



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

# ENGLISH

PRELIMINARY COURSE

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Year 11 and 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.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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## Introduction to the Preliminary courses

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

The preliminary courses are:

- Business Management and Enterprise
- English
- Food Science and Technology
- Health and Physical Education
- Materials Design and Technology
- Mathematics
- Religion and Life
- Visual Arts.

Preliminary courses provide opportunities for practical and well-supported learning to help students develop a range of skills to assist them upon leaving school. They acknowledge the broad range of abilities of students with special needs and the need for adapted approaches to teaching and learning.

Preliminary courses may form all or part of a student's program of study. Schools will make decisions about the content to be taught in each course on the basis of individual student needs, goals and priorities.

## Rationale for the English Preliminary course

The English Preliminary course recognises that language plays a central role in human life: it provides a vehicle for communication and independence. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

In this course, students study language through the use of receptive and expressive communication. The course recognises the diversity of the student population and builds on their knowledge of how language works, relevant to their needs, skills and interests.

Students develop skills to communicate and respond to ideas, feelings and attitudes and to interact effectively with others.

## Aims

The English Preliminary course aims to develop students’:

- understanding of how to use language in a variety of forms and situations, depending on individual needs and capabilities
- receptive skills which can include reading, comprehending, listening and/or viewing
- expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts.

# Organisation

## Structure of the syllabus

This Year 11 and Year 12 syllabus is divided into four units.

### Unit 1 and Unit 2

The focus for these units is **independence**. Students develop and apply language skills within their family, school, social and community contexts.

### Unit 3 and Unit 4

The focus for these units is a continuation of the focus on independence in Units 1 and 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings.

Each unit includes:

- a unit description – a short description of the focus of the unit
- suggested learning contexts
- unit content – the content to be taught and learned

## Organisation of content

This course consists of a combined Year 11 and Year 12 syllabus. The syllabus is divided into four units. Each unit is designed to be delivered over a semester, however the pace of delivery will reflect the abilities of the students.

The content is the focus of the learning program in each pair of units.

The course content is divided into three content areas:

- conventions
- contextual understanding
- processes and strategies.

### Suggested learning contexts

These units are particularly suitable for students who are working in integrated programs and/or workplace learning.

Within the broad area of independence, teachers may choose one or more of the suggested learning contexts: personal, social, vocational and/or cultural.

### Suggested texts

Teachers may choose any text or text types considered appropriate for the students' stages of development and needs, for example, newspapers, workplace documents, web pages, catalogues, novels, comics.

## 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 Preliminary course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy involves students listening to, reading, viewing, speaking, writing and creating texts, and using and modifying language for different purposes in a range of contexts. It encompasses knowledge and skills students need to access information, make meaning, interact with others and participate in activities within and beyond school.

### Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom.

### Information and communication technology capability

The nature and scope of information and communication technology (ICT) capability is not fixed, but is responsive to ongoing technological developments. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and evidence-based reasoning. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications.

### Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Critical thinking involves students learning to use information to solve problems. Creative thinking involves students in learning to generate and apply new ideas, and seeing or making new links that generate a positive outcome.

### Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish positive relationships.

### Ethical understanding

Students learn to behave ethically as they recognise ethical issues with others, discuss ideas, and learn to be accountable as members of a democratic community. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can come to ethical decisions.



## **Intercultural understanding**

Intercultural understanding involves students learning to value their own cultures and practices and those of others. Intercultural understanding encourages students to make connections between their world and the worlds of others, and to work through differences.

## **Representation of 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 Preliminary 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 Preliminary 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 appropriate texts, students may 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.

## **Asia and Australia's engagement with Asia**

This priority reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres. Students may have the opportunity to develop an understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world.

## **Sustainability**

Education for sustainability develops the knowledge and skills necessary for people to act in ways that contribute to more sustainable patterns of living. Sustainability education encourages students to think about the future, focusing on preserving and protecting environments. Actions that support more sustainable patterns of living require consideration of connected systems (environmental, social, cultural, and economic) in our world.

## Unit 1 and Unit 2

### Unit description

The focus for these units is **independence**. Students develop and apply language skills within their family, school, social and community contexts.

Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

### Suggested learning contexts

These units are particularly suitable for students who are working in integrated programs and/or workplace learning.

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

- Personal: taking responsibility; making choices and/or taking actions related to health and lifestyle issues.
- Social: positive interactions with peers, family and community members; accessing social experiences in the local community; making appropriate choices when in the community and/or adhering to appropriate social behaviours.
- Vocational: recognising the need for independence and responsibility at school and within the workplace; participating in volunteer work, community access, workplace learning, alternatives to employment and/or learning opportunities during and after school.
- Cultural: participation in relevant cultural activities; cultural and social groups to which students belong.

### Unit outcomes

- using language in a variety of forms and situations, depending on individual needs and capabilities
- developing receptive skills which can include reading, comprehending, listening and/or viewing
- developing expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Conventions

#### Word usage and grammatical conventions

- applying vocabulary to relevant objects, people, actions, emotions, events, places
- interpreting and using facial expressions, body language
- familiar texts, such as COMPIC, signing, photographs, images, objects, ebooks, magazines, television

#### Textual conventions

- sequencing ideas
- using and interpreting questions
- expressing and interpreting feelings
- learning social interaction conventions associated with greetings, farewells, choice-making, requests, protests, continuance, cessation

### Contextual understanding

#### Context

- listening and speaking in a variety of relevant contexts
- learning social expectations regarding communication behaviours
- engaging with and responding to elements of texts

#### Purpose

- developing an appropriate use of language to meet the desired purpose

#### Audience

- identifying intended audience as familiar or unfamiliar
- adapting communication to suit audience, such as using COMPIC with teachers, gestures with strangers

### Processes and strategies

#### Accessing and generating ideas and information

- developing strategies for interacting with and reacting to others, expressing feelings and opinions, indicating needs and wants
- locating and accessing required texts
- developing skills related to 'wait time' and taking turns
- using oral, visual, written and/or multimodal texts to express or clarify meaning

### **Processing and organising ideas and information**

- giving attention to information, objects, people, actions, emotions, events, places
- retelling ideas or information about familiar experiences
- developing questioning skills

### **Reflection**

- responding to language used by others
- reflecting on outcome/success of communications
- accepting feedback from others

## Unit 3 and Unit 4

### Unit description

The focus for these units is a continuation of the focus on independence in Units 1 and 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings. These units develop students' participation and interaction skills.

Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interaction.

### Suggested learning contexts

This unit is particularly suitable for students who are working in integrated programs and/or workplace learning.

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

- Personal: using language independently to meet personal needs and wants; awareness of increased responsibilities; making appropriate choices and taking appropriate actions related to health and lifestyle issues.
- Social: maintaining positive interactions with peers, family and community members; having experiences in the broader community's social environment; understanding rights, responsibilities and choices available when in the community and/or appropriate behaviours for various social settings.
- Vocational: using language independently at school and/or in the workplace; participating in supported work environments; participating in volunteer work in the community; accessing the community; engaging in workplace learning; understanding alternatives to employment; engaging in learning opportunities during and after school.
- Cultural: participating in and contributing towards cultural activities; identifying and accessing cultural and social groups to which students belong.

### Unit outcomes

- using language in a variety of forms and situations, depending on individual needs and capabilities
- developing receptive skills which can include reading, comprehending, listening and/or viewing
- developing expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Conventions

#### Word usage and grammatical conventions

- selecting vocabulary appropriate to relevant objects, people, actions, emotions, events, places
- vocabulary building relevant to students' personal and social contexts and interactions
- interpreting and using facial expressions, body language, tone, volume
- language used in familiar texts, such as stories, labels, greetings, COMPIC, signing, photographs, images, objects, ebooks, magazines, television

#### Textual conventions

- sequencing ideas
- using and interpreting questions; using different levels of questions
- expressing and interpreting feelings
- learning social interaction conventions associated with greetings, farewells, making choices, requests, protests, continuance, cessation, instructions, directions
- attending to others, objects or events

### Contextual understanding

#### Context

- listening and speaking in a variety of relevant contexts, including new/unfamiliar situations
- learning social expectations regarding communication behaviours
- engaging with and responding to elements of familiar and unfamiliar texts
- providing information, such as name, address, bus number required

#### Purpose

- selecting appropriate language to meet the desired purpose

#### Audience

- identifying intended audience as familiar or unfamiliar
- adapting communication to suit audience such as using COMPIC with teachers, gestures with strangers

## Processes and strategies

### Accessing and generating ideas and information

- developing strategies for interacting with and reacting to others, expressing feelings and opinions, indicating needs and wants, providing information, asking questions
- locating and accessing required texts and information within texts
- developing skills related to 'wait time' and taking turns
- using oral, visual, written and/or multimodal texts to express or clarify meaning

### Processing and organising ideas and information

- giving attention to information, objects, people, actions, emotions, events, places
- retelling ideas or information
- developing questioning skills
- developing strategies for making meaning from relevant texts such as labels, instructions, stories: prediction, matching, interpreting, sight words
- developing strategies for clarifying meaning such as requesting help
- developing strategies for recording ideas and information such as drawing pictures, approximating words

### Reflection and evaluation

- responding to language used by others
- reflecting on outcome/success of communications
- accepting feedback from others and attempting adjustments
- editing communications with support such as word lists, picture prompts, peer

## School-based assessment

Approaches to assessment should support teachers to identify, broaden and deepen their understanding of what students can do, and assist teachers to determine the educational priorities for each student.

The unit content forms the basis of a teaching, learning and assessment program. The content points in each unit form the basis of teaching and learning opportunities for students, and also provide examples of assessable activities on which teachers can make informed judgements.

Teachers are required to develop an assessment outline for each unit.

The assessment outline must:

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

To cater for individual needs and student capabilities, a range of assessment tasks will be developed by the teacher, appropriate for a student's expected ways of learning.

The assessment tasks will provide opportunities for teachers and students to reflect on progress towards individual learning goals. Teachers make decisions about each student's readiness to progress to the next level of proficiency on his or her individual learning goals using a range of assessment tools.

Tools for the collection of evidence to support student progress towards individual learning goals may include:

- observation rubrics
- oral and/or written tasks, or any combination of oral and written tasks
- work experience feedback and/or reports.

Decisions about whether it is appropriate to offer adjustments to students in course work and assessment tasks are the responsibility of the school.

### Unit completion

Schools report on each student's learning progress for a unit in Preliminary courses as either completed or not completed.

To be deemed to have completed the course, the school determines whether a student meets the following criteria:

- completion of the education and assessment program for the unit (unless the school accepts that there are exceptional and justifiable circumstances)
- evidence of progress in demonstrating the unit outcomes, including sufficient attendance and engagement, either independently or with support.

The *WACE Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.