



Government of **Western Australia**  
School Curriculum and Standards Authority

# SUMMARY OF SYLLABUS CHANGES

EAL/D ATAR COURSE

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**Year 11 (2022) and Year 12 (2023)**

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# Year 11 changes

Changes are indicated with double lines.

## Unit 1

### Suggested contexts

Within the broad area of ways of life, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- comparing ways of life: different cultures, intercultural understandings; values and attitudes; cultural norms; learning new languages and dialects; expressing identity; gender identity, relations and roles
- ways of life changing over time: maintenance of first language, culture and traditions; navigation of new cultures; culture shock; intergenerational changes; minority cultures; linguistic and cultural extinction; impact of advancements in technology and/or health; economic changes; changes in attitudes towards the environment
- attitudes towards work and study: the importance placed on work or further study; workplace conditions; education pathways; cultural and gender preferences in relation to certain vocations
- attitudes towards leisure and entertainment: the importance of music to different cultures; forms of story-telling; the impact of technology; effects of technology on health; sport and esports
- attitudes towards self-image, fashion and beauty: the impact of social media; the impact of the media; the influence of cultural fashion icons and fashion trends; conforming to images or stereotypes.

## Unit 2

### Suggested contexts

Within the broad area of making choices, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- individual choices: freedom of choice; restriction of choice; influences on choices and decisions; consequences of choices; expression of identity; effects of assumptions and stereotypes; culture and choice
- choices in relation to social issues: community choice and conformity; the impact of technologies; the impact of health choices; personal safety; poverty; parenting roles; the care of the aged; work-life balance; contribution to community
- choices in relation to global and ethical issues: advocating for change; local and global health issues; migration; human rights; privacy laws; international aid; genetic modification
- choices in relation to the natural environment: different attitudes to ecological sustainability; individual and organisational responsibility for sustainable practices

## Assessment table – Year 11

All the following assessment types must be included in the assessment outline **once**. The weighting provided is the weighting for **each assessment**.

Type of assessment	Weighting
<p><b>Investigation</b> Framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating, reflecting and producing an oral proposal.</p> <p><b>Part A: Semester One (recommended 10%)</b> Investigate an issue/topic related to Unit 1 and present a research proposal in an oral format.</p> <p><b>Investigation – Part B: Semester Two (recommended 10%)</b> Write a report based on research around a Unit 1 or 2 topic/issue.</p>	20%

All the following assessment types must be included in the assessment outline **twice**. The weighting provided is the total weighting of the assessment type for the **combined pair of units**.

Type of assessment	Weighting
<p><b>Response</b> Comprehension, analysis and evaluation of aural, written and printed visual texts.</p> <ul style="list-style-type: none"> <li>One task to focus on the comprehension and analysis of aural texts.</li> <li>One task to focus on the comprehension, analysis and synthesis of written and printed visual texts.</li> </ul>	20%
<p><b>Written production</b> Creating texts which use language and structure appropriate to context, genre, purpose and audience.</p> <ul style="list-style-type: none"> <li>One task to focus on the production of a formal essay.</li> <li>One task to focus on the production of a written speech.</li> </ul>	20%
<p><b>Oral production</b> Participation in and/or production of group discussions, panel discussions, interviews, debates, conversations, tutorials, speeches.</p>	20%
<p><b>Written examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the Year 12 ATAR syllabus for this course.</p>	20%

# Year 12 changes

## Unit 3

### Contexts

Within the broad area of Australia as a cultural community, teachers must teach at least one of the following contexts:

- Aboriginal and Torres Strait Islander peoples: historical and significant events; identity; cultural belief systems and practices; multilingualism; connection to country; Stolen Generations; land rights; and social justice
- migration: periods and patterns of migration; Australia's migration policies; migration stories; types of migration; impact of migration; and attitudes towards migration and migrants
- identity: what does it mean to be 'Australian'?; multiculturalism; strengthening identity; ways of knowing, being and doing; social consciousness; culture shock; multilingualism; Australian icons; social media and its effects in Australia
- commonality and difference: ability to express individual views; acceptance of variations in cultural belief systems and practices; individual rights and those of the wider community; ability to pursue individual spirituality; acceptance and maintenance of first language and culture; cultural practices versus legal rights; retribution; and gender equality
- Australia's place in the global community: the arts; sport; tourism; environmental issues and policies; humanitarian ties; economic ties/trade; health policies; international travel; international relations and policies; Australia as part of the Commonwealth of Nations; the Republican movement.

## Unit 4

### Suggested contexts

Within the broad area of language and empowerment, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- the power of language: bridging differences with language; language and power; using language to empower and marginalise; propaganda; window to other worlds; challenging and reinforcing attitudes; identifying how language is used for particular contexts and audiences; persuasive speech; making speeches; music and poetry; and using language to stereotype
- language and culture: the importance of language in maintaining culture and beliefs; the relationship between language and identity; multilingualism; linguistic and cultural extinction; and preservation of indigenous or minority languages
- contemporary issues: politics; gender; discrimination; racism; ageism; poverty; dissent; ethnicity; generational attitudes; social media and its effects; attitudes towards the environment; citizenship; globalisation; health; COVID and social distancing; language and advertising; and political correctness
- challenges: using language to change attitudes towards minority groups; using language to support others moving between cultures; analysing 'culture shock'; language loss; and language and impairment.

## Assessment table

All the following assessment types must be included in the assessment outline **once**. The weighting provided is the weighting for **each assessment**.

Type of assessment	Weighting
<p><b>Investigation</b> Framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating, reflecting and producing an oral proposal.</p> <p><b>Part A: Semester One (recommended 5%)</b> Investigate an issue/topic related to Unit 3 and present a research proposal in an oral format.</p> <p><b>Investigation – Part B: Semester Two (recommended 10%)</b> Presentation of results of research of Unit 3 topic/issue in a written report, using appropriate conventions.</p>	15%
<p><b>Common oral assessment task (COAT) – Semester One</b> Participation in oral task developed by the School Curriculum and Standards Authority and administered by the school.</p>	10%
<p><b>Oral production – Semester Two</b> Participation in, and/or production of group discussions, panel discussions, interviews, debates, conversations, tutorials and/or speeches.</p>	10%

All the following assessment types must be included in the assessment outline **twice**. The weighting provided is the total weighting of the assessment type for the **combined pair of units**.

Type of assessment	Weighting
<p><b>Response</b> Comprehension, analysis and evaluation of aural, written and printed visual texts.</p> <ul style="list-style-type: none"> <li>One task to focus on the comprehension and analysis of aural texts.</li> <li>One task to focus on the comprehension, analysis and synthesis of written and printed visual texts.</li> </ul>	15%
<p><b>Written production</b> Creating texts which use language and structure appropriate to context, genre, purpose and audience.</p> <ul style="list-style-type: none"> <li>One task to focus on the production of a formal essay.</li> <li>One task to focus on the production of a written speech.</li> </ul>	20%
<p><b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	30%

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: one print English language dictionary or one print English language learning dictionary

Note: dictionaries must not contain any notes or other marks. No bilingual or electronic dictionary or thesaurus is allowed.

Section	Supporting information
<b>Section One</b> <b>Listening</b> 25% of the written examination 5–15 short-answer questions Suggested working time: 35 minutes	Questions require the candidate to demonstrate their understanding of standard spoken English in two separate aural texts. These texts are played twice to the candidate. The sequence of questions follows the sequence of information in the texts. The stimulus materials can include texts such as: reproductions of conversations, lectures, narratives, interviews, explanations, and/or news broadcasts. Voices and accents vary between the stimulus materials. The stimulus materials must cover topics directly and specifically related to Units 3 and 4.
<b>Section Two</b> <b>Reading and viewing</b> 25% of the written examination 4–6 short-answer questions One extended synthesis response question Suggested working time: 55 minutes	The short answer questions are based on information in two prose texts and one visual text. The texts are thematically linked. The extended synthesis response question requires the candidate to demonstrate that they can interpret, evaluate and synthesise the information contained in the texts. The stimulus materials include: print texts (such as articles, narratives, transcribed conversations and speeches), and visual texts (such as photographs, diagrams, tables, graphs, cartoons and drawings). The stimulus materials cover must topics directly and specifically related to Units 3 and 4.
<b>Section Three</b> <b>Part A</b> <b>Extended writing</b> 20% of the written examination One speech produced from a choice of two speech questions Suggested working time: 35 minutes	There are two speech production questions. The candidate selects either one of the two questions to answer. The candidate is required to demonstrate accurate and appropriate use of Standard Australian English and the conventions of the text type to suit audience and purpose for the chosen context.
<b>Section Three</b> <b>Part B</b> <b>Extended writing</b> 30% of the written examination One essay produced from a choice of two essay questions Suggested working time: 55 minutes	There are two essay production questions. Each essay question requires the student to reference two texts studied during the course. The candidate selects either one of the two questions to answer. The candidate is required to demonstrate accurate and appropriate use of Standard Australian English and the conventions of the text type to suit audience and purpose for the chosen context.

## Common oral assessment task (COAT)

All students enrolled in the English as an Additional Language or Dialect ATAR Year 12 course will complete the common oral assessment task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Common oral assessment task design brief – Year 12

<b>Stimulus material</b>	For each COAT, two Unit 3 contexts will be chosen by the COAT writers. Schools will be notified in Term 3 of the year prior which two contexts will be used for the following year's assessment. Schools are sent the two sets of images and focus questions related to the two contexts in Term 2. The stimulus material to be used for each student is one image and four focus questions.
<b>Time</b>	5 minutes – preparation/note making. In this time, students are given the image and focus questions to review and make notes. Candidates may have access to one print English language dictionary or one print English language learning dictionary. 10 minutes – interview
<b>Format</b>	Oral interview Interview conducted by classroom teacher under invigilated conditions. Each interview must be recorded audio visually and sent to the Authority with the marks.
<b>Content</b>	Students will be given one image that relates to one of the contexts of Unit 3, Australia as a cultural community. Four focus questions will accompany each image. These questions will comprise one of each of the following type: <ul style="list-style-type: none"><li>• literal</li><li>• inferential</li><li>• analytical</li><li>• evaluative</li></ul> Teachers must ask at least three of the four questions. Follow up and/or clarifying questions may also be asked. Teachers will be required to mark each student's performance according to the prescribed marking key.