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

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
ATAR YEAR 12**

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.

Disclaimer

Any resources, such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

English as an Additional Language or Dialect – ATAR Year 12

Unit 3 – Australia as a cultural community

Weeks	Syllabus content	Assessment tasks
1–4	Overview of course and expectations – course documents and school assessment policy **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 • reflecting on and analysing how language choices influence audience response • framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts **Language and textual analysis** • evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language • explaining the effects of literary and humorous techniques, including figurative language, rhythm and rhyme, and dramatic irony • analysing how texts are influenced by other texts and contexts • 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 • using metalanguage to review and evaluate texts **Language competencies** Semantic • identifying inferred meanings in texts • distinguishing between fact and opinion Sociolinguistic • understanding and using the language of persuasion • identifying the organisation of thought 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 **Texts:** Print, visual and aural texts, including books, documentaries, websites and newspaper articles. Also refer to the *ATAR Suggested Resources EAL/D Year 12* document https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.	**Task 1: Response** Read and view a range of texts about what it means to be Australian. a) In response to two spoken texts, complete a listening comprehension task. b) In response to two written texts and one visual text on this topic, complete a comprehension task with short answer questions and a synthesis question.

Weeks	Syllabus content	Assessment tasks
5–9	**Comprehension skills and strategies** • 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 **Language and textual analysis** • analysing how texts are influenced by other texts and contexts • critiquing cultural attitudes • evaluating the validity and relevance of evidence and assumptions in texts • using language to express a personal evaluation of an object, a process or a performance • evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language • using metalanguage to review and evaluate texts **Creating texts** • 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 use appropriate paraphrasing, quotation, in-text citation and end-of-text referencing • using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses **Language competencies** Orthographic/Lexical/Grammatical • all items listed Sociolinguistic • experimenting with the register of texts (tone, language, audience), and developing appropriate use for audience and purpose **Texts:** *Growing Up Aboriginal in Australia, Growing Up Asian in Australia and Growing Up African in Australia* or refer to the *ATAR Suggested Resources EAL/D Year 12* document https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.	**Task 2: Written production** Read a selection of excerpts from the anthologies *Growing Up Aboriginal in Australia*, *Growing Up Asian in Australia* and *Growing Up African in Australia* and explore issues related to Australia as a cultural community. In class, write an essay in response to a previously unseen question, referencing the texts studied.
10–12	**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** • distinguishing between and evaluating facts and opinions presented in texts	**Task 3: Investigation – Part A** Investigate an issue/topic related to Australia as a cultural community and present a research proposal in an oral format. Choose a topic/issue that you are interested in and formulate a specific idea or question to investigate.

Weeks	Syllabus content	Assessment tasks
	• explaining cultural beliefs and assumptions reflected in texts • framing research questions to direct inquiry and synthesise information from multiple sources, including literary and non-literary texts **Language and textual analysis** • analysing how texts are influenced by other texts and contexts • critiquing cultural attitudes • evaluating the validity and relevance of evidence and assumptions in texts • evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language • 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 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 **Language competencies** Orthographic/Lexical/Grammatical • all items listed Sociolinguistic • understanding and using the language of persuasion • experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose **Texts:** Print and visual texts, including books, documentaries, websites and newspaper articles. Also refer to the *ATAR Suggested Resources EAL/D Year 12* document https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.	Your research proposal should present your idea or question and make a case for why your idea or question is significant and what value it will bring.

Weeks	Syllabus content	Assessment tasks
13–14	**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 • explaining cultural beliefs and assumptions reflected in texts **Language and textual analysis** • 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 • 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 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 strategies to assess the relevance, reliability and validity of sources **Language competencies** Phonological features • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes Non-verbal language features • using culturally appropriate gestures and behaviours Lexical • as appropriate to task Grammatical (using an increasing range of the following accurately and appropriately for audience and purpose) • clause and sentence structures • types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes • verb structures and tenses • clause type (declarative, interrogative, imperative and exclamative) • additive, comparative, temporal and consequential conjunctions • use of correct subject-verb agreement • use of reference items to achieve cohesion	**Task 4: Common oral assessment task** Participate in an oral task developed by the School Curriculum and Standards Authority and administered by the school. The task will be in the form of an interview conducted by your teacher. You will be given 5 minutes preparation time to view an image and make notes related to focus questions. You will then participate in a 10 minute interview.

Weeks	Syllabus content	Assessment tasks
	Semantic • identifying inferred meanings in texts • distinguishing between fact and opinion **Sociolinguistic** • understanding and using the language of persuasion • experiment with the register of texts (tone, language, audience), develop appropriate use for audience and purpose **Sociocultural understandings and skills** • identifying register variations between familiar, semi-formal and some formal contexts • recognising some common cultural references • using culturally accepted politeness conventions in listening, speaking and written protocols • understanding cultural differences in eye contact and personal space • identifying cultural variations in symbolism, classification and gender behaviours.	
Exam week	Practice and revision for examinations.	**Task 5: Examination** Semester 1 examination. A representative sample of syllabus content in examinations reflecting the requirements of the Year 12 ATAR syllabus examination design brief.

Unit 4 – Language and Empowerment

Week	Syllabus content	Assessment tasks
1–4	**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 • 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 **Language competencies** Semantic • 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 • understanding and using the language of persuasion • 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 • 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:** *Speeches that changed the World (with audio CD)* or refer to the *ATAR Suggested Resources EAL/D Year 12* document https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.	**Task 6: Response** a) Listen to and interpret the meaning of selected speeches. Prepare written answers to questions in order to evaluate how language has been used in the speeches to empower and marginalise particular people/groups of people. b) Read and interpret the meaning of a selected speech. Prepare written answers to questions in order to evaluate how the orator has used language to influence, persuade and position people to accept particular ideologies, beliefs and values.

Week	Syllabus content	Assessment tasks
5–8	**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 referencing 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 • analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts • evaluating the manipulation of text structures and language features for different purposes **Creating texts** • using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features • 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 using dictionaries and thesauruses **Language competencies** Orthographic/Lexical/Grammatical • all items listed Semantic • 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 Sociolinguistic • understanding and using the language of persuasion • experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • 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 • understanding cultural differences in eye contact and personal space	**Task 7: Written production** Read or view the *UN climate action summit* speech by Greta Thunberg and the *UN Youth Takeover Speech* by Malala Yousafzai. In class, write a persuasive speech on a previously unseen topic, calling your peers to action.

Week	Syllabus content	Assessment tasks
	• identifying cultural variations in symbolism, classification and gender behaviours **Texts**: Refer to the *ATAR Suggested Resources EAL/D Year 12* document https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.	
9–12	**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 **Language and textual analysis** • 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 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 strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses **Language competencies** Phonological features • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes Non-verbal language features • using culturally appropriate gestures and behaviours Lexical/Grammatical • as relevant to task Sociolinguistic • understanding and using the language of persuasion • experimenting with the register of texts (tone, language, audience), develop appropriate use for audience and purpose • initiating, sustaining and ending conversations in casual and formal contexts Sociocultural understandings and skills • identifying register variations between familiar, semi-formal and some formal contexts • recognising some common cultural references	**Task 8: Oral production** Explore the topic language and empowerment. Formulate an opinion/point of view on a particular aspect of this topic. Prepare and deliver a persuasive speech for your peers.

Week	Syllabus content	Assessment tasks
	• using culturally accepted politeness conventions in listening, speaking and written protocols • understanding cultural differences in eye contact and personal space • identifying cultural variations in symbolism, classification and gender behaviours **Texts:** Print and visual texts, including books, documentaries, websites and newspaper articles. Refer to the *ATAR Suggested Resources EAL/D Year 12* document https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.	
13–14	**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 • integrating ideas and information from a range of literary and reference texts using direct and indirect quotation **Language and textual analysis** • 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 **Creating texts** • using a range of text types and digital, multimodal and print-based technologies • using a range of research sources and methods, including interviews, surveys or questionnaires • 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 **Language competencies** Orthographic/Lexical • all items listed Grammatical (using an increasing range of the following accurately and appropriately for audience and purpose) • all items listed Semantic • distinguishing between fact and opinion Sociolinguistic • understanding and using the language of persuasion • experimenting with the register of texts (tone, language, audience), develop appropriate use for audience and purpose	**Task 3: Investigation – Part B** Present the results of your research of a Unit 3 topic/issue in a written report, using appropriate conventions. Following on from Part A, you will conduct research to address your idea or question, using strategies for investigating and synthesising information. You will then prepare a written report, following a specific structure and conventions.

Week	Syllabus content	Assessment tasks
	Sociocultural understandings and skills • identifying register variations between familiar, semi-formal and some formal contexts • recognising some common cultural references	
Exam week	Practice and revision for examinations.	**Task 9: Examination** Semester 2 examination. A representative sample of syllabus content reflecting the Year 12 ATAR syllabus examination design brief.