



# English as an Additional Language or Dialect Foundation Course Year 12

## Selected Unit 3 syllabus content for the Externally set task 2020

This document is an extract from the *English as an Additional Language or Dialect Foundation Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2020 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2020 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment

# Unit 3

## Unit description

Unit 3 focuses on students responding to and creating cohesive texts in familiar contexts in Standard Australian English (SAE). Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations. The unit enables students to create oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

The thematic focus for this unit is **life skills**. Students continue to acquire SAE in order to present themselves and build relationships with peers and others in the wider community and workplace. They investigate similarities and differences between their first cultures, language and dialects and other Australian cultures.

Students explore topics such as personal safety, managing relationships, educational opportunities, occupational choices, occupational health and safety, conflict resolution and negotiation and handling discrimination in the workplace. They develop life skills to allow them to function successfully in the wider Australian society.

## Learning outcomes

By the end of this unit, students:

- communicate about a variety of rehearsed and unrehearsed topics in familiar contexts with some support
- demonstrate literal comprehension of information and ideas used in familiar and simple unfamiliar texts
- respond to familiar texts to identify purpose and audience and some language and sociocultural features
- create short, simply structured oral, written and multimodal texts using a growing range of vocabulary and simple, compound and some complex structures.

## Suggested contexts

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

- personal safety: impact of social media, bullying, protective behaviours, managing dangerous situations
- managing relationships: peer to peer relationships, employee/employer relationships
- educational opportunities: options for further study and training, identifying skills, attributes and interests, exploring occupations, accessing career information
- workplace skills: team work, occupational health and safety, conflict resolution, negotiation, handling discrimination, workplace rights and responsibilities.

## Unit content

This unit includes the knowledge, understandings and skills described below. For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

This syllabus has a sample text list (refer to Appendix 3).

### Communication skills and strategies, including:

- using appropriate rules of politeness in most situations
- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear
- using intelligible pronunciation and intonation of words and phrases
- using phonemic awareness and graphophonics to decode texts
- demonstrating some understanding of common colloquial expressions
- collaborating as a way to solve problems or to create texts

### Comprehension skills and strategies, including:

- drawing on background knowledge or contextual cues to guess the meaning of unknown words
- describing characters and settings presented in narrative texts and recounting plot details
- identifying and responding to the main ideas in a range of familiar texts
- beginning to identify emotive language and sociocultural references in different texts
- identifying and explaining some common cultural references and colloquialisms
- using graphic organisers and retrieval charts to extract accurate information from a growing variety of texts
- using dictionaries and library and web resources to locate specific information

### Language and text analysis skills and strategies, including:

- identifying the purposes and audiences of a growing range of text types, including subject specific texts
- identifying the features of common genres such as narratives, recounts and simple short stories or novels
- identifying how language and structure are used in simple persuasive texts
- understanding cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work
- identifying the difference between formal and informal language across written and digital texts

## Create a range of texts

- using appropriate structure, content and language for a range of common purposes and audiences
- using features of common genres, such as narratives, recounts, simple reports and short essays
- using conjunctions and simple cohesive devices at sentence and paragraph level, including basic in-text references and referential pronouns
- using modals such as 'will', 'would', 'can', 'should', 'might'
- using some subject-specific vocabulary and synonyms
- spelling everyday words accurately
- using common punctuation accurately
- using multimodal graphic organisers
- using simple, compound and some complex sentences
- employing commonly used technologies and media
- using teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures