



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

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2015.

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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## 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). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR 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 Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 1 to Unit 4 develop students' academic English skills in order to prepare them for tertiary study.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

## Eligibility

The English as an Additional Language or Dialect ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website on the English as an Additional Language or Dialect course page.

The English as an Additional Language or Dialect course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context

- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education
- whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

**NOTE:** If a student other than a Year 12 student applies to enrol to sit for the ATAR course examination, they must meet the eligibility requirements.

## 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 English as an Additional Language or Dialect 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.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

#### Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – a context in which the unit content can be taught
- unit content – the content to be taught and learned.

### Organisation of content

Content descriptions in each unit in the English as an Additional Language or Dialect ATAR course are grouped under an organising framework that presents key aspects of learning that underpin language or dialect acquisition. The English as an Additional Language or Dialect ATAR course organising framework, which follows, includes aural, oral, written and multimodal texts.

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Creating texts

## The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading and viewing, and writing in an integrated and interdependent way.

## Language table

### Key language skills for English as an Additional Language or Dialect (Foundation, General and ATAR courses)

The key language skills described below provide a focus for language instruction in any unit at students' point of need and should be taught in context and if relevant. Students should be given the opportunity to develop and demonstrate these skills in a variety of contexts. By the time students have completed Unit 4, they should be proficient in these language skills.

|  |
|--|
| <p><b>Phonological features</b></p> <ul style="list-style-type: none"> <li>• pronunciation, stress, rhythm, intonation and pitch for emphasis</li> <li>• phonemes and morphemes</li> </ul>   |
| <p><b>Non-verbal language features</b></p> <ul style="list-style-type: none"> <li>• using culturally appropriate gestures and behaviours</li> </ul>  |
| <p><b>Orthographic competence</b></p> <ul style="list-style-type: none"> <li>• using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks</li> <li>• spelling subject-specific vocabulary correctly</li> <li>• using subject-specific abbreviations, signs and symbols</li> <li>• understanding common logographic signs</li> <li>• distinguishing and using print, cursive and diverse fonts</li> </ul>   |
| <p><b>Lexical competence</b></p> <ul style="list-style-type: none"> <li>• gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary</li> <li>• understanding and using metalanguage correctly</li> <li>• using discourse markers, for example, for showing cause and effect</li> <li>• understanding and using collocations, idiomatic expressions and colloquialisms</li> <li>• using synonyms and antonyms as required</li> <li>• using lexical chains to achieve cohesion</li> <li>• choosing vocabulary appropriate to purpose and audience</li> <li>• using descriptive, rhetorical and persuasive language</li> <li>• understanding and using formulaic and fixed expressions and collocations</li> <li>• understanding proverbs</li> <li>• understanding and using SAE word order within clauses and sentences</li> </ul> |

**Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)**

- clause and sentence structures
- questioning (including rhetorical questioning)
- types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
- verb structures and tenses
- modality
- voice (active, passive)
- clause type (declarative, interrogative, imperative and exclamative)
- nominalisation
- additive, comparative, temporal and consequential conjunctions
- use of correct subject-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion

**Semantic competence**

- 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 competence**

- questioning for clarification as needed
- negotiating meaning
- understanding and using the language of persuasion
- experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
- initiating, sustaining and ending conversations in casual and formal contexts
- 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
- using culturally accepted politeness conventions in listening, speaking and written protocols
- 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

Teachers will use an array of material in class. Texts are drawn from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language in a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts are structured for particular purposes; for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts or parts of texts may be selected, depending on units of study, cohorts and level of difficulty.

‘Literary texts’ refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes ‘literary texts’ is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students’ scope of experience. Literary texts may include a broad range of fiction and non-fiction forms.

Texts for the English as an Additional Language or Dialect ATAR course include literary texts, non-literary texts, and texts which support language/dialect acquisition:

- fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, movies, television shows, comic books, computer games
- non-fiction – biographies, autobiographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, photographs, television programs, radio programs
- everyday texts – recipes, instructions, diagrams, timetables, notices, blogs, movies, television shows, comic books, computer games, manuals
- workplace texts – reports, minutes, application forms, safety regulations, email
- written or spoken texts – dialogues, speeches, monologues, conversations, radio programs, interviews, lectures, stories of origin
- multimodal texts – picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps
- digital texts – online books, websites, computer games, social networking sites, email, SMS, apps
- visual texts – photographs, diagrams, charts, graphs, tables, cartoons, pictures
- texts to support language/dialect acquisition – dictionaries, thesauruses, reading comprehension and writing skills development, vocabulary development, grammar practice and communicative activities texts

### Suggested text lists

Texts are suggested, not prescribed. Suggested text lists can be found at <http://wace1516.scsa.wa.edu.au/english/>

## Sample text list

The following texts are examples of literary texts suitable for the study of the English as an Additional Language or Dialect ATAR course and are intended to stimulate thinking about teaching resources in relation to the content of the curriculum. The following examples are not meant to be prescriptive.

| Fiction   |
|---|
| <p><i>Blueback</i> by Tim Winton (novel)</p> <p><i>Walk in My Shoes</i> by Alwyn Evans (novel)</p> <p><i>The China Coin</i> by Allan Baillie (novel)</p> <p><i>Haroun and the Sea of Stories</i> by Salman Rushdie (novel)</p> <p><i>The Whale Rider</i> by Witi Ihimaera (novel; film directed by Niki Caro)</p> <p>Adaptations of Shakespeare, such as the film of <i>Twelfth Night</i> directed by Trevor Nunn</p> <p><i>The Black Balloon</i> directed by Elissa Down (film)</p> <p><i>The River</i> by Libby Hathorn and illustrated by Stanley Wong (picture book)</p> <p><i>Tales from Outer Suburbia</i> by Shaun Tan (short stories)</p> <p><i>One Night the Moon</i> directed by Rachel Perkins (film; also see soundtrack)</p> <p><i>Billy Elliot</i> directed by Stephen Daldry (film)</p> <p><i>Harvey Krumpet</i> created and directed by Adam Eliot (clay animation)</p> |
| Poetry  |
| <p><i>The Simple Gift</i> by Steven Herrick</p> <p>Oodgeroo Noonuccal</p> <p><i>At the Round Earth's Imagined Corners: A Multicultural Anthology of Contemporary Poetry</i> edited by Ken Watson</p> <p>Song lyrics</p> <p>Robert Frost</p> <p><i>Windchimes: Asia in Australian poetry</i> edited by Rowe and Smith</p>  |
| Non-fiction   |
| <p><i>Unpolished Gem</i> by Alice Pung (memoir)</p> <p><i>Maybe Tomorrow</i> by Boori Monty Pryor and Meme McDonald (autobiography)</p> <p><i>Freedom From Fear</i> by Aung San Suu Kyi (speech)</p> <p><i>I am Eleven</i> directed by Genevieve Bailey (documentary)</p> <p><i>A World without Water</i> directed by Brian Woods (documentary)</p> <p><i>The Legacy: An elder's vision of our sustainable future</i> by David Suzuki (lecture)</p> <p><i>Making Multicultural Australia</i> (website)</p> <p><i>The Happiest Refugee: A Memoir</i> by Anh Do</p>   |

## 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 as an Additional Language or Dialect ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In the English as an Additional Language or Dialect ATAR course, literacy skills are developed in conjunction with language learning through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these, and using and modifying language for different purposes in a range of contexts. In the English as an Additional Language or Dialect ATAR course, students apply, extend and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts outside the classroom and in other subjects.

### Numeracy

Students use numeracy in the English as an Additional Language or Dialect ATAR course when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.

### Information and communication technology capability

There is a particular focus in the English as an Additional Language or Dialect ATAR course on information and communication technology (ICT) through the use of digital texts and on understanding and creating 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 texts. In the English as an Additional Language or Dialect ATAR course, students use digital tools to create and respond to texts. They develop skills in reading, viewing and responding to digital and multimodal texts and create texts using different modes and media to practise and consolidate their English language skills.

### Critical and creative thinking

Critical and creative thinking is integral to the study and creation of texts in the English as an Additional Language or Dialect ATAR course. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways

language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

### **Personal and social capability**

Students develop personal and social capability in the English as an Additional Language or Dialect ATAR course by developing their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction. They develop empathy with and appreciation of the perspectives of others. The study of English as an Additional Language or Dialect helps students to understand and more effectively manage themselves and to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts and social situations. The English as an Additional Language or Dialect ATAR course actively assists students with the development of communication skills needed for conversation, research, presentations, and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

### **Ethical understanding**

Ethical understanding is explored in the English as an Additional Language or Dialect ATAR course through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They examine and question values, attitudes, perspectives and assumptions in texts, comparing these with their own. Students develop greater empathy for the rights and opinions of others by interacting with and interrogating a range of texts and social situations. The English as an Additional Language or Dialect ATAR course assists students to develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express considered viewpoints. They develop effective and ethical research strategies and research protocols.

### **Intercultural understanding**

In the English as an Additional Language or Dialect ATAR course, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other 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 as an Additional Language or Dialect ATAR 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 as an Additional Language or Dialect ATAR 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 texts, students are 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. The suggested text lists for the English as an Additional Language or Dialect ATAR course include a selection of Aboriginal and Torres Strait Islander literature.

### 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 and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of media, students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the suggested text lists for the English as an Additional Language or Dialect ATAR course.

### Sustainability

The English as an Additional Language or Dialect ATAR course provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

# Unit 1

## Unit description

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

The thematic focus for this unit is ways of life. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of views to develop, present and express ideas and opinions in relation to these.

Through the investigation of a range of topics, students explore their relationships with cultures, deepen their understanding of cultural similarities, differences and values to develop their ability to use English. Students apply their SAE skills to examine the ways language is used in relation to these topics to position the viewer and reader.

## Learning outcomes

By the end of this unit, students:

- communicate ideas and opinions in a range of contexts
- demonstrate literal and inferential comprehension of information, ideas and language used in texts
- understand and apply social and cultural references from different contexts
- plan and create oral, written and multimodal texts appropriate to purpose and audience.

## Suggested contexts

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

- attitudes towards work and study: the importance placed on work or further study; workplace conditions; tertiary training and education pathways; cultural and gender preferences in relation to certain vocations
- attitudes towards leisure and entertainment: the importance of music to a cultural way of life; story telling through art and music, dance and art forms; the impact of technology on leisure and entertainment
- attitudes towards self-image, fashion and beauty: how the media use language, sound and visual techniques to present a certain image; the impact of media on identity; the influence of cultural fashion icons and fashion trends; conforming to images or stereotypes; marketers' part in promoting a certain image.

## Unit content

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

For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

### Communication skills and strategies

- seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches
- understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance
- understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts
- using active listening strategies and working collaboratively with others

### Comprehension skills and strategies

- using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts
- identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts
- distinguishing between main ideas and supporting details and between fact and opinion
- defining some common SAE cultural references and implied meanings in texts
- selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources
- using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension
- using strategies to reflect on and consolidate own learning

### Language and textual analysis

- identifying how different purposes and contexts influence language choices and meaning
- identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures
- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance
- describing the effect of register, style and tone on meaning

- explaining the effects of descriptive language and imagery in texts
- analysing how language reflects sociocultural constructions of age, gender, race and identity

## Creating texts

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
- using paragraphing to organise and communicate main and supporting ideas
- using digital, multimodal and print-based technologies
- using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences
- using description, characterisation, and direct and indirect speech
- using cohesive devices at sentence, paragraph and whole text level
- using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

## Unit 2

### Unit description

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts, and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

The thematic focus for this unit is making choices. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

### Learning outcomes

By the end of this unit, students:

- use communication skills to analyse and compare attitudes and values in texts
- demonstrate literal and inferential comprehension of information, ideas and language used in texts
- understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine oral, written and multimodal texts appropriate to context, purposes and audiences.

### Suggested contexts

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

- choices in relation to the natural environment: different attitudes to ecological sustainability; genetic modification; individual and organisational responsibility for sustainable practices; ocean health
- choices in relation to contemporary social and ethical issues: the impact of modern science and information communication technologies; the impact of personal and health choices; parenting roles; the care of the aged; work-life balance; contribution to community
- choices in relation to global issues: migration; human rights; sharing research; international aid

### Unit content

This unit builds on the content covered in Unit 1.

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

For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

### Communication skills and strategies

- initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts
- using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level
- understanding and using non-verbal cues in a range of formal and informal contexts
- understanding common cultural references, conceptual metaphors and connotations
- experimenting with register and tone to create rapport
- organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate

### Comprehension skills and strategies

- listening, reading and viewing for specific purposes and content
- describing and classifying the form, medium and subject matter of texts
- describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts
- explaining ideas, issues and arguments presented in non-fiction texts
- interpreting cultural references and implied meanings in texts
- selecting information sources and synthesising information from these sources
- using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas

### Language and textual analysis

- identifying how the selection of text structures and language features can influence an audience
- explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising
- explaining the effects of shifts in register, style and tone
- analysing how point of view shapes audience response
- analysing connections between texts
- explaining the visual features of texts and interpreting graphic representations of data
- using language to express judgement of an object, a process, or a performance
- using metalanguage to express personal and critical responses to texts

## Creating texts

- producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies
- using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language
- using a range of cohesive and structural devices
- using persuasive, descriptive and emotive language as appropriate
- experimenting with different registers and tones
- using research skills and strategies, including note-taking and note-making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with 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.

## 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 as an Additional Language or Dialect ATAR Year 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

| Type of assessment   | Weighting |
|--|-----------|
| <b>Investigation</b><br>Research using a range of texts: framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating and reflecting<br>Presentation of findings in written, oral or multimedia form, using appropriate convention | 15%–25%   |
| <b>Response</b><br>Comprehension, analysis and evaluation of a range of texts<br>Presentation of responses in written, oral or multimedia form, using conventions appropriate to context   | 15%–25%   |
| <b>Production (written)</b><br>Production of reports, articles, letters, reviews, web-based texts, formal essays, narratives, scripts, poetry, speech texts, multimedia presentations  | 15%–25%   |
| <b>Production (oral)</b><br>Participation in and/or production of group discussions, panel discussions, interviews, debates, conversations, drama, tutorials, speeches   | 15%–25%   |
| <b>Written examination</b><br>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the Year 12 ATAR syllabus for this course.  | 15%       |
| <b>Practical (oral) examination</b><br>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.   | 5%        |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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

## Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). 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 as an Additional Language or Dialect ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, 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 11

|   |  |
|---|--|
| A | <p><b>Listening:</b> Comprehends and engages with a wide range of social, general and academic spoken texts.</p>   |
|   | <p>Responds appropriately to most details of complex discourse in familiar contexts and, at times, on unfamiliar topics. Draws on a range of non-verbal cues to infer the speaker’s attitudes and intentions. Demonstrates awareness of appropriate register for different purposes and contexts, including common colloquialisms; interprets modality. Identifies own information needs, produces appropriate notes, seeks clarification, checks for accuracy and summarises information from spoken texts or interactions correctly.</p>   |
|   | <p><b>Speaking:</b> Communicates complex meaning in Standard Australian English (SAE) in familiar and unfamiliar contexts, independently maintaining interactions.</p>   |
|   | <p>Communicates relevant, well-structured ideas developed in depth and justifying a point of view; asks and answers unprepared questions of some complexity. Controls a wide range of grammatical structures with few errors; uses subject-specific vocabulary. Generally speaks clearly and fluently, using stress and intonation to highlight significant points and supporting detail; first language/dialect (L/D1) accent does not impede communication. Uses communication strategies, such as a sustained appropriate register, repair strategies, turn-taking, non-verbal skills and notes or visual aids to enhance presentations.</p>  |
|   | <p><b>Reading and Viewing:</b> Comprehends a variety of authentic extended texts in familiar and most unfamiliar general and academic contexts.</p>  |
|   | <p>Interprets a range of extended authentic texts and explains the main points and supporting detail with minimal support; independently interprets information beyond the literal level. Differentiates between fact and opinion and outlines the main points of common cultural references, beliefs and understandings. Predicts the intended audience; generally identifies and interprets connotations and figurative language. Engages with the text through making notes, adding relevant comment, analysis or wider generalisations. Comments on some key cultural attitudes and beliefs that influence the interpretation of texts.</p>  |
| B | <p><b>Writing:</b> Writes well-structured and well-evidenced texts with a strong sense of audience and purpose covering a range of academic and more general topics.</p>   |
|   | <p>Expresses a clear point of view supported by detailed ideas and evidence in coherent and organised texts; shows some sophistication, complexity and a clear personal ‘voice’ where appropriate. Employs a wide-ranging lexical resource to develop ideas, including some idiomatic forms; generally uses word forms accurately; sustains an appropriate register. Employs a wide range of simple, compound and complex sentence structures with considerable accuracy and fluency; uses correct punctuation, including some more advanced forms. Controls generic conventions, such as essay and paragraph structure; employs a wide range of cohesive and linking devices and smoothly integrates citation of references and quotations.</p> |
|   | <p><b>Listening:</b> Comprehends spoken texts related to most social, general and academic topics.</p>   |
|   | <p>Responds appropriately to key information in complex discourse focused on a single or familiar topic. Comprehends main ideas and supporting opinion on familiar topics. Draws on non-verbal cues to infer speaker’s attitudes and intentions. Demonstrates awareness of appropriate register for different purposes and contexts with some lapses; identifies some common colloquialisms. Asks for clarification when needed. Makes notes and summarises the key points of spoken texts or interactions.</p>  |

**Speaking:** Generally communicates effectively in SAE in familiar and unfamiliar personal and school contexts, independently maintaining most interactions.

Communicates relevant, generally well-structured and developed ideas that present and justify a point of view; asks and answers unprepared questions. Generally controls a range of grammatical structures and subject-specific vocabulary, with some errors. Generally speaks clearly and fluently using appropriate stress and intonation, with possible slight interference from L/D1. Uses communication strategies, such as a sustained appropriate register, with few lapses; uses some repair strategies, turn-taking, appropriate non-verbal language and notes or visual aids that enhance communication.

**Reading and Viewing:** Comprehends a variety of well-structured extended texts in familiar and in less complex unfamiliar general and academic contexts.

Interprets a range of subject-specific, authentic texts beyond the literal level. Independently differentiates between fact and opinion and identifies common cultural references, beliefs and understandings. Identifies the main features of technical texts, makes notes to summarise and comments independently on the ideas summarised. Displays an awareness of how culture and language background can influence the interpretation of texts.

**Writing:** Writes texts which are generally well-structured and well-evidenced with a developing sense of audience and purpose on a range of personal, academic and general topics.

Expresses a point of view with sufficient ideas and evidence for the task, occasionally including more complex or abstract ideas, though some are underdeveloped or repeated. Attempts to use personal 'voice' where appropriate. Employs a range of topic-specific vocabulary, with occasional inappropriate usage or lapse in register; uses correct word forms. Uses a range of simple, compound and complex sentence structures accurately, although makes some errors in more complex forms; mostly employs correct punctuation. Generally controls generic conventions, such as essay and paragraph structure, and a range of cohesive and linking devices. Cites references and uses quotations to evidence an argument, with some errors.

**Listening:** Comprehends spoken texts related to most personal and academic topics.

Responds to key information in familiar and some complex discourse. Recognises main ideas and most supporting opinion on familiar topics though may struggle with more abstract ideas. Identifies most non-verbal cues to infer speaker's attitudes and intentions. Demonstrates awareness of register, purpose and context, though not always consistently. Takes notes and summarises the main gist of spoken texts or interactions.

**Speaking:** Generally communicates effectively in SAE in familiar contexts and shows developing ability to communicate in unfamiliar situations. Maintains interactions with some assistance.

**C** Speaks with sufficient, relevant, clearly structured ideas to present and justify a point of view; asks and answers some unprepared questions. Conveys clear meaning despite variable control of grammatical structures and quite frequent errors in complex structures; uses sufficient vocabulary to convey ideas. Generally controls the sound system and stress and intonation patterns of English. Occasionally uses communication strategies to seek and give clarification; uses turn-taking and some non-verbal language; shows lapses in register or over-reliance on notes or aids at times.

**Reading and Viewing:** Comprehends a range of extended texts in familiar contexts.

Interprets a range of authentic texts in familiar contexts; interprets some information beyond the literal level. Differentiates independently, although superficially, between fact and opinion; identifies some common cultural references, beliefs and understandings. Sequences the main stages of texts correctly and takes sufficient notes to summarise main points. Interprets familiar idioms, basic symbolism and familiar cultural references in texts.

**Writing:** Writes clearly structured and evidenced texts on a range of personal, academic and general topics, although makes fairly frequent language errors. Focuses on more concrete issues.

Presents a point of view with sufficient ideas and evidence, although these tend to be concrete in nature, with some irrelevance, repetition or confusion; evidence of some personal 'voice'. Uses sufficient vocabulary to convey general ideas and some supporting detail. Occasionally chooses incorrect language items or word forms; lapses occasionally in choice of register. Writes a range of accurate simple and compound sentence structures, with less accuracy in more complex forms; generally controls punctuation relying on simpler forms. Controls generic conventions, although this seems formulaic at times; employs a basic range of cohesive and linking devices; uses academic conventions for referencing and quotation inconsistently.

**Listening:** Comprehends spoken texts related to familiar personal and school topics.

Follows the gist and responds to ideas and questions on familiar topics. Identifies the topic of conversation between native speakers of English. Recognises tone of language in familiar situations, for example, anger. Relies on speaker rephrasing or repetition to gain full understanding; makes notes on the gist of common topics in spoken texts or interactions.

**Speaking:** Communicates in SAE in familiar and predictable situations and begins to express abstract ideas with the help of supportive interlocutors.

Speaks in short connected utterances attempting to express cause/effect and comparison/contrast relationships. Expresses few abstract ideas and uses a limited range of cohesive devices in prepared presentations on a familiar topic; sometimes asks and answers straightforward questions. Relies on simple sentences and familiar vocabulary; produces inaccurate collocations and word formation. Uses unclear pronunciation due to L/D1 influence, mispronouncing words and misusing stress and intonation patterns of English. Only occasionally uses appropriate register and simple repair and clarification strategies; relies heavily on notes or visual aids.

## D

**Reading and Viewing:** Comprehends short, well-structured texts in familiar contexts identifying main ideas and specific information.

Extracts key information from short, clear texts commonly found in school or work contexts; attempts to interpret information beyond the literal level. Independently decodes information when cultural references are fully explained. Summarises the gist of familiar texts with support from visual aids, dictionaries or teacher explanation. Identifies and understands familiar idioms, basic symbolism, and some familiar cultural references in texts.

**Writing:** Writes texts on a range of personal, academic or general issues which show a limited point of view and lack development, organisation or supporting evidence.

Writes texts which may be irrelevant, tangential or verbose. May employ a limited vocabulary, which is often repetitive or inappropriate to the text topic and purpose; often uses incorrect word forms or register. Relies on simple sentence structures; uses simple or faulty punctuation; displays a high frequency of error in attempts at more complex structures, which makes meaning unclear. Shows limited control of generic conventions, such as paragraph and essay structure; uses a limited range of cohesive and linking devices; uses basic or no referencing or quotations.

## E

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

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

|   |   |
|---|---|
| <b>Aboriginal English (AE)</b>            | A rule-governed dialect, Aboriginal English is the most widespread form of communication and the lingua franca among Aboriginal people across Australia. Aboriginal English is unique in that it carries deep level cultural conceptualisations different to those present in other Anglo-based dialects of English.  |
| <b>Active listening strategies</b>        | Verbal and non-verbal behaviour used to promote accurate listening.   |
| <b>Adverb</b>                             | A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.   |
| <b>Anaphoric and cataphoric reference</b> | Anaphoric reference: when a word in a text refers back to other ideas in the text for its meaning, for example: 'I saw Jim. He is well.'<br>Cataphoric reference: when a word refers to ideas later in the text, for example: 'It is amazing! This car is the best new deal around!'  |
| <b>Appraisal</b>                          | How attitudes are expressed in texts; that is, interpersonal meanings which convey an author's evaluation of something or someone and which help to position the audience.  |
| <b>Appreciation</b>                       | The act of discerning quality and value of literary texts.  |
| <b>Attitude</b>                           | A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone. Also, from the perspective of pragmatics, it is a system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgement (attitudes towards behaviour).  |
| <b>Audience</b>                           | The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.  |
| <b>Author</b>                             | The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).   |
| <b>Clause</b>                             | A grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]).<br>A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').<br>A clause can be either a 'main' or 'subordinate clause', depending on its function: <ul style="list-style-type: none"> <li>• a main clause does not depend on or function within the structure of another clause</li> <li>• a subordinate clause depends on or functions within the structure of another clause – it may function directly within the structure of the larger clause, or indirectly by being contained within a group/phrase.</li> </ul> |

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|---------------------------------|---|
|                                 | <p>In these examples square brackets have been used to indicate the subordinate clause:</p> <ul style="list-style-type: none"> <li>• 'I took my umbrella [because it was raining].'</li> <li>• '[Because I am reading Shakespeare], my time is limited.'</li> </ul> <p>'The man [who came to dinner] is my brother.'</p>  |
| <b>Clause type</b>              | Also referred to as mood. It refers to the classification of clauses in terms of their primary function. There are four main clause types in English: declarative, interrogative, imperative, and exclamative.  |
| <b>Cohesion</b>                 | <p>Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices, such as the use of substitution of pronouns for nouns, the use of anaphoric and cataphoric reference, and the use of connectives and ellipses.</p> <p>Cohesion is also achieved through word associations (sometimes called lexical cohesion).</p> <p>Word associations include synonyms, antonyms (for example, 'worker/employee', 'ugly/beautiful'); repetition (for example, 'work, work, work – that's all we do!'); lexical chains (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.') and collocation (for example, 'white wine' not 'yellow wine'; 'burst into tears' not 'broke into tears').</p> |
| <b>Collocation</b>              | Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', not 'wine'; 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt').   |
| <b>Colloquialism</b>            | An informal expression, often connected to the local culture.   |
| <b>Complex sentence</b>         | A complex sentence has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'   |
| <b>Compound sentence</b>        | A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long]'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.  |
| <b>Comprehension strategies</b> | <p>Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:</p> <ul style="list-style-type: none"> <li>• activating and using prior knowledge</li> <li>• identifying literal information explicitly stated in the text</li> <li>• making inferences based on information in the text and their own prior knowledge</li> <li>• predicting likely future events in a text</li> <li>• visualising by creating mental images of elements in a text</li> <li>• summarising and organising information from a text</li> <li>• integrating ideas and information in texts</li> <li>• critically reflecting on content, structure, language and images used to construct meaning in a text.</li> </ul>  |

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|-----------------------------------|---|
| <b>Conceptual metaphor</b>        | Seeing one thing in terms of another, for example, 'Argument is war'; 'Prices are rising'.  |
| <b>Conjunction</b>                | <p>A word class that joins other words, phrases or clauses together in logical relationships, such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.</p> <p>Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':</p> <ul style="list-style-type: none"> <li>• 'Mum and Dad are here.' (joining words)</li> <li>• 'We visited some of our friends, but not all of them.' (joining noun groups/phrases)</li> <li>• 'Did he miss the train or is it just late?' (joining clauses).</li> </ul> <p>Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':</p> <ul style="list-style-type: none"> <li>• 'When the meeting ended we went home.' (time)</li> <li>• 'That was because it was raining.' (reason)</li> <li>• 'I'll do it if you pay me.' (condition)</li> <li>• 'I know that he is ill.' (declarative)</li> <li>• 'I wonder whether/if she's right?' (interrogative).</li> </ul> |
| <b>Context</b>                    | The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture), or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.   |
| <b>Convention</b>                 | An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts, such as in report writing with sections for introduction, background, discussion and recommendations.   |
| <b>Cultural conceptualisation</b> | Conceptualisation is the cognitive process of ordering, categorising and making sense of information. Cultural conceptualisations may be reflected and expressed through art, rituals, language and even silence. They permeate every aspect of language, including tone, pitch, words, word order, sentences and text forms as well as interpretations and analysis of spoken and written texts.   |
| <b>Dialect</b>                    | <p>A dialect is a rule-governed variation of the same language. A dialect differs in some way from the same language at many levels, including pronunciation, vocabulary, grammar, text form, pragmatics and conceptualisations. Dialectal differences can evolve by native speakers moving to other locations geographically, people from other languages learning the new language with adaptations to fit their own language backgrounds, or through socio-political events where a group of speakers are in the less-powerful minority and excluded from opportunities to be fully involved with main language speakers.</p> <p>The English as an Additional Language or Dialect ATAR course foregrounds the SAE language/dialect learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal language, or a variety of Aboriginal English, or a creole as</p>   |

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|                            | their home language. It also foregrounds the language/dialect learning needs of migrants and refugee students who speak an English-based creole, pidgin or dialect as their home language. Finally it foregrounds the needs of those who are learning English as a second or additional language.   |
| <b>Digital forms</b>       | Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.   |
| <b>Discourse markers</b>   | Words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, 'actually', 'so', 'OK', 'right?', 'anyway').  |
| <b>Dramatic irony</b>      | When the words and actions of the characters have a different meaning for the reader than they do for the characters.   |
| <b>Everyday texts</b>      | Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.  |
| <b>Figurative language</b> | Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').  |
| <b>Genre</b>               | The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).   |
| <b>Grammar</b>             | The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.   |
| <b>Grapheme</b>            | The written representation of English sounds. For example, kn, nn and n are all graphemes of the sound /n/.   |
| <b>Group/phrase</b>        | The terms 'group' and 'phrase' are used by different schools of linguistics to refer to units intermediate between the clause and the word. In the English curriculum, 'group/phrase' is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: '(The carnival) (had made) (the two little girls with the red shirts) (very tired)'. In the example, 'the carnival' and 'the two little girls with the red shirts' are called noun groups/phrases because they have a noun ('carnival' and 'girls') as their major element; similarly, 'had made' is a verb group/phrase and 'very tired' an adjective group/phrase. |
| <b>Idiom</b>               | A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').  |

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| <b>Intercultural</b>     | Pertaining to or taking place between two or more cultures. The intercultural approach to language teaching aims to foster in students a competence to act and react sensitively in intercultural encounters. Within an intercultural approach, the socio-cultural aspects of languages and their differences across cultures are explained so as to secure intercultural understanding.   |
| <b>Intonation</b>        | The rise and fall of one's voice when speaking; sometimes used for emphasis.   |
| <b>Language features</b> | The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.  |
| <b>Layout</b>            | The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.   |
| <b>Lexical chains</b>    | A sequence of related words in writing.  |
| <b>Lexis</b>             | Vocabulary of a language.  |
| <b>Media texts</b>       | Spoken, print, graphic or electronic communications with a public audience. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.  |
| <b>Medium</b>            | The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter).   |
| <b>Metalanguage</b>      | Language used to discuss language (for example, language used to discuss film or literary study, such as setting, plot, character, mise-en-scène, symbolism, characterisation; or language used to talk about grammatical terms, such as 'sentence', 'clause', 'conjunction').   |
| <b>Modality</b>          | <p>An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':</p> <ul style="list-style-type: none"> <li>• 'Sue may have written the note' (possibility)</li> <li>• 'Sue must have written the note' (probability)</li> <li>• 'You must postpone the meeting' (obligation)</li> <li>• 'You may attend the concert' (permission)</li> </ul> <p>Modality can also be expressed by several different kinds of words:</p> <ul style="list-style-type: none"> <li>• adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')</li> <li>• adjectives (for example, 'possible', 'probable', 'likely', 'necessary')</li> <li>• nouns (for example, 'possibility', 'necessity', 'obligation')</li> <li>• modal verbs (for example, 'He[might come]').</li> </ul> |
| <b>Mode</b>              | The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.   |

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|--------------------------------|--|
| <b>Morpheme</b>                | The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.   |
| <b>Multimodal text</b>         | Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).  |
| <b>Narrative</b>               | A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).  |
| <b>Narrative point of view</b> | The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.  |
| <b>Nominalisation</b>          | A process for forming nouns from other words <ul style="list-style-type: none"> <li>• from a verb, for example: 'reaction' from 'react' or</li> <li>• from a noun, for example: 'departure' from 'depart' or</li> <li>• from an adjective, for example: 'length' from 'long', 'eagerness' from 'eager'.</li> </ul> Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').<br>Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.  |
| <b>Personification</b>         | The description of an inanimate object as though it were a person or living thing.   |
| <b>Perspective</b>             | The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text, for example, a feminist perspective.   |
| <b>Phoneme</b>                 | The smallest unit of sound in a word. The word 'is' has two phonemes: /i/ and /s/. The word 'ship' has three phonemes: /sh/, /i/, /p/.   |
| <b>Phrase</b>                  | A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone').  |
| <b>Point of view</b>           | The opinion or viewpoint expressed by an individual in a text, for example, an author, a narrator, a character, or an implied reader.  |
| <b>Preposition</b>             | A word class that usually describes the relationship between words in a sentence: <ul style="list-style-type: none"> <li>• space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.')</li> <li>• time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.')</li> <li>• those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', and so on: 'He ate all the beans except the purple ones.')</li> </ul> Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles'). |

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| <b>Pronunciation</b>                     | The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal).   |
| <b>Realia</b>                            | Objects from real life used for teaching purposes.   |
| <b>Register</b>                          | The degree of formality or informality of language used for a particular purpose or in a particular social setting.  |
| <b>Rhetorical devices</b>                | Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language.)   |
| <b>Rhetorical question</b>               | A question that is asked to provoke thought rather than require an answer.   |
| <b>Rhythm</b>                            | The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing.  |
| <b>Scanning</b>                          | When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.  |
| <b>Sentence</b>                          | <p>In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear.</p> <p>There are different types of sentences:</p> <ul style="list-style-type: none"> <li>• simple sentence – has the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.')</li> <li>• compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'</li> <li>• complex sentence – has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'</li> </ul> |
| <b>Sociocultural</b>                     | Involving or relating to the combination of social and cultural factors as displayed within a specific language or dialect.  |
| <b>Sociolinguistic</b>                   | The way language is affected by society and its social structures and attitudes. Sociolinguistic competence requires an awareness of cultural norms of language use.   |
| <b>Standard Australian English (SAE)</b> | The variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.   |
| <b>Stress</b>                            | The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.   |

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| <b>Stylistic features</b> | The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings' stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.   |
| <b>Subject</b>            | <p>A function in the structure of a clause usually filled by a noun group/phrase (for example, 'The dog [subject] was barking.')</p> <ul style="list-style-type: none"> <li>• The normal position of the subject is before the verb group/phrase, but in most kinds of interrogatives (questions) it follows the first auxiliary verb (for example, 'Was the dog barking?', 'Why was the dog barking?').</li> <li>• In main clauses, the subject is an obligatory element, except in imperative (command) clauses (for example, 'Be very tactful') and in casual style (for example, 'Want some?').</li> <li>• Most personal pronouns have a different form when they are the subject of a main clause ('I', 'he', 'she') than when they are the object ('me', 'him', 'her'). For example, we say 'She won the race', not 'Her won the race'. Similarly, we say, 'Give it to Mary and me', not 'Give it to Mary and I.'</li> <li>• The verb must agree with the subject in person and number (for example, 'Her son lives with her' and, 'Her sons live with her').</li> </ul> |
| <b>Subject matter</b>     | Refers to the topic or theme under consideration.  |
| <b>Syntax</b>             | The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.   |
| <b>Tense</b>              | <p>A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time.</p> <p>However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:</p> <ul style="list-style-type: none"> <li>• present states, as in 'He lives in Darwin'</li> <li>• actions that happen regularly in the present, as in 'He watches television every night'</li> <li>• 'timeless' happenings, as in information reports such as 'The earth revolves around the sun'</li> <li>• references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.</li> </ul>               |

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| <b>Text structure</b> | The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.  |
| <b>Theme</b>          | The main idea or message of a text.<br>Grammatical theme indicates importance, both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.  |
| <b>Types of texts</b> | <p>Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English curriculum, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.</p> <p><b>Analytical texts</b></p> <p>Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.</p> <p><b>Imaginative texts</b></p> <p>Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts, such as film.</p> <p><b>Interpretive texts</b></p> <p>Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.</p> <p><b>Persuasive texts</b></p> <p>Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.</p> |

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| <b>Verb</b>            | <p>A word class that describes a kind of situation, such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').</p> <p>Verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents in Melbourne', where there is ellipsis of 'live' in the second clause).</p> <p>Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:</p> <ul style="list-style-type: none"> <li>• walks (present tense)</li> <li>• walked (past tense).</li> </ul> <p>Other verbs have irregular forms that signal a change in tense. For example:</p> <ul style="list-style-type: none"> <li>• present – 'am/is/are' and past – 'was/were'</li> <li>• present participle 'being' and past participle 'been'.</li> </ul> <p>Auxiliary verbs and modal verbs are two types of verbs:</p> <ul style="list-style-type: none"> <li>• auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb; for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)</li> <li>• modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example, 'You must give it to me').</li> </ul> |
| <b>Visual elements</b> | <p>Visual components of a text, such as placement, salience, framing, representation of action or reaction, shot size, social distance, and camera angle.</p>  |
| <b>Voice</b>           | <p>In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text, or 'expert voice' in an exposition).</p> <p>In English grammar, voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.</p> <ul style="list-style-type: none"> <li>• In clauses expressing actions, like the above examples, the subject of the active, ('the dog') has the role of actor, and the object ('me'), the role of patient, whereas in the passive, the subject ('I') has the role of patient and the object of the preposition by, ('the dog'), the role of actor.</li> <li>• In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active, ('everyone') corresponds to the object of the preposition 'by'.</li> </ul>   |