modes for specific purposes, contexts and audiences
- vary mode-appropriate language, and formal and informal register, depending on purpose and audience
- use mode-appropriate language features and text structures
- use strategies for planning and recording sources of information and proofreading.

# YOUR TAX

## QLD Senior Curriculum English

### Your Tax - Activity 2: Working and paying tax

#### Essential English

#### Unit 1: Language that works (workplace texts)

When responding to texts, students will:

- understand how text structures of work-related texts are used to communicate and organise information (e.g. headings and sub-headings, paragraphing, table of contents, topic sentences)
- identify and understand the main ideas in work-related texts
- identify the purpose/s and intended audiences of a range of work-related texts
- identify the language features and text structures of work-related texts and understand how these are used to position audiences
- reflect on the usefulness of a work-related text for the purpose.

When creating texts, students will:

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- use appropriate content and modes for specific purposes, contexts and audiences
- vary mode-appropriate language, and formal and informal register, depending on purpose and audience
- use mode-appropriate language features and text structures
- use strategies for planning and recording sources of information and proofreading.

## Your Tax - Activity 6: Fixing a tax problem

### Essential English

#### Unit 1: Language that works (workplace texts)

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- understand how text structures of work-related texts are used to communicate and organise information (e.g. headings and sub-headings, paragraphing, table of contents, topic sentences)
- identify the purpose/s and intended audiences of a range of work-related texts
- reflect on the usefulness of a work-related text for the purpose.

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- vary genre patterns and conventions consistent with text type
- use a range of mediums and digital technologies to communicate ideas and information
- sequence subject matter to ensure coherence
- use appropriate content and modes for specific purposes, contexts and audiences
- vary mode-appropriate language, and formal and informal register, depending on purpose and audience
- use mode-appropriate language features and text structures

## Your Tax - Interactive: Tax and you

### Essential English

#### Unit 3: Language that influences

Topic 1: Creating and shaping perspectives on community, local and global issues in texts

When creating texts, students will:

- develop a logical point of view about a community, local and/or global issue, using a range of mediums and digital technologies
- use appropriate language, content and modes to engage and persuade audiences to accept representations of community, local and/or global issues
- vary genre patterns and conventions when creating texts for different audiences and purposes
- vary mode-appropriate language and formal and informal register depending on purpose and audience
- use mode-appropriate language features and text structures
- use strategies for planning, drafting, revising, editing and proofreading

# BUSINESS TAX

QLD Senior Curriculum  
English

## Business Tax - Activity 3: Running a business: Tax obligations

Essential  
English

### Unit 1: Language that works (workplace texts)

When creating texts, students will:

- vary genre patterns and conventions consistent with text type
- use a range of mediums and digital technologies to communicate ideas and information
- sequence subject matter to ensure coherence
- use appropriate content and modes for specific purposes, contexts and audiences
- use mode-appropriate language features and text structures

## Business Tax - Activity 6: How is business tax collected?

Essential  
English

### Unit 1: Language that works (workplace texts)

When creating texts, students will:

- vary genre patterns and conventions consistent with text type
- sequence subject matter to ensure coherence
- use appropriate content and modes for specific purposes, contexts and audiences
- vary mode-appropriate language, and formal and informal register, depending on purpose and audience
- use mode-appropriate language features and text structures

### Super - Activity 1: What is superannuation?

**Essential  
English**

**Unit 3: Language that influences**

**Topic 1: Creating and shaping perspectives on community, local and global issues in texts**

When creating texts, students will:

- use appropriate language, content and modes to engage and persuade audiences to accept representations of community, local and/or global issues
- vary genre patterns and conventions when creating texts for different audiences and purposes
- vary mode-appropriate language and formal and informal register depending on purpose and audience
- use mode-appropriate language features and text structures
- use strategies for planning, drafting, revising, editing and proofreading

### Super - Activity 3: What do I need to do about super?

**Essential  
English**

**Unit 1: Language that works (workplace texts)**

When creating texts, students will:

- vary genre patterns and conventions consistent with text type
- sequence subject matter to ensure coherence
- use appropriate content and modes for specific purposes, contexts and audiences
- vary mode-appropriate language, and formal and informal register, depending on purpose and audience \
- use mode-appropriate language features and text structures

### Super - Activity 5: Super, the ATO and you

**Essential  
English**

**Unit 1: Language that works (workplace texts)**

When responding to texts, students will:

- understand how text structures of work-related texts are used to communicate and organise information (e.g. headings and sub-headings, paragraphing, table of contents, topic sentences)

When creating texts, students will:

- vary genre patterns and conventions consistent with text type
- use a range of mediums and digital technologies to communicate ideas and information
- sequence subject matter to ensure coherence
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- use mode-appropriate language features and text structures