



English as an Additional Language or Dialect ATAR Course Year 12

Selected Unit 3 syllabus contexts for the Common oral assessment task 2024

This document is an extract from the *English as an Additional Language or Dialect ATAR Course Year 12 syllabus*, featuring all of the contexts for Unit 3. The contexts that have been highlighted in the document are the contexts on which the Common oral assessment task (COAT) for 2024 will be based.

All students enrolled in the course are required to complete the COAT. The COAT is an assessment task which is set by the Authority and distributed to schools for administering to students. The COAT will be administered in schools during Term 2, 2024 under standard test conditions. The COAT will take 15 minutes.

The COAT will be marked by teachers in each school using a marking key provided by the Authority. The COAT is included in the assessment table in the syllabus as a separate assessment type with a weighting of 10% for the pair of units.

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