



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

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR COURSE

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Year 12 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

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# Content

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|   |           |
|---|-----------|
| <b>Rationale</b> .....                                  | <b>1</b>  |
| <b>Aims</b> .....                                       | <b>3</b>  |
| <b>Organisation</b> .....                               | <b>4</b>  |
| Structure of the syllabus .....                         | 4         |
| Organisation of content .....                           | 4         |
| Texts .....   | 7         |
| Representation of the general capabilities .....        | 8         |
| Representation of the cross-curriculum priorities ..... | 10        |
| <b>Unit 3</b> .....                                     | <b>11</b> |
| Unit description.....                                   | 11        |
| Learning outcomes .....                                 | 11        |
| Contexts.....   | 11        |
| Unit content .....                                      | 12        |
| <b>Unit 4</b> .....                                     | <b>14</b> |
| Unit description.....                                   | 14        |
| Learning outcomes .....                                 | 14        |
| Suggested contexts .....                                | 14        |
| Unit content .....                                      | 15        |
| <b>Assessment</b> .....                                 | <b>17</b> |
| School-based assessment.....                            | 17        |
| Reporting.....  | 20        |
| <b>ATAR course examination</b> .....                    | <b>21</b> |
| Written examination design brief – Year 12 .....        | 21        |
| Common oral assessment task (COAT) .....                | 22        |
| <b>Appendix 1 – Grade descriptions Year 12</b> .....    | <b>23</b> |
| <b>Appendix 2 – Glossary</b> .....                      | <b>27</b> |



## Rationale

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 1 to Unit 4 develop students' academic English skills in order to prepare them for tertiary study.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

## Eligibility

The English as an Additional Language or Dialect (EAL/D) ATAR course is available to students who speak English as an additional language or dialect, and whose use of SAE is restricted or still developing. The course may provide English language or dialect support for students to the end of Year 12. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below.

Students are required to submit a declaration in the School Curriculum and Standard Authority's (the Authority's) student portal. The Authority recognises that schools are best placed to verify and endorse student declarations and the determination of student eligibility is finalised upon principal endorsement. Teacher verification and principal endorsement are completed through the Student Records Management System (SRMS). Instructions for how to access and use both the student portal and SRMS are available on the EAL/D course page of the Authority website.

The EAL/D ATAR course is designed for students for whom English is not their first or home language. This includes:

- students who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom Standard Australian English (SAE) has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context
- students who are deaf or hard-of-hearing and communicate using signing such as Auslan as their first language
- students who have:

- not more than seven years of education where English is the main medium of course delivery immediately prior to entering their final year of school OR
- more than seven years where English is the main medium of course delivery but limited exposure/restricted knowledge of academic English OR
- varying exposure to English, but who have had disrupted\* schooling in one or more countries, including Australia.

Note: schools are best placed to identify and confirm the eligibility of students against these sub-categories. Factors for consideration in school judgements include:

- refugee or low socio-economic status backgrounds
- poverty
- post-traumatic stress disorder (PTSD) or trauma
- \*severely interrupted schooling, including:
  - frequent or significant changes to language of instruction
  - long term or numerous interruptions to schooling
- other experiences which may affect their ability to access English learning area courses other than EAL/D.

Note: if a student other than a Year 12 student applies to enrol to sit for the Western Australian Certificate of Education (WACE) ATAR course examination, they must meet the eligibility requirements.

## Aims

All senior secondary English courses aim to develop students’:

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the English as an Additional Language or Dialect ATAR course aims to develop students’

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

#### Unit 4

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – a context in which the unit content can be taught
- unit content – the content to be taught and learned.

### Organisation of content

Content descriptions in each unit in the English as an Additional Language or Dialect ATAR course are grouped under an organising framework that presents key aspects of learning that underpin language or dialect acquisition. The English as an Additional Language or Dialect ATAR course organising framework, which follows, includes aural, oral, written and multimodal texts.

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Creating texts



## The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading and viewing, and writing in an integrated and interdependent way.

## Language table

### Key language skills for English as an Additional Language or Dialect (Foundation, General and ATAR courses)

The key language skills described below provide a focus for language instruction in any unit at students' point of need and should be taught in context and if relevant. Students should be given the opportunity to develop and demonstrate these skills in a variety of contexts. By the time students have completed Unit 4, they should be proficient in these language skills.

#### Phonological features

- pronunciation, stress, rhythm, intonation and pitch for emphasis
- phonemes and morphemes

#### Non-verbal language features

- using culturally appropriate gestures and behaviours

#### Orthographic competence

- using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks
- spelling subject-specific vocabulary correctly
- using subject-specific abbreviations, signs and symbols
- understanding common logographic signs
- distinguishing and using print, cursive and diverse fonts

#### Lexical competence

- gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary
- understanding and using metalanguage correctly
- using discourse markers, for example, for showing cause and effect
- understanding and using collocations, idiomatic expressions and colloquialisms
- using synonyms and antonyms as required
- using lexical chains to achieve cohesion
- choosing vocabulary appropriate to purpose and audience
- using descriptive, rhetorical and persuasive language
- understanding and using formulaic and fixed expressions and collocations
- understanding proverbs
- understanding and using SAE word order within clauses and sentences

**Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)**

- clause and sentence structures
- questioning (including rhetorical questioning)
- types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
- verb structures and tenses
- modality
- voice (active, passive)
- clause type (declarative, interrogative, imperative and exclamative)
- nominalisation
- additive, comparative, temporal and consequential conjunctions
- use of correct subject-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion

**Semantic competence**

- listening for gist, development of argument and specific content
- understanding and using words appropriate to the different semantic fields of SAE
- identifying shifts in meaning according to syntax
- identifying inferred meanings in texts
- identifying ambiguous or inappropriate communication
- using appraisal to express engagement, attitude and gradation
- distinguishing between fact and opinion
- understanding the SAE classification systems used in academic environments

**Sociolinguistic competence**

- questioning for clarification as needed
- negotiating meaning
- understanding and using the language of persuasion
- experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)

**Sociocultural understandings and skills**

- identifying register variations between familiar, semi-formal and some formal contexts
- recognising some common cultural references
- recognising some irony, and how humour is created
- using culturally accepted politeness conventions in listening, speaking and written protocols
- recognising cultural variations in acceptance of novice and expert knowledge
- understanding cultural differences in eye contact and personal space
- identifying cultural variations in symbolism, classification and gender behaviours

## Texts

Teachers will use an array of material in class. Texts are drawn from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language in a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts are structured for particular purposes; for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts or parts of texts may be selected, depending on units of study, cohorts and level of difficulty.

‘Literary texts’ refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes ‘literary texts’ is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students’ scope of experience. Literary texts may include a broad range of fiction and non-fiction forms.

Texts for the English as an Additional Language or Dialect ATAR course include literary texts, non-literary texts, and texts which support language/dialect acquisition:

- fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, movies, television shows, comic books, computer games
- non-fiction – biographies, autobiographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, photographs, television programs, radio programs
- everyday texts – recipes, instructions, diagrams, timetables, notices, blogs, movies, television shows, comic books, computer games, manuals
- workplace texts – reports, minutes, application forms, safety regulations, email
- written or spoken texts – dialogues, speeches, monologues, conversations, radio programs, interviews, lectures, stories of origin
- multimodal texts – picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps
- digital texts – online books, websites, computer games, social networking sites, email, SMS, apps
- visual texts – photographs, diagrams, charts, graphs, tables, cartoons, pictures
- texts to support language/dialect acquisition – dictionaries, thesauruses, reading comprehension and writing skills development, vocabulary development, grammar practice and communicative activities texts

### Suggested text lists

Texts are suggested, not prescribed. Suggested text lists can be found on the EAL/D page of the Authority website.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the English as an Additional Language or Dialect ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In the English as an Additional Language or Dialect ATAR course, literacy skills are developed in conjunction with language learning through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these, and using and modifying language for different purposes in a range of contexts. In the English as an Additional Language or Dialect ATAR course, students apply, extend and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts outside the classroom and in other subjects.

### Numeracy

Students use numeracy in the English as an Additional Language or Dialect ATAR course when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.

### Information and communication technology capability

There is a particular focus in the English as an Additional Language or Dialect ATAR course on information and communication technology (ICT) through the use of digital texts and on understanding and creating multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage and use information and when creating their own texts. In the English as an Additional Language or Dialect ATAR course, students use digital tools to create and respond to texts. They develop skills in reading, viewing and responding to digital and multimodal texts and create texts using different modes and media to practise and consolidate their English language skills.

### Critical and creative thinking

Critical and creative thinking is integral to the study and creation of texts in the English as an Additional Language or Dialect ATAR course. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience,

structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

### **Personal and social capability**

Students develop personal and social capability in the English as an Additional Language or Dialect ATAR course by developing their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction. They develop empathy with and appreciation of the perspectives of others. The study of the English as an Additional Language or Dialect ATAR course helps students to understand and more effectively manage themselves and to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts and social situations. The English as an Additional Language or Dialect ATAR course actively assists students with the development of communication skills needed for conversation, research, presentations, and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

### **Ethical understanding**

Ethical understanding is explored in the English as an Additional Language or Dialect ATAR course through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They examine and question values, attitudes, perspectives and assumptions in texts, comparing these with their own. Students develop greater empathy for the rights and opinions of others by interacting with and interrogating a range of texts and social situations. The English as an Additional Language or Dialect ATAR course assists students to develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express considered viewpoints. They develop effective and ethical research strategies and research protocols.

### **Intercultural understanding**

In the English as an Additional Language or Dialect ATAR course, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other media in Australia.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the English as an Additional Language or Dialect ATAR course. The cross curriculum priorities are not assessed unless they are identified within the specified unit content.

### Aboriginal and Torres Strait Islander histories and cultures

The English as an Additional Language or Dialect ATAR course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students could be provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The suggested text lists for the English as an Additional Language or Dialect ATAR course include a selection of Aboriginal and Torres Strait Islander literature.

### Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of media, students could be provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the suggested text lists for the English as an Additional Language or Dialect ATAR course.

### Sustainability

The English as an Additional Language or Dialect ATAR course provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

## Unit 3

### Unit description

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

The thematic focus for Unit 3 is Australia as a cultural community. Using knowledge and skills from their existing languages and cultures, students learn to use English to further explore the concept of ‘cultural schemas’ and how culture influences the way in which they and other people view the world. Through the exploration of Australia as a multicultural society protecting individual freedoms, they develop an appreciation of the concept of cultural constructs. They also develop their ability to use English appropriate to audience and purpose. Their intercultural understandings enable them to apply analytical and problem-solving skills to their investigations of commonality and difference.

Students use SAE to explore how structures, patterns and audience expectations influence language and meaning and that meaning is negotiated, not given, within and across cultures.

### Learning outcomes

By the end of this unit, students:

- use communication skills to evaluate how texts present ideas and opinions
- understand the relationships between information, ideas, language and values in texts
- investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to different contexts, purposes and audiences.

### 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; social justice
- migration: periods and patterns of migration; Australia’s migration policies; migration stories; types of migration; impact of migration; 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; 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 content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content, which also includes the language skills and knowledge in the Language table to be found under Organisation of content.

### Communication skills and strategies

- participating in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews
- using pause, stress, rhythm, pitch and intonation to emphasise meaning
- using non-verbal cues to create rapport in a range of situations
- using some SAE cultural references, idioms and colloquialisms
- selecting and sustaining register and tone to suit different purposes, contexts and audiences

### Comprehension skills and strategies

- comparing and contrasting texts from different cultures and times, and discussing their purposes and effects
- distinguishing between and evaluating facts and opinions presented in texts
- examining how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts
- explaining cultural beliefs and assumptions reflected in texts
- framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts
- reflecting on and analysing how language choices influence audience response



### Language and textual analysis

- analysing how texts are influenced by other texts and contexts
- evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language
- explaining the effects of literary and humorous techniques, including figurative language
- critiquing cultural attitudes
- analysing the composition and layout of multimodal texts and texts containing visual elements
- evaluating the validity and relevance of evidence and assumptions in texts
- analysing how language forms and conventions used in different modes and media influence audiences
- using language to express a personal evaluation of an object, a process or a performance
- using metalanguage to review and evaluate texts

### Creating texts

- using a range of genres and digital, multimodal and print-based technologies
- using language that influences the audience, or that privileges certain ideas or perspectives over others
- using different sentence structures and text types suited to purpose, audience and subject
- using modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses
- using sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing
- using strategies to assess the relevance, reliability and validity of sources
- using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses

## Unit 4

### Unit description

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, arguments and evidence, conclusions and recommendations.

The thematic focus for Unit 4 is language and empowerment. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore the relationship between the uses of language and the concept of the power of language.

Through building on knowledge of the ways in which language can be used to influence, persuade and position people, students examine how it can also be used to privilege or marginalise individuals, social groups, ideologies, beliefs and values. Development of these understandings enables students to choose to use language appropriate for audience and purpose, moving between language varieties and situations confidently.

Students explore how cultural conceptualisations are embedded in language and how power relationships are created through persuasive and rhetorical devices. This knowledge, and the ability to select and control language to suit context, provides 'empowerment'.

### Learning outcomes

By the end of this unit, students:

- respond to issues and ideas using sustained, persuasive and effective communication
- investigate the relationships between information, ideas, language and values in a range of texts
- examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.

### 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; 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; 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; pandemics and social distancing; language and advertising; political correctness
- challenges: using language to change attitudes towards minority groups; using language to support others moving between cultures; analysing 'culture shock'; language loss; language and impairment.

## Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content, which also includes the language skills and knowledge in the Language table to be found under Organisation of content.

### Communication skills and strategies

- participating in and managing collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminars
- using pause, stress, rhythm, pitch and intonation for particular effects
- using a range of non-verbal cues to complement and enhance meaning
- using persuasive devices, including understatement and exaggeration, to highlight a point of view
- modulating register and tone to achieve specific purposes and effects

### Comprehension skills and strategies

- comparing and contrasting texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and media
- analysing connotations and figurative language, including metaphors, imagery and personification
- evaluating how rhetorical devices are designed to influence and persuade
- evaluating how audience response to ideas and issues is manipulated
- integrating ideas and information from a range of literary and reference texts using direct and indirect quotation
- reflecting on and evaluating personal interpretations and those of others

### Language and textual analysis

- analysing and explaining how changes in context create changes in meaning
- analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues
- analysing how culturally based representations of concepts such as knowledge or authority are conveyed
- critiquing stereotyping
- evaluating the manipulation of text structures and language features for different purposes
- analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts

### Creating texts

- using a range of text types and digital, multimodal and print-based technologies
- using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features
- using stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality in the past conditional, and subject-specific language forms and features
- using culturally specific phrases, idioms, collocations and references
- using a range of research sources and methods, including interviews, surveys or questionnaires
- using appropriate paraphrasing, quotation, 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

## Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (eg application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

### School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair

- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the ATAR EAL/D Year 12 syllabus.

Summative assessments in this course must:

- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

## Assessment table – Year 12

| Type of assessment   | Weighting |
|--|-----------|
| <p><b>Investigation</b><br/>Framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating, reflecting and producing an oral proposal and written report.</p> <p><b>Part A: Semester One (recommended 5%)</b><br/>Investigate an issue/topic related to Unit 3 and present a research proposal in an oral format.</p> <p><b>Part B: Semester Two (recommended 10%)</b><br/>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><br/>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><br/>Participation in, and/or production of group discussions, panel discussions, interviews, debates, conversations, tutorials and/or speeches.</p>   | 10%       |
| <p><b>Written examination</b><br/>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>   | 30%       |

Note: for Response and Written production each **focus** must be assessed once.

| Type of assessment   | Weighting |
|--|-----------|
| <p><b>Response</b><br/>Comprehension, analysis and evaluation of aural, written and printed visual texts.</p> <ol style="list-style-type: none"> <li>One task to <b>focus</b> on the comprehension and analysis of aural texts.</li> <li>One task to <b>focus</b> on the comprehension, analysis and synthesis of written and printed visual texts.</li> </ol> | 15%       |
| <p><b>Written production</b><br/>Creating texts which use language and structure appropriate to context, genre, purpose and audience.</p> <ol style="list-style-type: none"> <li>One task to <b>focus</b> on the production of a formal essay.</li> <li>One task to <b>focus</b> on the production of a written speech.</li> </ol>                             | 20%       |

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

## Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

| Grade | Interpretation           |
|-------|--------------------------|
| A     | Excellent achievement    |
| B     | High achievement         |
| C     | Satisfactory achievement |
| D     | Limited achievement      |
| E     | Very low achievement     |

The grade descriptions for the ATAR EAL/D Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).



## ATAR course examination

All students enrolled in the English as an Additional Language or Dialect ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination is prescribed in the examination design brief on the following pages.

Refer to the *WACE Manual* for further information.

### 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 thesaurus is allowed.

| Section   | Supporting information  |
|---|---|
| <p><b>Section One</b></p> <p><b>Listening</b></p> <p>25% of the written examination</p> <p>5–15 short-answer questions, including 1–2 multiple-choice</p> <p>Suggested working time: 35 minutes</p>                           | <p>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.</p> <p>The sequence of questions follows the sequence of information in the texts.</p> <p>The stimulus materials can include: reproductions of conversations, lectures, narratives, interviews, explanations, and/or news broadcasts. Voices and accents vary between the stimulus materials.</p> <p>The stimulus materials cover topics directly and specifically related to Units 3 and 4.</p>   |
| <p><b>Section Two</b></p> <p><b>Reading and viewing</b></p> <p>25% of the written examination</p> <p>4–6 short-answer questions</p> <p>One extended synthesis response question</p> <p>Suggested working time: 55 minutes</p> | <p>The short answer questions are based on information in two prose texts and one visual text. The texts are thematically linked.</p> <p>The extended synthesis response question requires the candidate to demonstrate that they can interpret, evaluate and synthesise the information contained in the texts.</p> <p>The stimulus materials include: print texts (such as articles, narratives, transcribed conversations and speeches), and visual texts (such as photographs, diagrams, tables, graphs and drawings).</p> <p>The stimulus materials cover topics directly and specifically related to Units 3 and 4.</p> |

|  |   |
|--|---|
| <p><b>Section Three</b></p> <p><b>Part A</b></p> <p><b>Extended writing</b></p> <p>20% of the written examination</p> <p>One speech produced from a choice of two speech questions</p> <p>Suggested working time: 35 minutes</p> | <p>There are two speech production questions. One of the speech questions relates specifically to Unit 3 and the other to Unit 4. 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.</p>   |
| <p><b>Section Three</b></p> <p><b>Part B</b></p> <p><b>Extended writing</b></p> <p>30% of the written examination</p> <p>One essay produced from a choice of two essay questions</p> <p>Suggested working time: 55 minutes</p>   | <p>There are two essay production questions. One of the essay questions relates specifically to Unit 3 and the other to Unit 4 and 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.</p> |

## Common oral assessment task (COAT)

All students enrolled in the English as an Additional Language or Dialect ATAR Year 12 course complete the common oral assessment task developed by the Authority. Schools are required to administer this task in Term Two 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.<br>10 minutes – interview   |
| <b>Format</b>            | Oral interview<br>Interview conducted by classroom teacher under invigilated conditions.<br>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. <p>Teachers will be required to mark each student's performance according to the prescribed marking key.</p> |

## Appendix 1 – Grade descriptions Year 12

A

**Listening:** Comprehends and engages with a wide range of spoken texts in all social, general and academic contexts.

Responds appropriately to complex discourse on familiar and unfamiliar topics, inferring the speaker's attitudes, intentions and meaning from verbal cues and subtle use of tone or word stress. Interprets varied registers, purposes and contexts; requests clarification and checks for accuracy. Takes clear, detailed notes, summarises correctly and responds appropriately.

**Speaking:** Communicates complex concepts independently in Standard Australian English (SAE) in all social, general and academic contexts.

Speaks with relevance and sophistication in a logical and cohesive manner. Provides a strong line of argument with in-depth and well-supported ideas; provides appropriate complex answers to unprepared questions. Controls a wide range of grammatical structures with rare errors; uses a wide range of lexical resources, including topic-specific items. Produces clear, fluent speech, using stress, intonation and/or pace to highlight significant points; may display a first language/dialect (L/D1) accent which does not impede communication in any way. Effectively uses communication strategies, including sustained appropriate register, repair strategies, turn-taking and non-verbal skills; uses support strategies to enhance communication.

**Reading and viewing:** Comprehends authentic extended written, visual and electronic texts on all social, general and academic topics.

Independently interprets a range of extended authentic texts in familiar and unfamiliar contexts; explains the main points, supporting detail and subtext presented. Predicts the intended audience of a text, justifying this interpretation with an explanation; identifies and interprets connotations and figurative language. Comprehensively synthesises themes between texts, using paraphrased supporting evidence from texts. Engages with the text through adding relevant comment, analysis or wider generalisations that is supported with examples from own observations and experiences. Explains key cultural attitudes and beliefs in texts.

**Writing:** Writes well-structured and well-evidenced texts with a strong sense of audience and purpose on a range of topics and in a range of genres.

Substantiates a clear point of view with ample ideas and evidence, in a coherent, well-ordered, and sophisticated manner. Employs a wide-ranging and appropriate lexical resource, including figurative and idiomatic expressions; uses correct word forms and a consistently appropriate register. Writes a wide range of simple, compound and complex sentence structures accurately and fluently with accurate and varied punctuation. Displays confident and flexible control of a wide range of generic conventions; consistently creates cohesive texts, using a range of persuasive techniques; cites references and incorporates quotations smoothly.

**Listening:** Comprehends and engages with a wide range of spoken texts in all social and general and most academic contexts.

Responds appropriately to details of complex discourse on familiar and most unfamiliar topics. Draws on a range of verbal cues to infer the speaker's attitudes, intentions and meaning. Demonstrates awareness of varied registers, purposes and contexts; requests clarification or checks for accuracy. Generally takes clear notes, mostly summarises correctly and responds appropriately.

**Speaking:** Communicates complex meaning in SAE on most social, general and academic topics, independently maintaining interactions.

Speaks with relevance in a logical and cohesive manner. Presents a line of argument in some depth with supported ideas; provides appropriate answers to unprepared questions. Controls a wide range of grammatical structures with some errors in complex forms and uses a range of lexical resources, including some topic-specific items. Produces generally clear, fluent and well-paced speech; uses stress and/or intonation to highlight significant points; displays an L/D1 accent which does not impede communication. Uses communication strategies, including sustained appropriate register, repair strategies, turn-taking and appropriate non-verbal skills; uses support strategies which enhance communication.

## B

**Reading and viewing:** Comprehends a variety of authentic extended written, visual and electronic texts on familiar and most unfamiliar general and academic topics.

Interprets a range of extended authentic texts on familiar and unfamiliar topics; explains the main points and most supporting detail. Independently interprets information beyond the literal level. Predicts the intended audience of a text; generally identifies and interprets connotations and figurative language. Synthesises key themes between texts, using supporting information from the texts. Engages with the text through adding some relevant comment, analysis or wider generalisations that is supported with some examples from own observations or experiences. Explains some key cultural attitudes and beliefs in texts.

**Writing:** Writes well-structured and evidenced texts with a strong sense of audience and purpose on a range of social, general and academic topics.

Expresses a clear point of view supported by detailed ideas and evidence, in a coherent and organised manner. Employs a wide-ranging lexical resource to develop ideas, including some figurative and idiomatic expressions; generally uses word forms accurately and sustains an appropriate register. Writes a wide range of simple, compound and complex sentence structures with considerable accuracy and fluency and correct punctuation, including some more advanced forms. Displays control of a range of generic conventions with some flexibility; creates cohesive texts, using a range of persuasive techniques; generally incorporates citation of references and quotations.

## C

**Listening:** Comprehends spoken texts on most social and general topics and in some academic contexts.

Responds to key information in complex discourse focussed on a single or familiar topic. Draws on some verbal cues to infer the speaker's attitudes and meaning. Demonstrates awareness of common registers, purposes and contexts; occasionally requesting clarification or checking for accuracy. Takes notes on main ideas, sometimes summarising and responding appropriately.

**Speaking:** Communicates effectively in SAE on most social and general topics and in prepared academic contexts.

Speaks mostly with relevance in a logical manner. Presents a point of view with supported ideas; answers unprepared questions. Generally controls grammatical structures with errors in complex forms and some consistent errors in simple forms; uses some topic-specific items. Produces generally clear and fluent speech with appropriate use of stress and intonation, although shows slight pronunciation interference from L/D1. Uses communication strategies, including a mostly sustained appropriate register, some repair strategies, turn-taking and appropriate non-verbal language; uses support strategies.

**Reading and viewing:** Comprehends a variety of well-structured written, visual and electronic texts in familiar and in less complex unfamiliar contexts.

Interprets a range of topic-specific, authentic texts in familiar and a few unfamiliar contexts; explains most main points, using brief supporting detail. Interprets information beyond the literal level with some support. Generally predicts intended audience; attempts to identify and interpret connotations and figurative language. Synthesises some themes between texts. Adds brief comment, analysis or wider generalisations about texts. Explains a key cultural attitude in a text.

**Writing:** Writes texts which are generally well-structured, with most evidence provided and with a developing sense of audience and purpose on a range of social, general and academic topics.

Expresses a relevant point of view with sufficient ideas and evidence for the task, including some more complex or abstract ideas, though with occasional irrelevance or repetition. Employs a range of vocabulary including some topic-specific items, some common idiomatic expressions; makes accurate use of most word forms, with some consistent errors and with minor lapses in register. Uses a range of simple, compound and complex sentence structures accurately, though makes some errors in more complex forms; correctly employs simple forms of punctuation. Displays control of some generic conventions and creates generally cohesive texts, using some persuasive techniques; attempts to incorporate citation of references and quotations, sometimes incorrectly.

**Listening:** Comprehends spoken texts in most social and general topics.

Responds to key information in general discourse on familiar topics. Draws on few verbal cues to infer the speaker's meaning and some attitudes. Demonstrates awareness of common registers, purposes and familiar contexts. Takes limited notes on main ideas, provides brief summaries and attempts to respond.

**Speaking:** Generally communicates effectively in SAE in social and familiar contexts, and to some extent in unfamiliar situations. Maintains interactions with some assistance.

Speaks with some relevance to the topic. Presents an unsupported or undeveloped point of view. Attempts to answer unprepared questions. Relies on simple grammatical structures and makes frequent errors which may impede meaning. Employs sufficient vocabulary for the communicative purpose, although does not always sustain appropriate register. Displays developing control of the sound system, stress and intonation patterns of English so that some words or phrases may be unclear to the listener. Frequent pauses disrupt flow of speech. Uses some communication strategies such as seeking and giving clarification, mostly taking turns, and using some non-verbal language; tends to rely on notes or visual aids if used.

## D

**Reading and viewing:** Comprehends a range of authentic written, visual and electronic texts in familiar contexts.

Interprets a range of topic-specific, authentic texts in familiar contexts; explains some main points, using minimal supporting detail. Interprets some information beyond the literal level with support. Attempts to identify familiar connotations and figurative language. Attempts to synthesise some themes between texts and identify a general cultural reference in a text.

**Writing:** Writes texts on a range of social, general and academic topics which are generally clearly structured. Language errors are fairly frequent. Responses focus on concrete issues.

Presents a point of view with sufficient ideas and evidence, though these tend to be concrete in nature, with some irrelevance, repetition or confusion; uses sufficient vocabulary to convey general ideas and some supporting detail though often uses incorrect word forms with occasional lapses of register. Writes a range of accurate simple and compound sentence structures, with less accuracy in more complex forms; employs simple forms of punctuation. Generally controls generic conventions, though these seems formulaic at times, employing a basic range of cohesive devices and persuasive techniques. Incorporates citation of references and quotations inconsistently, and sometimes incorrectly.

## E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

### **Aboriginal English (AE)**

A rule-governed dialect, Aboriginal English is the most widespread form of communication and the lingua franca among Aboriginal people across Australia. Aboriginal English is unique in that it carries deep level cultural conceptualisations different from those present in other Anglo-based dialects of English.

### **Active listening strategies**

Verbal and non-verbal behaviour used to promote accurate listening.

### **Adverb**

A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example, 'really' in 'He is really interesting') or another adverb (for example, 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

### **Anaphoric and cataphoric reference**

Anaphoric reference: when a word in a text refers back to other ideas in the text for its meaning; for example: 'I saw Jim. He is well.'

Cataphoric reference: when a word refers to ideas later in the text; for example: 'It is amazing! This car is the best new deal around!'

### **Appraisal**

How attitudes are expressed in texts; that is, interpersonal meanings which convey an author's evaluation of something or someone and which help to position the audience.

### **Appreciation**

The act of discerning quality and value of literary texts.

### **Attitude**

A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone. Also, from the perspective of pragmatics, it is a system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgement (attitudes towards behaviour).

### **Audience**

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.

### **Author**

The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

### **Clause**

A grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]).

A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb (for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

A clause can be either a 'main' or 'subordinate clause', depending on its function:

- a main clause does not depend on or function within the structure of another clause
- a subordinate clause depends on or functions within the structure of another clause – it may function directly within the structure of the larger clause, or indirectly by being contained within a group/phrase.

In these examples, square brackets have been used to indicate the subordinate clause:

- 'I took my umbrella [because it was raining].'
- '[Because I am reading Shakespeare], my time is limited.'

'The man [who came to dinner] is my brother.'

### Clause type

Clause type is also referred to as mood. It refers to the classification of clauses in terms of their primary function. There are four main clause types in English: declarative, interrogative, imperative, and exclamative.

### Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices, such as the use of substitution of pronouns for nouns, the use of anaphoric and cataphoric reference, and the use of connectives and ellipses.

Cohesion is also achieved through word associations (sometimes called lexical cohesion).

Word associations include synonyms, antonyms (for example, 'worker/employee', 'ugly/beautiful'); repetition (for example, 'work, work, work – that's all we do!'); lexical chains (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.') and collocation (for example, 'white wine' not 'yellow wine'; 'burst into tears' not 'broke into tears').

### Collocation

Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', not 'wine'; 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt').

### Colloquialism

An informal expression, often connected to the local culture.

### Complex sentence

A complex sentence has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

### Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long]'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'



## Comprehension strategies

Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text.

## Conceptual metaphor

Seeing one thing in terms of another, for example; 'Argument is war' or 'Prices are rising'.

## Conjunction

A word class that joins other words, phrases or clauses together in logical relationships, such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':

- 'Mum and Dad are here.' (joining words)
- 'We visited some of our friends, but not all of them.' (joining noun groups/phrases)
- 'Did he miss the train or is it just late?' (joining clauses).

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- 'When the meeting ended we went home.' (time)
- 'That was because it was raining.' (reason)
- 'I'll do it if you pay me.' (condition)
- 'I know that he is ill.' (declarative)
- 'I wonder whether/if she's right?' (interrogative).

## Context

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture), or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**Convention**

An accepted practice that has developed over time and is generally used and understood; for example, the use of specific structural aspects of texts, such as in report writing with sections for introduction, background, discussion and recommendations.

**Cultural conceptualisation**

Conceptualisation is the cognitive process of ordering, categorising and making sense of information. Cultural conceptualisations may be reflected and expressed through art, rituals, language and even silence. They permeate every aspect of language, including tone, pitch, words, word order, sentences and text forms as well as interpretations and analysis of spoken and written texts.

**Dialect**

A dialect is a rule-governed variation of the same language. A dialect differs in some way from the same language at many levels, including pronunciation, vocabulary, grammar, text form, pragmatics and conceptualisations. Dialectal differences can evolve by native speakers moving to other locations geographically, people from other languages learning the new language with adaptations to fit their own language backgrounds, or through socio-political events where a group of speakers are in the less-powerful minority and excluded from opportunities to be fully involved with main language speakers.

The English as an Additional Language or Dialect ATAR course foregrounds the SAE language/dialect learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal language, or a variety of Aboriginal English, or a creole as their home language. It also foregrounds the language/dialect learning needs of migrants and refugee students who speak an English-based creole, pidgin or dialect as their home language. Finally it foregrounds the needs of those who are learning English as a second or additional language.

**Digital forms**

Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.

**Discourse markers**

Words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, 'actually', 'so', 'OK', 'right?', 'anyway').

**Dramatic irony**

When the words and actions of the characters have a different meaning for the reader than they do for the characters.

**Everyday texts**

Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.

**Figurative language**

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – ‘white as a sheet’; metaphor – ‘all the world’s a stage’; personification – ‘the wind grabbed at my clothes’).

**Genre**

The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).

**Grammar**

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

**Grapheme**

The written representation of English sounds. For example, kn, nn and n are all graphemes of the sound /n/.

**Group/phrase**

The terms ‘group’ and ‘phrase’ are used by different schools of linguistics to refer to units intermediate between the clause and the word. In the English curriculum, ‘group/phrase’ is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: ‘(The carnival) (had made) (the two little girls with the red shirts) (very tired)’.

In the example, ‘the carnival’ and ‘the two little girls with the red shirts’ are called noun groups/phrases because they have a noun (‘carnival’ and ‘girls’) as their major element; similarly, ‘had made’ is a verb group/phrase and ‘very tired’ an adjective group/phrase.

**Idiom**

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, ‘I am over the moon’, ‘on thin ice’, ‘a fish out of water’, ‘fed up to the back teeth’).

**Intercultural**

Pertaining to or taking place between two or more cultures. The intercultural approach to language teaching aims to foster in students a competence to act and react sensitively in intercultural encounters. Within an intercultural approach, the socio-cultural aspects of languages and their differences across cultures are explained so as to secure intercultural understanding.

**Intonation**

The rise and fall of one’s voice when speaking; sometimes used for emphasis.

**Language features**

The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.

**Layout**

The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.

**Lexical chains**

A sequence of related words in writing.

**Lexis**

Vocabulary of a language.

**Media texts**

Spoken, print, graphic or electronic communications with a public audience. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.

**Medium**

The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter).

**Metalinguage**

Language used to discuss language (for example, language used to discuss film or literary study, such as setting, plot, character, mise-en-scène, symbolism, characterisation; or language used to talk about grammatical terms, such as 'sentence', 'clause', 'conjunction').

**Modality**

An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':

- 'Sue may have written the note' (possibility)
- 'Sue must have written the note' (probability)
- 'You must postpone the meeting' (obligation)
- 'You may attend the concert' (permission)

Modality can also be expressed by several different kinds of words:

- adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')
- adjectives (for example, 'possible', 'probable', 'likely', 'necessary')
- nouns (for example, 'possibility', 'necessity', 'obligation')
- modal verbs (for example, 'He [might come]').

**Mode**

The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

## Morpheme

The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.

## Multimodal text

Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

## Narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).

## Narrative point of view

The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.

## Nominalisation

A process for forming nouns from other words

- from a verb; for example, 'reaction' from 'react'
- from a noun; for example, 'departure' from 'depart')
- from an adjective; for example, 'length' from 'long', 'eagerness' from 'eager').

Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').

Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

## Personification

The description of an inanimate object as though it were a person or living thing.

## Perspective

The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text; for example, a feminist perspective.

## Phoneme

The smallest unit of sound in a word. The word 'is' has two phonemes: /i/ and /s/. The word 'ship' has three phonemes: /sh/, /i/, /p/.

**Phrase**

A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone').

**Point of view**

The opinion or viewpoint expressed by an individual in a text; for example, an author, a narrator, a character, or an implied reader.

**Preposition**

A word class that usually describes the relationship between words in a sentence:

- space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.')
- time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.')
- those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', and so on: 'He ate all the beans except the purple ones.')

Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles').

**Pronunciation**

The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal).

**Realia**

Objects from real life used for teaching purposes.

**Register**

The degree of formality or informality of language used for a particular purpose or in a particular social setting.

**Rhetorical devices**

Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).

**Rhetorical question**

A question that is asked to provoke thought rather than require an answer.

**Rhythm**

The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing.

**Scanning**

When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.

## Sentence

In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear.

There are different types of sentences:

- simple sentence – has the form of a single clause (for example, ‘David walked to the shops’ or ‘Take a seat.’)
- compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as ‘and’, ‘but’ or ‘or’. In the following examples, the main clauses are indicated by square brackets: ‘[Jill came home this morning] [but she didn't stay long].’; ‘[Kim is an actor], [Pat is a teacher], [and Sam is an architect].’
- complex sentence – has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: ‘I took my umbrella [because it was raining].’; ‘[Because I am reading Shakespeare], my time is limited.’; ‘The man [who came to dinner] is my brother.’

## Sociocultural

Involving or relating to the combination of social and cultural factors as displayed within a specific language or dialect.

## Sociolinguistic

The way language is affected by society and its social structures and attitudes. Sociolinguistic competence requires an awareness of cultural norms of language use.

## Standard Australian English (SAE)

The variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the ‘common language’ of Australians.

## Stress

The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

## Stylistic features

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings’ stories, Lawson’s poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.

## Subject

A function in the structure of a clause usually filled by a noun group/phrase (for example, ‘The dog [subject] was barking.’)

- The normal position of the subject is before the verb group/phrase, but in most kinds of interrogatives (questions) it follows the first auxiliary verb (for example, ‘Was the dog barking?’, ‘Why was the dog barking?’)

- In main clauses, the subject is an obligatory element, except in imperative (command) clauses (for example, 'Be very tactful') and in casual style (for example, 'Want some?')
- Most personal pronouns have a different form when they are the subject of a main clause ('I', 'he', 'she') than when they are the object ('me', 'him', 'her'). For example, we say 'She won the race', not 'Her won the race'. Similarly, we say, 'Give it to Mary and me', not 'Give it to Mary and I.'
- The verb must agree with the subject in person and number (for example, 'Her son lives with her' and, 'Her sons live with her').

### **Subject matter**

Refers to the topic or theme under consideration.

### **Syntax**

The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.

### **Tense**

A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time.

However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:

- present states, as in 'He lives in Darwin'
- actions that happen regularly in the present, as in 'He watches television every night'
- 'timeless' happenings, as in information reports such as 'The earth revolves around the sun'
- references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.

### **Text structure**

The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.

### **Theme**

The main idea or message of a text.

Grammatical theme indicates importance, both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.



## Types of texts

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English Curriculum, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

- Analytical texts – Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.
- Imaginative texts – Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts, such as film.
- Interpretive texts – Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.
- Persuasive texts – Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.

## Verb

A word class that describes a kind of situation, such as a happening (for example, ‘climbed’ in ‘She climbed the ladder’) or a state (for example, ‘is’ in ‘The koala is an Australian mammal’).

Verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, ‘Sue lives in Sydney, her parents in Melbourne’, where there is ellipsis of ‘live’ in the second clause).

Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as ‘-s’ and ‘-ed’. For example:

- walks (present tense)
- walked (past tense).

Other verbs have irregular forms that signal a change in tense. For example:

- present – ‘am/is/are’ and past – ‘was/were’
- present participle – ‘being’ and past participle – ‘been’.

Auxiliary verbs and modal verbs are two types of verbs:

- auxiliary verbs are also referred to as ‘helping’ verbs. They precede the main verb; for example, ‘draw’ (main verb) ‘has drawn’ (auxiliary verb assisting)
- modal verbs express a degree of probability (for example, ‘I might come home’) or a degree of obligation (for example, ‘You must give it to me’).

### Visual elements

Visual components of a text, such as placement, salience, framing, representation of action or reaction, shot size, social distance, and camera angle.

### Voice

In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text, or 'expert voice' in an exposition).

In English grammar, voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

- In clauses expressing actions, like the above examples, the subject of the active, ('the dog') has the role of actor, and the object ('me'), the role of patient, whereas in the passive, the subject ('I') has the role of patient and the object of the preposition by, ('the dog'), the role of actor.
- In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active, ('everyone') corresponds to the object of the preposition 'b



