



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

# ENGLISH

FOUNDATION COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2018.

Users of this syllabus are responsible for checking its currency.

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

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# Introduction to the Foundation courses

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide support for the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

The Foundation courses are:

- Applied Information Technology (List B)
- Career and Enterprise (List A)
- English (List A)
- English as an Additional Language or Dialect (EAL/D) (List A)
- Health, Physical and Outdoor Education (List B)
- Mathematics (List B)

## Eligibility

Eligibility to enrol in Foundation courses is restricted to students who meet the eligibility criteria. For further information regarding eligibility refer to the *WACE Manual* at [www.scsa.wa.edu.au/publications/wace-manual](http://www.scsa.wa.edu.au/publications/wace-manual).

## Literacy and numeracy focus

While much of the explicit teaching of literacy and numeracy occurs in the English, English as an Additional Language or Dialect, and Mathematics Foundation courses, all Foundation courses provide opportunities for the development of the literacy and numeracy capabilities identified in the Pre-primary to Year 10 Western Australian curriculum. The following set of literacy and numeracy skills drawn from both the ACSF (Level 3) core skills of reading, writing, oral communication and numeracy, and the Pre-primary to Year 10 English and Mathematics curriculum have been identified and are common to all Foundation courses. Where appropriate, opportunities for students to engage in activities with significant literacy and numeracy demands should be the focus of teaching, learning and assessment programs in this course.

## Literacy

Literacy involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for effective participation in society
- reading, writing, viewing, speaking and listening which includes creating oral, print, visual and digital texts
- using and modifying language for different purposes and for different audiences
- understanding how the English language works in different social contexts.

Foundation courses provide meaningful contexts for learning and practising specific literacy (L) skills as outlined below:

- L1 acquiring words leading to an appropriately expanding vocabulary; for example, using discipline-related words such as 'cardiovascular endurance' and 'resilience' in the Health, Physical and Outdoor Education Foundation course
- L2 developing pronunciation and spelling of key words, for example, discipline-related words such as 'phishing' in the Applied Information Technology Foundation course
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone (for example, formal as opposed to personal), symbols (for example, in the workplace and/or in web page design), simple description (for example, the use of similes and/or contrast), and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences; for example, providing information in dot point form and/or providing information in an explosion chart
- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for accuracy, coherence, clarity and appropriateness; for example, ensuring subject-verb agreement, the correct use of apostrophes and the appropriate use of vocabulary and verb forms
- L9 using a range of speaking and listening skills, for example: using the etiquette of 'turn-taking' in conversation and discussion; asking clarifying questions when listening; matching tone of voice to audience; and using a pause for emphasis
- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills including creating images, designing graphs, reading tables and interpreting diagrams and symbols.

## Numeracy

Numeracy involves students:

- recognising and understanding the role of mathematics in the world
- developing the dispositions and capacities to use mathematical knowledge and skills purposefully
- increasing their autonomy in managing everyday situations.

Foundation courses provide meaningful contexts for learning and practising specific numeracy (N) skills and mathematical thinking processes as outlined in the examples below:

- N1 identifying and organising mathematical information, for example, referring to statistics
- N2 choosing the appropriate mathematics to complete a task, for example, counting numbers in a survey
- N3 applying mathematical knowledge, tools and strategies to complete the task, for example, changing raw data from a survey into percentages
- N4 representing and communicating mathematical conclusions, for example, using tables and charts
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached.

The level of complexity of mathematical information to which the above numeracy skills are applied is outlined below:

- whole numbers and familiar or routine fractions, decimals and percentages
- dates and time, including 24 hour times
- familiar and routine 2D and 3D shapes, including pyramids and cylinders
- familiar and routine length, mass, volume/capacity, temperature and simple area measures
- familiar and routine maps and plans
- familiar and routine data, tables, graphs and charts, and common chance events.

## Representation of the other general capabilities

In addition to the literacy and numeracy capabilities, teachers may find opportunities to incorporate the remaining capabilities into the teaching and learning program for the English Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. The general capabilities are not assessed unless they are identified within the specified unit content.

### Information and communication technology capability

There is a particular focus in the English Foundation course on information and communication technology (ICT) by developing skills in reading, viewing, responding to and creating digital and multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage and use information and when creating their own digital or multimodal texts.

### Critical and creative thinking

Critical and creative thinking is integral to the study and creation of texts in the English Foundation course. Students discuss issues and ideas presented in texts. Students use critical thinking when they analyse texts in relation to their purpose, context and audience. They investigate the ways language is used to position readers and viewers and to represent social and cultural groups. Creative thinking enables students to produce their own original works. In creating their own texts, students develop arguments, use evidence and reach conclusions. Students experiment with text structures and language features as they produce texts for different purposes, contexts and audiences.

### Personal and social capability

Students develop personal and social capability in the English Foundation course through collaborative work, cooperative learning, small group work and class discussions. The study of the English Foundation course helps students to understand themselves and their own learning styles. Students express their own opinions, beliefs and responses by interacting with a range of texts and social situations. The English Foundation course develops communication skills needed in learning, work, community and everyday personal contexts.

### Ethical understanding

Ethical understanding is explored in the English Foundation course by examining the values and attitudes present in texts and comparing these with their own. Students engage with ethical dilemmas represented in texts. They develop communication, research, and presentation skills to express viewpoints. They engage in ethical research practices; for example, acknowledging sources and avoiding plagiarism and collusion.

### Intercultural understanding

In the English Foundation course, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of texts – contemporary, from the past and texts from diverse cultures, students explore these connections. Students empathise with the cultural beliefs, attitudes and values of others, particularly in an Australian context. They recognise the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and media in Australia.



## **Representation of the 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 Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. 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 Foundation 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**

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society. It is through the study of texts from Asia that students can engage with our place in the region. Through story, students may be provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and cultures.

### **Sustainability**

Through the analysis of media articles, documentaries and digital texts, students may have the opportunity to research and discuss the global issue of sustainability, and learn the importance of respecting and valuing a wide range of world views.

## Rationale for the English Foundation course

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

The English Foundation course evolves from an emphasis on the five modes mentioned above, which are grouped into three outcomes: Reading, Producing, and Speaking and listening.

Reading is an umbrella term for being able to read (literally), comprehending, analysing, understanding or interpreting texts, and those texts should include written texts and visual and/or multimodal texts. Students will learn to read non-fiction in the form of transactional texts, for example, instruction manuals and policy documents; informative texts, for example, websites and newspapers; persuasive texts, for example, feature articles and documentaries; fiction in the form of prose narrative, for example, short stories and novels; and poetry, drama, film, television and online narratives. Reading involves the modes of reading, viewing and listening. Reading also involves producing texts: a written explanation; joining a discussion about a text; or producing a slideshow presentation that illustrates an understanding of a text.

Producing is another word for constructing or creating texts and those texts might be written or multimodal. There is a range of non-fiction forms that students use to produce texts; for example, transactional texts: lists or applications; informative texts: reports or investigations; expository texts: essays; and persuasive texts: letters to the editor or documentaries. Students may produce fiction texts; for example, short stories, blogs, poetry, plays, short films or YouTube stories/uploads.

Speaking and listening skills, essential for Reading and Producing, receive a special emphasis in this course so that students improve their oral communication and presentation performances. For example, students might engage in discussions, role plays, interview scenarios, debates, public speaking and slideshow presentations in live, recorded and online environments.

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops in students a sense of community and self-worth. It develops in students an increasing confidence in interpreting texts in their lives and articulating their ideas about the lives, societies and cultures they desire.

## Course aims

The English Foundation course aims to develop students’:

- opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar
- skills in reading (understanding, comprehending, interpreting , analysing) texts for work, learning, community and everyday personal contexts
- skills in producing (constructing, creating, writing) texts for work, learning, community and everyday personal contexts
- skills in speaking and listening for work, learning, community and everyday personal contexts.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus.

### Structure of the syllabus

The Year 12 syllabus is divided into two units, which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Each unit includes:

- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

### Organisation of content

Teachers will construct Unit 1 and Unit 2 in Year 11, and Unit 3 and Unit 4 in Year 12, according to the common unit content descriptions. The content descriptions elaborate on how reading, producing, speaking and listening skills can be developed, and focus on what students need to learn. By exploring, visiting and revisiting the content shared in each of the four units, the teaching of this course aims to consolidate what students have learned, to fill in the gaps, to build on what students know and understand already, and to improve students' levels of literacy. The construction of each unit should consider improving the core literacy skills developed in Years P–10 and outlined in the Foundation course Literacy capability requirements. From one unit to the next, the topic or theme of the modules will change; the text types students encounter will change; and the teaching and learning strategies may change. The opportunity exists, therefore, for Unit 3 and Unit 4 to consolidate the learning achieved in Unit 1 and Unit 2, or to extend students' learning, depending on the needs of particular cohorts.

| Unit | Class contact hours | Content   | Contexts                                | Modules   |
|------|---------------------|---|---|---|
| 3    | 55                  | Reinforced in each unit; designed to improve students' standards of literacy. | Literacy for work                       | <ul style="list-style-type: none"> <li>• Schools will deliver a pair of units each year.</li> <li>• All four contexts must be addressed across the pair of units.</li> <li>• Each unit will consist of three or more modules. (Each module may vary in duration to suit the students' needs; the suggested duration is 2–5 weeks per module.)</li> <li>• Each module must address one of the four contexts.</li> <li>• Schools may not repeat Year 11 modules in Year 12.</li> <li>• Schools may construct their own modules as long as the module addresses one of the four contexts.</li> </ul> |
| 4    | 55                  |   | Literacy for community participation    |   |
|      |                     |   | Literacy for everyday personal contexts |   |
|      |                     |   | Literacy for learning                   |   |

## Contexts for study

### Literacy for work

Suggested modules include:

- becoming workplace ready: writing a job application, preparing for a job interview, addressing selection criteria
- pathways to employment: further study, study-work links, apprenticeships, certificates, part-time jobs
- workplace structures: likely duties, trade-specific language, toolbox meetings, interpreting instruction manuals, leadership hierarchies
- work standards and behaviour: accepted work standards, dress codes, punctuality, ethical behaviour in workplace relations
- occupational safety and health: policy documents, accident reports, investigating problems
- work satisfaction: employment, career pathways, ambitions, goals, income, expenditure, fulfilment
- fly-in, fly-out (FIFO): advantages and disadvantages, social impact, working hours, drug and alcohol testing.

### Literacy for community participation

Suggested modules include:

- attending cultural events (music/arts festivals, markets, tidy days, fun runs): aspects of personal health and safety, legal issues, audience protocols, sense of community, organisation
- civic participation: getting on the electoral roll, voting in elections, rights versus duties
- supporting your local community: volunteer work, animal shelters, blood donations, Heart Foundation
- accessing and utilising organisations: service and support organisations, the Royal Society for the Prevention of Cruelty to Animals (RSPCA), Centrelink, community libraries, Tenants Advice Service, Sexual Assault Resource Centre (SARC), Headspace
- participating in a sporting club: playing, supporting, organising
- small group research on a community/social issue: how to avoid drug use; street safety; urban development, parks and amenities.

### Literacy for everyday personal contexts

Suggested modules include:

- using public transport: timetables, fares, behaviour, safety
- maintaining a household: budgeting, maintenance, shared accommodation, making a home, cooking, cleaning
- obtaining a driver's licence: driving lessons, permits, family assistance, costs, practice vehicles, responsibilities
- purchasing a vehicle: advertising, transfer of ownership, finance, licensing, insurance, maintenance, responsible driving

- shopping online: convenience, availability, finance, safety issues
- travel: planning a trip, itinerary, means of travel, accommodation, expenditure
- applying for a passport: obtaining birth certificate, evidence of citizenship, photo ID, peer ID
- cyber literacy/negotiating the internet: blogs, websites, chat sites, Twitter, phone apps
- moving house, moving state: sense of purpose, timing departure and arrival, packing, discarding, transport, removal, unpacking
- understanding yourself: learning style; values and attitudes; ambitions.

## **Literacy for learning**

Suggested modules include:

- applying for further education: traineeships, post Year 12 entry, alternate tertiary entry, apprenticeships
- representations in the media: how certain attitudes and values imbue articles/news items
- text analysis: analysis of the values and attitudes that inform texts encountered in this course and beyond (novels, newspapers, magazines, television programs, websites, film and documentary)
- film-making: how to make a short film or documentary, camera use, film-making software, purpose, context, audience
- research topic: surveys, interviews, data collection and analysis, findings and conclusions
- advertising: how to advertise, how to interpret advertising, use of language, conventions, visuals
- writing fiction: turning fact into fiction through story, storyboards, short stories, photo-stories
- public speaking: to inform, to advise, to protest, to entertain
- graphics: exploring the use of charts, diagrams, emoticons, graphs, posters, cartoons, comics, graphic novels, computer games.

## Unit 3

### Learning outcomes

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

### Unit content

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

#### When reading texts, students learn

- how texts work, for example, their structures, conventions, techniques
- why texts use a particular form, for example, how a news article differs from a feature article
- how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom
- how texts use language for particular purposes and audiences, for example, to tell the story, to create an image
- how texts promote values and attitudes, for example, how people are represented in texts
- how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution
- how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer

#### When producing texts, students learn

- how to use language, including appropriate spelling, punctuation and grammar
- how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations

- how and when to use punctuation: in particular, capital letters, lower case letters, commas, semi-colons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses
- how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice.
- how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase
- how to brainstorm ideas, for example, by using mindmaps
- how to shape or structure a text to make it work, for example, by creating a framework
- why a particular form is appropriate, for example, a weekly column instead of a feature article
- how to use the conventions of a particular form, for example, the sports article
- how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report
- how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others
- how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs

### **When speaking and listening, students learn**

- how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework
- why a particular form is appropriate, for example, a speech instead of a monologue
- how to use the spoken language conventions of a particular form, for example, a panel discussion or debate
- how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis
- how to listen attentively and purposefully, for example, active listening techniques
- how to promote values and attitudes, for example, the implicit versus the explicit
- how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts



## Unit 4

### Learning outcomes

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts.

### Unit content

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

#### When reading texts, students learn

- how texts work, for example, their structures, conventions, techniques
- why texts use a particular form, for example, how a news article differs from a feature article
- how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom
- how texts use language for particular purposes and audiences, for example, to tell the story, to create an image
- how texts promote values and attitudes, for example, how people are represented in texts
- how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution
- how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer

#### When producing texts, students learn

- how to use language, including appropriate spelling, punctuation and grammar
- how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations

- how and when to use punctuation: in particular, capital letters, lower case letters, commas, semi-colons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses
- how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice.
- how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase
- how to brainstorm ideas, for example, by using mindmaps
- how to shape or structure a text to make it work, for example, by creating a framework
- why a particular form is appropriate, for example, a weekly column instead of a feature article
- how to use the conventions of a particular form, for example, the sports article
- how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report
- how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others
- how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs

### **When speaking and listening, students learn**

- how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework
- why a particular form is appropriate, for example, a speech instead of a monologue
- how to use the spoken language conventions of a particular form, for example, a panel discussion or debate
- how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis
- how to listen attentively and purposefully, for example, active listening techniques
- how to promote values and attitudes, for example, the implicit versus the explicit
- how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the English Foundation Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

| Type of assessment   | Weighting |
|--|-----------|
| <b>Reading</b><br>Reading, understanding, comprehending, interpreting and analysing texts.   | 30%       |
| <b>Writing</b><br>Producing, constructing, creating and writing texts.   | 30%       |
| <b>Oral communication</b><br>Speaking and listening skills.  | 25%       |
| <b>Externally set task</b><br>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school. | 15%       |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

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

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Externally set task

All students enrolled in the English Foundation Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

|                |   |
|----------------|---|
| <b>Time</b>    | 50 minutes  |
| <b>Format</b>  | Written   |
|                | Conducted under invigilated conditions  |
|                | Typically between one and three questions   |
|                | Questions can require students to comprehend texts and compose responses  |
| <b>Content</b> | The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based |

Refer to the WACE Manual for further information.

## Grading

Schools report student achievement in terms of the following grades:

| Grade    | Interpretation           |
|----------|--------------------------|
| <b>A</b> | Excellent achievement    |
| <b>B</b> | High achievement         |
| <b>C</b> | Satisfactory achievement |
| <b>D</b> | Limited achievement      |
| <b>E</b> | Very low achievement     |

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the English Foundation Year 12 syllabus are provided in Appendix 1. They can also be accessed through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 12

|          |  | In <b>reading</b> tasks, the student   | In <b>writing</b> tasks, the student  |
|----------|--|--|---|
| <b>A</b> | <b>Language and expression</b>   | Identifies and explains vocabulary choices and language features and their effects in texts  | Usually controls vocabulary and language features for clarity of expression, development of voice and awareness of audience |
|          | <b>Attitudes and values</b>  | Identifies and explains how texts work to communicate ideas, values and attitudes  | Creates texts to promote particular attitudes and values  |
|          | <b>Mechanics of grammar, spelling and punctuation</b>                  | Controls the mechanics of grammar, spelling and punctuation  | Controls the mechanics of grammar, spelling and punctuation   |
|          | <b>Purpose, audience, genre/form</b>                                   | Discusses purpose, audience and genre/form   | Adheres consistently to the conventions of the genre as modelled  |
|          | <b>Structure</b>   | Organises response within a coherent structure   | Organises ideas in an effective structure at sentence, paragraph and whole text level                                       |
|          | <b>Supporting evidence and/or meeting the requirements of the task</b> | Addresses all aspects of the task, providing relevant evidence (such as quotes and examples) where required to support understanding of texts  | Addresses all aspects of the task, providing relevant detail where required   |
|          | <b>Oral communication</b>  | In <b>speaking and listening tasks</b> , the student engages the audience while using the conventions of the oral communication form/genre concerned, for example, a speech, a panel discussion or a role play |   |

| B |   | In <b>reading</b> tasks, the student  | In <b>writing</b> tasks, the student  |
|---|---|---|---|
|   | <b>Language and expression</b>                        | Often identifies and explains vocabulary choices and language features and their effects in texts   | Often controls vocabulary and language features for clarity of expression, development of voice and awareness of audience |
|   | <b>Attitudes and values</b>                           | Often identifies and explains how texts work to communicate ideas, values and attitudes   | Is often aware of the attitudes and values emphasised by the texts the student produces                                   |
|   | <b>Mechanics of grammar, spelling and punctuation</b> | Controls most of the mechanics of grammar, spelling and punctuation   | Controls most of the mechanics of grammar, spelling and punctuation   |
|   | <b>Purpose, audience, genre/form</b>                  | Comments on the purpose, audience and/or genre/form   | Adheres to most of the conventions of the genre as modelled   |
|   | <b>Structure</b>                                      | Organises response within a logical structure   | Usually organises ideas in an appropriate structure at sentence, paragraph and whole text level                           |
|   | <b>Supporting evidence</b>                            | Addresses most aspects of the task, providing evidence where required to support understanding of texts   | Addresses most aspects of the task, providing detail where required   |
|   | <b>Oral communication</b>                             | In <b>speaking and listening tasks</b> , the student mostly engages the audience while using most of the conventions of the oral communication form/genre concerned, for example, a speech, a panel discussion or a role play |   |

| C |   | In <b>reading</b> tasks, the student   | In <b>writing</b> tasks, the student  |
|---|---|--|---|
|   | <b>Language and expression</b>                        | Sometimes identifies and explains vocabulary choices and language features and their effects in texts  | Sometimes controls vocabulary and language features for clarity of expression and awareness of audience |
|   | <b>Attitudes and values</b>                           | Sometimes identifies and explains how texts work to communicate ideas, values and attitudes  | Sometimes shows awareness of the attitudes and values emphasised by the texts the student produces      |
|   | <b>Mechanics of grammar, spelling and punctuation</b> | Controls some of the mechanics of grammar, spelling and punctuation  | Controls some of the mechanics of grammar, spelling and punctuation                                     |
|   | <b>Purpose, audience, genre/form</b>                  | Refers to the purpose, audience and/or genre/form  | Adheres to some of the conventions of the genre as modelled ensuring that the genre is recognisable     |
|   | <b>Structure</b>                                      | Provides some structure for the response   | Sometimes organises ideas at sentence, paragraph and whole text level                                   |
|   | <b>Supporting evidence</b>                            | Provides some evidence to support understanding of texts   | Addresses some aspects of the task, at times providing detail   |
|   | <b>Oral communication</b>                             | In <b>speaking and listening tasks</b> , the student sometimes engages the audience while using some of the conventions of the oral communication form/genre concerned, for example, a speech, a panel discussion or a role play |   |

| D |   | In <b>reading</b> tasks, the student  | In <b>writing</b> tasks, the student   |
|---|---|---|--|
|   | <b>Language and expression</b>                        | Rarely identifies and explains vocabulary choices and language features and their effects in texts  | Rarely controls vocabulary and language features for clarity of expression and awareness of audience |
|   | <b>Attitudes and values</b>                           | Rarely identifies and explains how texts work to communicate ideas, values and attitudes  | Is rarely aware of the attitudes and values emphasised by the texts the student produces             |
|   | <b>Mechanics of grammar, spelling and punctuation</b> | Controls very few of the mechanics of grammar, spelling and punctuation   | Controls very few of the mechanics of grammar, spelling and punctuation                              |
|   | <b>Purpose, audience, genre/form</b>                  | Rarely refers to the purpose, audience and/or genre/form  | Adheres to very few of the conventions of the genre as modelled                                      |
|   | <b>Structure</b>                                      | Provides very little structure for the response   | Rarely organises ideas at sentence, paragraph and whole text level                                   |
|   | <b>Supporting evidence</b>                            | Provides very little evidence to support understanding of texts   | Addresses very few aspects of the task, rarely providing detail                                      |
|   | <b>Oral communication</b>                             | In <b>speaking and listening tasks</b> , the student rarely engages the audience while using very few of the conventions of the oral communication form/genre concerned, for example, a speech, a panel discussion or a role play |  |

|   |   |
|---|---|
| E | Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade. |
|---|---|