

TAX 101

WA Senior Curriculum English

Tax 101 - Interactive: The Australian Taxation System	
Foundation English Year 11	Unit 1 and Unit 2 Learning outcomes <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts Content This unit includes the knowledge, understandings and skills described below. When reading texts, students learn <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques When producing texts, students learn <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
Foundation English Year 12	Unit 1 and Unit 2 Learning outcomes <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts Content This unit includes the knowledge, understandings and skills described below. When reading texts, students learn <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques When producing texts, students learn <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
General English Year 11	Unit 1 Learning outcomes <ul style="list-style-type: none"> comprehend information, ideas and language in texts selected from everyday contexts create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. Content Consider the ways in which texts communicate ideas, attitudes and values, including: <ul style="list-style-type: none"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts the ways text structures and written and visual language features are used to communicate information and influence audiences Use information for specific purposes and contexts by: <ul style="list-style-type: none"> locating and extracting information and ideas from texts, for example, skimming and scanning understanding how texts are structured to organise and communicate information Create a range of texts by: <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts using text structures and language features to communicate ideas and information in a range of media and digital technologies using strategies for planning, recording sources of information and proofreading.

YOUR TAX

WA Senior Curriculum English

Your Tax - Activity 2: Working and paying tax	
Foundation English Year 11	Unit 1 and Unit 2 Learning outcomes <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts Content This unit includes the knowledge, understandings and skills described below. When reading texts, students learn <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques When producing texts, students learn <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
Foundation English Year 12	Unit 3 and Unit 4 Learning outcomes <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts Content This unit includes the knowledge, understandings and skills described below. When reading texts, students learn <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques When producing texts, students learn <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
General English Year 11	Unit 1 Learning outcomes <ul style="list-style-type: none"> comprehend information, ideas and language in texts selected from everyday contexts understand language choices and the likely or intended effect of these choices in a range of texts create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. Content Consider the ways in which texts communicate ideas, attitudes and values, including: <ul style="list-style-type: none"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts the ways text structures and written and visual language features are used to communicate information and influence audiences Use information for specific purposes and contexts by: <ul style="list-style-type: none"> locating and extracting information and ideas from texts, for example, skimming and scanning understanding how texts are structured to organise and communicate information Create a range of texts by: <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts using text structures and language features to communicate ideas and information in a range of media and digital technologies using strategies for planning, recording sources of information and proofreading.

Your Tax - Activity 6: Fixing a tax problem

<p>Foundation English Year 11</p>	<p>Unit 1 and Unit 2 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques <p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
<p>Foundation English Year 12</p>	<p>Unit 3 and Unit 4 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques <p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
<p>General English Year 11</p>	<p>Unit 1 Learning outcomes</p> <ul style="list-style-type: none"> comprehend information, ideas and language in texts selected from everyday contexts create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. <p>Content Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts the ways text structures and written and visual language features are used to communicate information and influence audiences <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> locating and extracting information and ideas from texts, for example, skimming and scanning understanding how texts are structured to organise and communicate information <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts using text structures and language features to communicate ideas and information in a range of media and digital technologies using strategies for planning, recording sources of information and proofreading.

Your Tax - Interactive: Tax and you

<p>Foundation English Year 11</p>	<p>Unit 1 and Unit 2 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques <p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
<p>Foundation English Year 12</p>	<p>Unit 3 and Unit 4 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, and/or everyday personal contexts develop skills in producing (constructing, creating, writing) texts for work, and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques <p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to use the conventions of a particular form, for example, the sports article
<p>General English Year 11</p>	<p>Unit 2 Learning outcomes</p> <ul style="list-style-type: none"> understand reasons for language choices and their effects on audiences in a variety of texts and contexts create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others. <p>Content</p> <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> summarising ideas and information presented in texts identifying similarities and differences between own response to texts and responses of others. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the ways in which main ideas, values and supporting details are presented in social, community and workplace texts the use of language features, such as tone, register and style to influence responses. <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> locating and selecting information from a range of sources using a range of strategies for finding information. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using persuasive, visual and literary techniques to engage audiences in a range of modes and media selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts

BUSINESS TAX

WA Senior Curriculum
English

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

<p>Foundation English Year 11</p>	<p>Unit 1 and Unit 2 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in producing (constructing, creating, writing) texts for work contexts <p>Content When producing texts, students learn</p> <ul style="list-style-type: none"> how to shape or structure a text to make it work, for example, by creating a framework how to use the conventions of a particular form, for example, the sports article
<p>Foundation English Year 12</p>	<p>Unit 3 and Unit 4 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in producing (constructing, creating, writing) texts for work contexts <p>Content When producing texts, students learn</p> <ul style="list-style-type: none"> how to shape or structure a text to make it work, for example, by creating a framework how to use the conventions of a particular form, for example, the sports article
<p>General English Year 11</p>	<p>Unit 1 Learning outcomes By the end of this unit, students:</p> <ul style="list-style-type: none"> create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. <p>Content Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> understanding how texts are structured to organise and communicate information <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts using text structures and language features to communicate ideas and information in a range of media and digital technologies

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

Foundation English Year 11	Units 1 and 2 Learning outcomes <ul style="list-style-type: none">develop skills in producing (constructing, creating, writing) texts for work contexts Content When producing texts, students learn <ul style="list-style-type: none">how to brainstorm ideas, for example, by using mindmapshow to shape or structure a text to make it work, for example, by creating a frameworkhow to use the conventions of a particular form, for example, the sports article
Foundation English Year 12	Units 3 and 4 Learning outcomes <ul style="list-style-type: none">develop skills in producing (constructing, creating, writing) texts for work contexts Content When producing texts, students learn <ul style="list-style-type: none">how to brainstorm ideas, for example, by using mindmapshow to shape or structure a text to make it work, for example, by creating a frameworkhow to use the conventions of a particular form, for example, the sports article
General English Year 11	Unit 1 Learning outcomes <ul style="list-style-type: none">create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. Content Create a range of texts by: <ul style="list-style-type: none">using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contextsusing text structures and language features to communicate ideas and information in a range of media and digital technologies

Super - Activity 1: What is superannuation?

<p>Foundation English Year 11</p>	<p>Units 1 and 2 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts develop skills in speaking and listening for work, learning, community and everyday personal contexts <p>Content When producing texts, students learn</p> <ul style="list-style-type: none"> how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase how to use the conventions of a particular form, for example, the sports article <p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> why a particular form is appropriate, for example, a speech instead of a monologue
<p>Foundation English Year 12</p>	<p>Units 3 and 4 Learning outcomes</p> <ul style="list-style-type: none"> develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts develop skills in speaking and listening for work, learning, community and everyday personal contexts <p>Content When producing texts, students learn</p> <ul style="list-style-type: none"> how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase how to use the conventions of a particular form, for example, the sports article <p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> why a particular form is appropriate, for example, a speech instead of a monologue
<p>General English Year 11</p>	<p>Unit 1 Learning outcomes By the end of this unit, students:</p> <ul style="list-style-type: none"> comprehend information, ideas and language in texts selected from everyday contexts understand language choices and the likely or intended effect of these choices in a range of texts create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. <p>Content Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> predicting meaning by interpreting text structures, language features and aural and visual cues posing and answering questions that clarify meaning and promote deeper understanding of the text. <p>(continued over)</p>

General English Year 11 (continued)	<p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> • how social, community and workplace texts are constructed for particular purposes, audiences and contexts • the ways text structures and written and visual language features are used to communicate information and influence audiences • how conventions of written and visual language shape audience response <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and extracting information and ideas from texts, for example, skimming and scanning • understanding how texts are structured to organise and communicate information <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts • using text structures and language features to communicate ideas and information in a range of media and digital technologies <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> • communicating ideas and information clearly
--	---

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

Foundation English Year 11	<p>Units 1 and 2</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts • develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques <p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to use the conventions of a particular form, for example, the sports article
Foundation English Year 12	<p>Units 3 and 4</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts • develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques <p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to use the conventions of a particular form, for example, the sports article

(continued from previous page) Super - Activity 3: What do I need to do about super?

General English Year 11	Unit 1 Learning outcomes <ul style="list-style-type: none">comprehend information, ideas and language in texts selected from everyday contextscreate oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. Content Consider the ways in which texts communicate ideas, attitudes and values, including: <ul style="list-style-type: none">how social, community and workplace texts are constructed for particular purposes, audiences and contextsthe ways text structures and written and visual language features are used to communicate information and influence audiences Use information for specific purposes and contexts by: <ul style="list-style-type: none">locating and extracting information and ideas from texts, for example, skimming and scanningunderstanding how texts are structured to organise and communicate information Create a range of texts by: <ul style="list-style-type: none">using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts
--------------------------------	--

Super - Activity 5: Super, the ATO and you

Foundation English Year 11	Units 1 and 2 Learning outcomes <ul style="list-style-type: none">develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contextsdevelop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts Content <p>This unit includes the knowledge, understandings and skills described below.</p> When reading texts, students learn <ul style="list-style-type: none">how texts work, for example, their structures, conventions, techniqueswhy texts use a particular form, for example, how a news article differs from a feature articlehow texts use language for particular purposes and audiences, for example, to tell the story, to create an image When producing texts, students learn <ul style="list-style-type: none">how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrasewhy a particular form is appropriate, for example, a weekly column instead of a feature articlehow to use the conventions of a particular form, for example, the sports article
-----------------------------------	--

<p>Foundation English Year 12</p>	<p>Units 1 and 2 Learning outcomes</p> <ul style="list-style-type: none">• develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts• develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts <p>Content This unit includes the knowledge, understandings and skills described below.</p> <p>When reading texts, students learn</p> <ul style="list-style-type: none">• how texts work, for example, their structures, conventions, techniques• why texts use a particular form, for example, how a news article differs from a feature article• how texts use language for particular purposes and audiences, for example, to tell the story, to create an image <p>When producing texts, students learn</p> <ul style="list-style-type: none">• how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase• why a particular form is appropriate, for example, a weekly column instead of a feature article• how to use the conventions of a particular form, for example, the sports article
<p>General English Year 11</p>	<p>Unit 1 Learning outcomes</p> <ul style="list-style-type: none">• comprehend information, ideas and language in texts selected from everyday contexts• understand language choices and the likely or intended effect of these choices in a range of texts• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts. <p>Content Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none">• how social, community and workplace texts are constructed for particular purposes, audiences and contexts• the ways text structures and written and visual language features are used to communicate information and influence audiences• how conventions of written and visual language shape audience response <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none">• locating and extracting information and ideas from texts, for example, skimming and scanning• understanding how texts are structured to organise and communicate information <p>Create a range of texts by:</p> <ul style="list-style-type: none">• using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts• using text structures and language features to communicate ideas and information in a range of media and digital technologies