



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course

**Year 12 syllabus – What’s changing: Rationale and Aims
For teaching in 2027**

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.

Background

As part of the WACE Refreshment for the nomenclature of ATAR and General courses, the Authority has updated the rationale and aims of each syllabus.

The revised rationale and aims connect with the mapping of the general capabilities to provide more authentic links between the rationale, aims and syllabus content. The rationale includes information on what the subject is about and why it is important; what students can expect to study in the course; the knowledge, skills and understandings developed by studying the course; the application of the knowledge, skills and understandings in the course in everyday life; and reference to potential future pathways outlining how students might connect what they could learn in the course to further education, training and employment.

Important information

WACE Refreshment: Rationale and Aims (Nomenclature)

This document contains information that will be included in the syllabus effective from 1 January 2027.

Users of the syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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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). In the Western Australian context, the 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 AE as a marker of identity and a source and reflection of deep-level cultural conceptualisations.

Students learn to analyse how language choices achieve different purposes and effects in diverse contexts. They develop SAE skills to describe, inform, express viewpoints and persuade, with a focus on adapting language to different purposes and audiences. This includes understanding how language shapes meaning and influences audiences. Students draw from their existing languages and cultural knowledge to explore how culture influences language use. Through the lens of Australia's multicultural society, students develop an understanding of cultural constructs. This study helps them recognise the variation of ideas, attitudes, and values across different cultures, especially within the Australian context.

Students use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE. They engage in independent and collaborative investigations to create, refine and adapt texts for various contexts, purposes and audiences. They use effective research strategies and referencing protocols to present well-supported arguments and conclusions. Students explore the power of language, learning how it can influence, persuade, privilege or marginalise social groups, ideologies, and values, empowering them to use language confidently and appropriately.

Students develop knowledge, skills and understandings that can be applied in real-world contexts. They learn to plan, create and refine extended oral, written and multimodal texts appropriate to different contexts, purposes and audiences. They learn key academic skills that will enable them to successfully engage in tertiary study, including the ability to engage in effective oral and written communication; critically analyse, synthesise and evaluate meaning in texts; evaluate how language can empower and disempower and hence shape meaning; create well-structured, well-referenced academic texts; use research strategies and reference protocols; and use oral and written SAE to confidently argue and persuade across different contexts.

The EAL/D ATAR Year 12 course develops students' language skills so they can communicate effectively in a range of contexts and for a variety of purposes and become effective cross-cultural users of language and dialect in Australian society. In conjunction with EAL/D ATAR Year 11, the course develops students' academic English skills to prepare them for tertiary study.

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 EAL/D 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
- ability to navigate intercultural contexts and engage with and reflect on cultural and linguistic diversity.