



# English as an Additional Language (EAL)

A / T

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

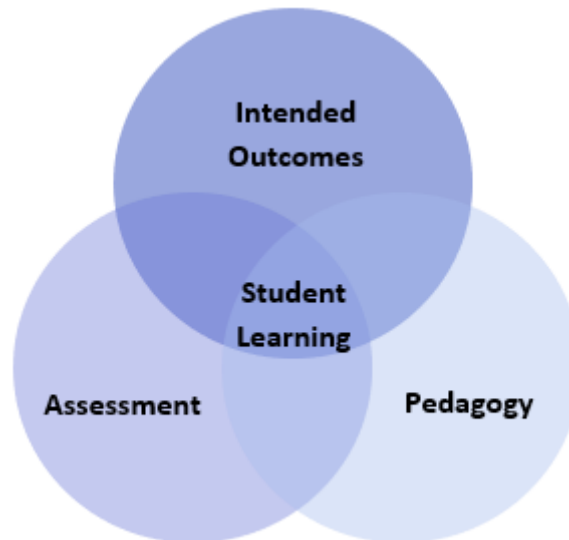
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In EAL 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 EAL 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 EAL 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 (ICT) Capability**

There is a particular focus in EAL on 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 EAL 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 mediums to practise and consolidate their English language skills.

## **Critical and Creative Thinking**

Critical and creative thinking is integral to the study of and creation of texts in EAL. 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 EAL 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 EAL 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. EAL 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 EAL 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. EAL 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 EAL 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.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

The senior secondary English curriculum 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 illustrative text lists for each subject 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 mediums, 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 illustrative lists for each subject.

### **Sustainability**

Each of the senior English subjects 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. <http://www.australiancurriculum.edu.au/seniorsecondary/english/english-as-an-additional-language-or-dialect/curriculum/seniorsecondary>.

# English as an Additional Language (EAL)

## A/T

### Rationale

English as an Additional Language (EAL) 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 EAL 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.

EAL 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, everyday and workplace texts). Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums. Units 1 to 4 develop students' academic English skills in order to prepare them for tertiary study. Bridging Units 1 to 4 provide the linguistic foundation for work, training or further 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.

### Goals

All senior secondary English subjects 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
- 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.

### Student Group

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understanding, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. The emphasis differs according to the nature of each subject. While each senior secondary English subject places a different emphasis on the three strands, each subject is expected to advance skills in each of the strands. For example, while students encounter, respond to, analyse and create a wide range of literary texts in EAL, the focus of the units is on language learning and the development of oral language and literacy skills in SAE.

## Unit Titles

- Language and Culture
- Perspectives in Texts
- Communication
- Issues and Attitudes

### Language and Culture

This unit 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.

### Perspectives in Texts

This unit 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.

### Communication

This unit focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

### Issues and Attitudes

This unit focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

## **Bridging Units**

- Communication Foundations
- Consolidate Communication
- Responding to Texts
- Connecting through Texts

### **Bridging 1 Communication Foundations**

This unit is designed for students who are at the Emerging phase of the EAL Foundation to Year 10 learning progression and focuses on developing communication skills in a range of contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

### **Bridging 2 Consolidate Communication**

This unit is aimed at students in the late Emerging phase of the EAL Foundation to Year 10 learning progression and focuses on consolidating communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Age-appropriate texts are used as a guide to respond to or reproduce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

### **Bridging 3 Responding to Texts**

This unit is aimed at students who are in the Developing phase of the EAL Foundation to Year 10 learning progression and focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

### **Bridging 4 Connecting through Texts**

This unit is aimed at students who are in the late Developing phase of the EAL Foundation to Year 10 learning progression and focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

## Organisation of Content

Content descriptions in each unit in EAL are grouped under an organising framework that presents key aspects of learning that underpin each subject. Organisers vary between subjects according to the distinctive focus of each subject. The organising framework in EAL is:

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

### Texts

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts, and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts can be written, spoken, multimodal, and in print or digital/online.

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 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 include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction.

## Language Table

### Phonological features:

- pronunciation, stress, rhythm, intonation and pitch for emphasis
- phonemes and morphemes.

### Non-verbal language features:

- using culturally appropriate gestures and behaviours.

### Orthographic competence:

- using punctuation as required
- spelling subject-specific vocabulary correctly
- using subject-specific abbreviations, signs and symbols
- understanding common logographic signs
- distinguishing and using print, cursive and diverse fonts.

### Lexical competence:

- gradually increasing a word bank of vocabulary in SAE, for example subject-specific vocabulary
- understanding and using metalanguage correctly
- using discourse markers, for example, for showing cause and effect
- understanding and using collocations, idiomatic expressions and colloquialisms
- using synonyms and antonyms as required
- using lexical chains to achieve cohesion
- choosing vocabulary appropriate to purpose and audience
- using descriptive, rhetorical and persuasive language
- understanding and using formulaic and fixed expressions and collocations
- understanding proverbs
- understanding word order within clauses and sentences.

### Grammatical competence:

- clause and sentence structure
- 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 noun-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion.

**Semantic competence:**

- listening for 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 how language is used to persuade
- experimenting with the register of texts (tone, language, audience)
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns).

**Sociocultural understanding:**

- 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.

<http://www.australiancurriculum.edu.au/seniorsecondary/english/english-as-an-additional-language-or-dialect/curriculum/seniorsecondary>



## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate an understanding of:

- responding
- creating.

## Assessment Guidance for EAL

In EAL, students are learning an additional language, so assessment conditions should be different to assessment in courses for fluent English speakers. Where the assessment goal is to produce spontaneous language and thinking, conditions need to support students in doing so. There is guidance below on assessment for English language learners that reflects common practice in EAL in the ACT.

- As a guide, speaking tasks should gradually increase from 5 – 12 minutes over the length of an EAL (T) course. 3 – 6 minutes would be appropriate in an EAL (A) course. More creative or interactive speaking tasks might have quite variable time requirements but should ensure students have the opportunity to demonstrate significant skills, knowledge and understanding to a A-grade standard. Speaking tasks should include unprepared speaking elements to examine unprepared speaking and understanding, e.g. follow up questions from teachers and or students.
- As a guide, a piece of Year 11 extended writing in an EAL (T) course would be between 400 and 800 words. For Year 12, this would increase to between 500 and 1000 words. A shorter word length would be appropriate in an EAL (A) course.
- As a guide, parallel classes being tested at different times should be set separate questions.
- As a guide, following AST procedure, students should use paper dictionaries for paper assessments under test conditions.
- As a guide, when notes are allowed as reference material for an assessment task, students should be limited to one page of paraphrased dot points.
- To support students in avoiding plagiarism, students should be explicitly taught research skills and have their work scaffolded.

## Assessment Task Types

Criteria	Task Types
<b>Responding</b>	<ul style="list-style-type: none"> <li>Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as:                             <ul style="list-style-type: none"> <li>short responses, essays, reports, reviews, articles, blogs, documentaries, seminars</li> </ul> </li> <li>Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as:                             <ul style="list-style-type: none"> <li>essays, reports, interviews, film making, oral presentation, writing for publication</li> </ul> </li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as:                             <ul style="list-style-type: none"> <li>short stories, letters, websites, character interviews, short films, theatrical scripts and poetry</li> </ul> </li> </ul>
<p><b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.</p>	

### Additional Assessment Information

#### Requirements

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Students are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.
- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview or other validation tasks.

## **Achievement Standards**

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

**Achievement Standards for EAL A Course – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>distinguishes between literal and implied ideas and evaluates main ideas in texts</li> <li>evaluates how cultural and social values, attitudes and points of view are presented in texts</li> <li>analyses the effectiveness of language choices according to the authorial purpose of a range of text structures and vocabulary used in texts</li> <li>independently uses efficient forms of recording, collating and presenting information for a range of contexts and purposes, applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes between literal and implied ideas and analyses main ideas in texts</li> <li>analyses cultural and social values, attitudes or points of view in texts</li> <li>analyses language choices in relation to the purpose of text structures and vocabulary used in texts</li> <li>uses efficient forms of recording and collating information for a growing range of contexts applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains literal ideas in simple texts</li> <li>explains cultural and/or social values, attitudes or points of view in familiar texts</li> <li>explains language choices for the purposes of familiar text structures, and vocabulary used in texts</li> <li>uses research skills to locate and record appropriate information according to the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes literal ideas in familiar simple texts</li> <li>describes attitudes or points of view in familiar simple text</li> <li>describes language choices, the purpose of familiar text structures, and vocabulary used in texts</li> <li>uses modelled research skills to locate and record information, and attempts to apply the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>identifies literal ideas in familiar simple texts</li> <li>identifies attitudes or point of views in familiar simple texts</li> <li>identifies language choices, the purpose of familiar text structures, and vocabulary used in texts</li> <li>locates and can retrieve appropriate information with support</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>communicates clear developed ideas and opinions in oral interactions, multi-modal and written texts, for different purposes, contexts and audiences</li> <li>uses and manipulates language and structural features in texts for specific purposes and audiences</li> <li>communicates clearly and confidently with control of language use and register</li> </ul>	<ul style="list-style-type: none"> <li>communicates clear ideas and opinions in a in oral interactions, multi-modal and written texts, for different purposes, contexts and audiences</li> <li>uses appropriate language and structural features in texts for specific purposes and audiences</li> <li>communicates clearly with some control of language use and register</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and opinions in a range of contexts in oral interactions, multi-modal and written texts</li> <li>uses language and structural features in texts with some accuracy</li> <li>communicates with some control of language use</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas for different purposes and audiences in some modes and mediums</li> <li>uses language features with some accuracy in familiar structures in short texts</li> <li>communicates on familiar topics using modelled text structures and language features</li> </ul>	<ul style="list-style-type: none"> <li>communicates straightforward ideas in oral interactions</li> <li>uses basic language features in familiar short text types</li> <li>communicates on familiar topics with extensive teacher support</li> </ul>

**Achievement Standards for EAL T Course – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses the relationship between context, purpose and audience and how they shape meaning and achieve particular effects</li> <li>critically analyses how language and stylistic features are used in different modes and mediums for different audiences and purposes</li> <li>evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>researches widely and independently, synthesising information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>develops coherent and credible arguments and viewpoints justified using a discerning selection of evidence, examples and/or textual references</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>analyses the relationship between context, purpose and audience and how they shape meaning</li> <li>analyses how language and stylistic features are used in different modes and mediums for different audiences and purposes</li> <li>analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>researches independently, selecting relevant information and interpreting viewpoints for a range of purposes, using mainly accurate principles of academic integrity</li> <li>constructs coherent arguments and viewpoints supported by the selection of convincing evidence, examples and/or textual references</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains meaning, context, purpose and audience to convey understanding</li> <li>explains how language and stylistic features are used in different modes and mediums for different audiences and purposes</li> <li>explains how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>uses research skills to extract information from texts using referencing with some accuracy</li> <li>presents arguments in a structured manner and selects relevant evidence, examples and/or textual references</li> <li>reflects on their learning and adjusts their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>describes meaning, context, purpose and audience to convey understanding</li> <li>describes language and stylistic features used for different purposes</li> <li>describes how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>undertakes the research process: including forming questions, selecting information, using graphic organisers and recording information</li> <li>explains ideas with some evidence or examples and/or textual references</li> <li>reflects on their learning and thinking</li> </ul>	<ul style="list-style-type: none"> <li>identifies meaning with little reference to context, purpose and audience</li> <li>identifies language or stylistic features</li> <li>identifies personal, social and/or cultural perspectives and ideas</li> <li>locates and records appropriate information with support and describes the idea of academic integrity</li> <li>presents straightforward ideas with some evidence</li> <li>reflects in a limited way on their thinking and learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>communicates insightful ideas and perspectives across a range of sustained texts for different purposes, contexts and audiences</li> <li>manipulates linguistic and stylistic features and conventions effectively in different modes and mediums for specific purposes and audiences</li> <li>communicates clearly and confidently with control of register and style on prepared and unprepared topics</li> </ul>	<ul style="list-style-type: none"> <li>communicates considered ideas, and perspectives across a range of texts for different purposes, contexts and audiences</li> <li>uses linguistic and stylistic features and conventions effectively in different modes and mediums for specific purposes and audiences</li> <li>communicates clearly with some control of register and style on prepared and unprepared topics</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas across a range of texts for different purposes, contexts and audiences</li> <li>uses expected and standard structural and language features in different modes and mediums for specific purposes and audiences</li> <li>communicates prepared topics with control of register and expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas for different purposes, contexts and audiences</li> <li>uses structural and language features for specific purposes and audiences</li> <li>communicates on familiar and prepared topics</li> </ul>	<ul style="list-style-type: none"> <li>communicates straightforward ideas for different purposes</li> <li>uses basic structural and language features in familiar text types</li> <li>communicates on familiar and prepared topics with support</li> </ul>

**Achievement Standards for EAL A Course – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses main ideas in a range of texts for different purposes, contexts and audiences</li> <li>analyses how cultural and social values, attitudes and assumptions are presented in a range of texts</li> <li>analyses the effectiveness of language techniques and the purpose of a range of text structures and vocabulary used in a range of texts</li> <li>researches independently, analysing and interpreting information and viewpoints, applying the principles of academic integrity</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains main ideas in a range of texts for different purposes, contexts and audiences</li> <li>explains cultural and social values, attitudes and points of view in a range of texts</li> <li>explains language choices and the purpose of text structures and vocabulary used in a range of texts</li> <li>researches with some independence, interpreting information and viewpoints, applying the principles of academic integrity</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>describes literal and implied ideas in texts of different types</li> <li>describes cultural and social values, attitudes and points of view in texts</li> <li>describes language choices and the purpose of text structures and vocabulary used in texts</li> <li>uses research skills to investigate and present information appropriately, reflecting the principles of academic integrity</li> <li>reflects on their learning and adjusts their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>describes literal ideas in texts</li> <li>describes attitudes or points of view in texts</li> <li>describes language choices and the purpose of text structures and vocabulary used in texts</li> <li>uses research skills to locate and record information appropriately, reflecting the principles of academic integrity</li> <li>reflects on their learning and thinking</li> </ul>	<ul style="list-style-type: none"> <li>identifies literal ideas in texts</li> <li>identifies attitudes or point of views in simple texts</li> <li>identifies language choices and the purpose of text structures and vocabulary used in texts</li> <li>locates and retrieves appropriate information using modelled research skills</li> <li>reflects in a limited way on their thinking and learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>communicates clear, considered ideas and opinions for different purposes, contexts and audiences in a variety of oral, written and multimodal media</li> <li>manipulates language and structural features effectively in texts for specific purposes and audiences</li> <li>communicates clearly and effectively with control of expression and structure</li> </ul>	<ul style="list-style-type: none"> <li>communicates clear ideas and opinions for different purposes, contexts and audiences in a variety of oral, written and multimodal media</li> <li>uses language and structural features effectively in texts for specific purposes and audiences</li> <li>communicates clearly and with accurate expression and structure</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and opinions in a range of contexts in a variety of oral, written and multimodal media</li> <li>uses appropriate language and structural features in texts for simple purposes and audiences</li> <li>communicates meaning within a clear structure with some accuracy in expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas for different purposes and audiences in oral, written and multimodal media</li> <li>uses language and structural features in a range of texts for a familiar audience</li> <li>communicates meaning on a range of topics</li> </ul>	<ul style="list-style-type: none"> <li>communicates straightforward ideas</li> <li>uses language and structural features in familiar text types</li> <li>communicates on familiar topics</li> </ul>

**Achievement Standards for EAL T Course – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects</li> <li>critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences</li> <li>evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity</li> <li>evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects</li> <li>analyses how literary conventions language and stylistic features are integrated in different modes and mediums to position audiences</li> <li>analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity</li> <li>analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains the relationships between context, purpose and audience and how they shape meaning, convey attitudes and values, and achieve particular effects</li> <li>explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences</li> <li>explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts</li> <li>researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity</li> <li>explains arguments in a structured manner and selects relevant evidence, examples and/or textual references</li> <li>reflects on their learning in order to adjust their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>describes the relationships between context, purpose and audience with reference to meaning, attitudes and values</li> <li>describes how literary conventions, language or stylistic features are used to position audiences</li> <li>describes how personal, social and/or cultural perspectives are represented in texts</li> <li>researches information and presents ideas to construct an argument, using some of the principles of academic integrity including some accurate referencing</li> <li>describes ideas with some evidence or examples and/or textual references</li> <li>reflects on their thinking with some adjustment to their learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies aspects of context, purpose and audience and makes some reference to meaning</li> <li>identifies language and stylistic features used and makes some reference to meaning</li> <li>identifies how personal, social and/or cultural perspectives are used in texts</li> <li>researches and relays information and attempts to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique</li> <li>identifies straightforward ideas with little or no use of evidence or examples and/or textual references</li> <li>reflects on their thinking with little or no adjustment to their learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences</li> <li>effectively manipulates stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in an innovative manner</li> <li>communicates confidently, coherently and clearly with control of register and style in a wide range of prepared and unprepared topics</li> </ul>	<ul style="list-style-type: none"> <li>communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences</li> <li>effectively employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner</li> <li>communicates confidently and clearly with control of register and style in prepared and unprepared topics</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and perspectives across a range of texts for different purposes, contexts and audiences</li> <li>uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences</li> <li>communicates on a range of prepared and unprepared topics with some control of register and style</li> </ul>	<ul style="list-style-type: none"> <li>communicates perspectives in a range of texts for different purposes, contexts and audiences</li> <li>uses stylistic features in different modes, mediums and genres for specific purposes and audiences</li> <li>communicates on prepared topics with some control of register and expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates fragmented perspectives for different purposes, contexts and audiences</li> <li>use basic stylistic features for a purpose and audience</li> <li>communicates on familiar and prepared topics with support</li> </ul>



**Achievement Standards for English M Course – Years 11 and 12**

	<i>A student who achieves an <b>A</b> grade typically</i>	<i>A student who achieves a <b>B</b> grade typically</i>	<i>A student who achieves a <b>C</b> grade typically</i>	<i>A student who achieves a <b>D</b> grade typically</i>	<i>A student who achieves an <b>E</b> grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>• responds to a variety of texts for differing purposes and audiences, with independence</li> <li>• explains ideas, attitudes and points of views in texts, with independence</li> <li>• reflects with insight on their thinking and learning, with independence</li> </ul>	<ul style="list-style-type: none"> <li>• responds to a variety of texts for differing purposes and audiences, with some independence</li> <li>• explains ideas, attitudes and points of view in texts, with some independence</li> <li>• reflects with insight on their thinking and learning, with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts for differing purposes and audiences, with assistance</li> <li>• explains ideas and points of view in texts, with assistance</li> <li>• reflects on their thinking and learning, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts for differing purposes, with repeated cueing</li> <li>• explains ideas in texts, with repeated cueing</li> <li>• reflects on their thinking and learning, with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts, with direct instruction</li> <li>• identifies ideas in texts, with direct instruction</li> <li>• reflects in a limited way on their thinking and learning, with direct instruction</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>• applies literacy skills in a variety of contexts, with independence</li> <li>• creates a variety of texts in different modes for different purposes, with independence</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in a variety of contexts, with some independence</li> <li>• creates a variety of texts in different modes for different purposes, with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in different contexts, with assistance</li> <li>• creates in different modes for different purposes, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in some contexts, with repeated cueing</li> <li>• creates texts for different purposes, with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in limited contexts, with direct instruction</li> <li>• creates different texts, with direct instruction</li> </ul>

## Language and Culture

**Value 1.0**

**Language and Culture a**

**Value 0.5**

**Language and Culture b**

**Value 0.5**

### Unit Description

This unit 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.

### Specific Unit Goals

This unit should enable students to:

A course	T course
<ul style="list-style-type: none"> <li>communicate ideas and opinions in a selected range of contexts</li> <li>identify literal and inferential elements of a selected range of texts</li> <li>understand and apply social and cultural references from different contexts</li> <li>plan and create basic oral, written and multimodal texts appropriate to purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas and opinions in a range of contexts</li> <li>demonstrate literal and inferential comprehension of information, ideas and language used in texts</li> <li>understand and apply social and cultural references from different contexts</li> <li>plan and create oral, written and multimodal texts appropriate to purpose and audience</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A course	T course
<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays</li> </ul>	<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays</li> </ul>

A course	T course
<ul style="list-style-type: none"> <li>• understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance</li> <li>• understanding and using some common cultural references, idiomatic expressions and colloquialisms</li> <li>• culturally accepted politeness conventions and protocols in different contexts</li> <li>• using active listening strategies and working collaboratively with others</li> </ul>	<ul style="list-style-type: none"> <li>• understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance</li> <li>• understanding and using a range of common cultural references, idiomatic expressions and colloquialisms</li> <li>• understanding and using culturally accepted politeness, conventions and protocols in various contexts</li> <li>• using active listening strategies and working collaboratively with others</li> </ul>
<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• predicting the form and content of texts from structural and visual elements and contextual information</li> <li>• identifying linguistic and structural features of a range of more complex text types including literary and transactional texts</li> <li>• understanding the difference between fact and opinion, main ideas and supporting details presented in texts</li> <li>• identifying common cultural references and implied meanings in texts</li> <li>• understanding how to locate suitable information sources, how to skim for general meanings and scan for specific information</li> <li>• learning how to note-take, summarise, paraphrase and use graphic organisers to collect and collate information</li> <li>• understanding how to use a range of reference texts such as bilingual dictionaries to assist language learning and comprehension</li> <li>• using basic strategies to reflect on and consolidate own learning</li> </ul>	<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• predicting the form and content of texts from structural and visual elements and contextual information</li> <li>• describing linguistic and structural features of a range of more complex text types including literary and transactional texts</li> <li>• distinguishing between fact and opinion, main ideas and supporting details presented in texts</li> <li>• defining common cultural references and implied meanings in texts</li> <li>• locating suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information</li> <li>• using a range of reference texts such as bilingual dictionaries to assist language learning and comprehension</li> <li>• using strategies to reflect on and consolidate own learning</li> </ul>

A course	T course
<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• identifying the forms and conventions of texts created in different modes and mediums including visual texts</li> <li>• describing similarities in and differences between texts</li> </ul>	<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• describing how different purposes and contexts influence language choices and meaning</li> <li>• explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance</li> <li>• describing the effect of register, style and tone on meaning</li> <li>• explaining the effects of descriptive language and imagery in texts</li> <li>• analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity</li> <li>• describing the forms and conventions of texts created in different modes and mediums including visual texts</li> <li>• describing similarities in and differences between texts</li> <li>• using metalanguage to discuss texts and their composition</li> </ul>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>• using digital, multimodal and print-based technologies</li> <li>• using some common language features, for example, subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality</li> <li>• using basic description and characterisation</li> <li>• using direct and indirect speech</li> <li>• using some conjunctions and transitions</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>• using digital, multimodal and print-based technologies</li> <li>• using common language features, for example, subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</li> <li>• using description, characterisation, and direct and indirect speech</li> <li>• using cohesive devices at sentence, paragraph and whole text level</li> </ul>

A course	T course
<ul style="list-style-type: none"> <li>• using research skills and strategies, for example, note-taking and note-making, summaries, paraphrasing and graphic organisers to collect and collate information, using quoting and referencing</li> <li>• using strategies for planning, rehearsing, editing and refining, such as correcting spelling, grammar and punctuation, and using dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>• using research skills and strategies, for example, note-taking and note-making, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately</li> <li>• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 13-16.

**Perspectives in Texts****Value 1.0****Perspectives in Texts a****Value 0.5****Perspectives in Texts b****Value 0.5****Unit Description**

This unit 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.

**Specific Unit Goals**

This unit should enable students to:

<b>A course</b>	<b>T course</b>
<ul style="list-style-type: none"> <li>• use communication skills to compare attitudes and values in texts</li> <li>• demonstrate literal comprehension of information, ideas and language used in texts</li> <li>• identify personal, social and cultural attitudes and perspectives in a range of texts from different contexts</li> <li>• plan and create oral, written and multimodal texts appropriate to context, purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• use communication skills to analyse and compare attitudes and values in texts</li> <li>• demonstrate literal and inferential comprehension of information, ideas and language used in texts</li> <li>• understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts</li> <li>• plan, create and refine oral, written and multimodal texts appropriate to context, purposes and audiences</li> </ul>

**Content Descriptions**

All knowledge, understanding and skills below must be delivered:

<b>A course</b>	<b>T course</b>
<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• initiating, sustaining and concluding interactions in a range of familiar contexts</li> <li>• using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level</li> <li>• understanding and using non-verbal cues in familiar contexts</li> </ul>	<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• initiating, sustaining and concluding interactions in a range of familiar and unfamiliar contexts</li> <li>• using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level</li> <li>• understanding and using non-verbal cues in a range of formal and informal contexts</li> </ul>

A course	T course
<ul style="list-style-type: none"> <li>• understanding common cultural references</li> <li>• experimenting with register and tone to create rapport</li> <li>• organising and presenting spoken information appropriate to audience and purpose</li> <li>• listening, reading and viewing for specific purposes and content</li> </ul>	<ul style="list-style-type: none"> <li>• understanding common cultural references, conceptual metaphors and connotations</li> <li>• experimenting with register and tone to create rapport</li> <li>• organising and presenting spoken information appropriate to audience and purpose</li> <li>• listening, reading and viewing for specific purposes and content</li> </ul>
<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• describing the form, medium and subject matter of texts</li> <li>• describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in literary texts</li> <li>• explaining ideas, issues and arguments presented in non-fiction texts</li> <li>• interpreting cultural references in texts</li> <li>• locating, selecting and evaluating information sources</li> <li>• using selected reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas.</li> </ul>	<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• describing and classifying the form, medium and subject matter of texts</li> <li>• describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in literary texts</li> <li>• explaining ideas, issues and arguments presented in non-fiction texts</li> <li>• interpreting cultural references and implied meanings in texts</li> <li>• locating, selecting and evaluating information sources and synthesising information from these sources</li> <li>• using a range of reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas</li> </ul>

A course	T course
<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• demonstrating how language can influence an audience</li>   <li>• identifying style and tone</li>   <li>• understanding how point of view shapes audience response</li>   <li>• identifying connections between texts</li>   <li>• understanding the visual features of texts and interpreting graphic representations of data</li>   <li>• using language to express judgement of an object, a process, or a performance</li>   <li>• using metalanguage to express personal and critical responses to texts</li> </ul>	<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• describing how the selection of text structures and language features can influence an audience</li>   <li>• explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising</li>   <li>• explaining the effects of shifts in register, style and tone (</li>   <li>• analysing how point of view shapes audience response</li>   <li>• analysing connections between texts</li>   <li>• explaining the visual features of texts and interpreting graphic representations of data</li>   <li>• using language to express judgement of an object, a process, or a performance</li>   <li>• using metalanguage to express personal and critical responses to texts.</li> </ul>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li>   <li>• using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality and collocations</li>   <li>• using selected cohesive and structural devices</li>   <li>• using persuasive, descriptive and emotive language as appropriate</li>   <li>• using experimentation with selected registers and tones</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li>   <li>• using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language</li>   <li>• using a range of cohesive and structural devices</li>   <li>• using persuasive, descriptive and emotive language as appropriate</li>   <li>• using experimentation with different registers and tones</li> </ul>



A course	T course
<ul style="list-style-type: none"> <li>• using research skills and strategies, for example, notes, summaries and graphic organisers to collect, collate and evaluate information, appropriate paraphrasing, quotation and end-of-text referencing</li> <li>• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• using research skills and strategies, for example, notes, summaries and graphic organisers to collect, collate and evaluate information, appropriate paraphrasing, quotation, in-text citation and end-of-text referencing</li> <li>• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries</li> </ul>

### **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### **Assessment**

Refer to pages 13-16.

**Communication****Value 1.0****Communication a****Value 0.5****Communication b****Value 0.5****Unit Description**

This unit focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

**Specific Unit Goals**

This unit should enable students to:

<b>A course</b>	<b>T course</b>
<ul style="list-style-type: none"> <li>• use communication skills to demonstrate knowledge of how texts present ideas and opinions</li> <li>• identify information, ideas, language and values in texts</li> <li>• identify personal, social and cultural attitudes and perspectives in a range of texts</li> <li>• plan, create and refine oral, written and multimodal texts appropriate to specific contexts, purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• use communication skills to evaluate how texts present ideas and opinions</li> <li>• understand the relationships between information, ideas, language and values in texts</li> <li>• investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts</li> <li>• plan, create and refine extended oral, written and multimodal texts appropriate to different contexts, purposes and audiences</li> </ul>

**Content Descriptions**

All knowledge, understanding and skills below must be delivered:

<b>A course</b>	<b>T course</b>
<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, discussions, readers theatre)</li> <li>• using pausing, stress, rhythm, pitch and intonation to emphasise meaning</li> </ul>	<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, debates, discussions, role plays)</li> <li>• using pausing, stress, rhythm, pitch and intonation to emphasise meaning</li> </ul>

A course	T course
<ul style="list-style-type: none"> <li>• using non-verbal cues to create rapport in specific situations</li> <li>• introduction to cultural references, idioms and colloquialisms</li> <li>• identifying register and tone for different purposes, contexts and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• using non-verbal cues to create rapport in a range of situations</li> <li>• using cultural references, idioms and colloquialisms</li> <li>• selecting and sustaining register and tone to suit different purposes, contexts and audiences</li> </ul>
<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• exploring texts from different cultures and times, and discussing their purposes</li> <li>• examining facts and opinions presented in texts</li> <li>• understanding narrative point(s) of view in literary texts and how arguments are presented in non-fiction texts</li> <li>• identifying cultural beliefs and assumptions reflected in texts</li> <li>• using research questions to direct inquiry from multiple sources, including literary and non-literary texts</li> <li>• identifying how language choices have influenced audience response</li> </ul>	<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• comparing and contrasting texts from different cultures and times, and discussing their purposes and effects</li> <li>• distinguishing between and evaluating facts and opinions presented in texts</li> <li>• examining how narrative point(s) of view are used to convey ideas, attitudes and values in literary texts and how arguments are presented in non-fiction texts</li> <li>• explaining cultural beliefs and assumptions reflected in texts</li> <li>• framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts</li> <li>• reflecting on and analysing how language choices have influenced audience response</li> </ul>
<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• understanding that texts are influenced by other texts and contexts</li> <li>• understanding the effect of persuasive language, for example, repetition</li> <li>• understanding the techniques of humour used in writing, for example, puns and homonyms</li> <li>• knowing the relationships between words, images and compositional aspects of texts that have visual elements</li> </ul>	<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• analysing how texts are influenced by other texts and contexts</li> <li>• evaluating the effect of persuasive techniques, for example, rhetorical devices</li> <li>• explaining the effects of literary and humorous techniques; for example, figurative language, rhythm and rhyme, and dramatic irony</li> <li>• analysing the relationships between words, images and compositional aspects of texts that have visual elements</li> </ul>

A course	T course
<ul style="list-style-type: none"> <li>• identifying evidence and understanding the assumptions in texts, for example, author bias</li> <li>• understanding language forms and conventions used in different modes and mediums to influence audiences</li> <li>• using language to express a personal evaluation of an object, a process or a performance</li> <li>• using metalanguage to review texts</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating the validity and relevance of evidence and assumptions in texts</li> <li>• analysing how language forms and conventions used in different modes and mediums to influence audiences</li> <li>• using language to express a personal evaluation of an object, a process or a performance</li> <li>• using metalanguage to review and evaluate texts</li> </ul>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using a range of genres and digital, multimodal and print-based technologies</li> <li>• using language that influences the audience or that privileges certain ideas or perspectives over others</li> <li>• using different sentence structures and forms suited to purpose, audience and subject</li> <li>• using modality (including modality in a hypothetical past), nominalised language and discourse markers</li> <li>• using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing and end-of-text referencing</li> <li>• developing strategies for assessing the relevance, reliability and validity of sources</li> <li>• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using a range of genres and digital, multimodal and print-based technologies</li> <li>• using language that influences the audience or that privileges certain ideas or perspectives over others</li> <li>• using different sentence structures and forms suited to purpose, audience and subject</li> <li>• using modality (including modality in a hypothetical past), nominalised language and discourse markers</li> <li>• using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing</li> <li>• using strategies for assessing the relevance, reliability and validity of sources</li> <li>• using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses</li> </ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### **Assessment**

Refer to pages 13-16.

## Issues and Attitudes

**Value 1.0**

**Issues and Attitudes a**

**Value 0.5**

**Issues and Attitudes b**

**Value 0.5**

### Unit Description

This unit focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

### Specific Unit Goals

This unit should enable students to:

A course	T course
<ul style="list-style-type: none"> <li>• respond to issues and ideas using sustained and effective communication</li> <li>• understand the relationships between information, ideas, language and values in a range of texts</li> <li>• understand personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts</li> <li>• plan and create oral, written and multimodal texts appropriate to specific contexts, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• respond to issues and ideas using sustained, persuasive and effective communication</li> <li>• investigate the relationships between information, ideas, language and values in a range of texts</li> <li>• examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts</li> <li>• plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• participating in collaborative discussions and presentations in a range of contexts, for example plays, role plays and seminars</li> <li>• using pausing, stress, rhythm, pitch and intonation for particular effects</li> <li>• using a range of non-verbal cues to complement and enhance meaning</li> </ul>	<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• participating in and managing collaborative discussions and presentations in a range of contexts, for example debates and seminars</li> <li>• using pausing, stress, rhythm, pitch and intonation for particular effects</li> <li>• using a range of non-verbal cues to complement and enhance meaning</li> </ul>
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A course	T course
<ul style="list-style-type: none"> <li>• modulating register and tone to achieve specific purposes and effects</li> </ul>	<ul style="list-style-type: none"> <li>• using devices such as understatement, exaggeration and stereotyping</li> <li>• modulating register and tone to achieve specific purposes and effects</li> </ul>
<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• comparing different forms and mediums, their purposes and effects, and the values, attitudes reflected in these texts</li> <li>• representing connotations and figurative language, for example, metaphors, imagery and personification</li> <li>• explaining how rhetorical devices are designed to influence and persuade</li> <li>• understanding how audience response to ideas and issues is used</li> <li>• using ideas and information from a range of literary and reference texts using direct quotation</li> <li>• understanding and reflecting on personal interpretations and those of others</li> </ul>	<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• comparing and contrasting texts in different forms and mediums, their purposes and effects, and the values, attitudes and biases reflected in these texts</li> <li>• analysing connotations and figurative language, for example, metaphors, imagery and personification</li> <li>• evaluating how rhetorical devices are designed to influence and persuade</li> <li>• evaluating how audience response to ideas and issues is manipulated</li> <li>• integrating ideas and information from a range of literary and reference texts using direct and indirect quotation</li> <li>• reflecting on and evaluating personal interpretations and those of others</li> </ul>
<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• explaining how changes in context create changes in meaning</li> <li>• demonstrating how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues</li> <li>• relating how culturally based representations of concepts such as knowledge or authority are conveyed</li> <li>• investigating the manipulation of text structures and language features for different purposes</li> <li>• describing and using elements of texts to convey attitudes and opinions</li> </ul>	<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• analysing and explaining how changes in context create changes in meaning</li> <li>• analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues</li> <li>• analysing how culturally based representations of concepts such as knowledge or authority are conveyed</li> <li>• evaluating the manipulation of text structures and language features for different purposes</li> <li>• analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts</li> </ul>

A course	T course
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using a range of types of texts and digital, multimodal and print-based technologies</li> <li>• using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features</li> <li>• using some stylistic and grammatical choices for effect, including` lexical elements, modality in the past conditional and subject-specific language forms and features</li> <li>• using culturally specific phrases, idioms, collocations and references</li> <li>• using a range of research sources and methods, for example, interviews, surveys or questionnaires</li> <li>• using accurate attribution of knowledge and appropriate referencing</li> <li>• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using a range of types of texts and digital, multimodal and print-based technologies</li> <li>• using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features</li> <li>• using stylistic and grammatical choices for effect, including complex lexical elements, modality in the past conditional and subject-specific language forms and features</li> <li>• using culturally specific phrases, idioms, collocations and references</li> <li>• using a range of research sources and methods, for example, interviews, surveys or questionnaires (</li> <li>• using accurate attribution of knowledge and appropriate referencing</li> <li>• using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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### Assessment

Refer to pages 13-16.



## **Bridging 1: Communication Foundations**

**Value 1.0**

**Bridging 1: Communication Foundations a**

**Value 0.5**

**Bridging 1: Communication Foundations b**

**Value 0.5**

### **Unit Description**

This Bridging Unit is designed for students who are at the Emerging phase of the EAL Foundation to Year 10 learning progression and focuses on developing communication skills in a range of contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

### **Specific Unit Goals**

By the end of this 'A' unit, students:

- communicate to express their ideas on familiar topics using visual aids, modelled text and/or teacher support
- demonstrate an understanding of the main ideas in familiar texts and of literal information at sentence level
- respond to familiar texts and begin to articulate opinions
- create short, simply structured oral, written and multimodal texts on familiar topics with some accuracy

### **Content Descriptions**

#### **Communication skills and strategies including:**

- communicating needs and ideas to others using visual cues or home language or dialect
- repeating modelled pronunciation and intonation, patterns of words, phrases, simple clauses, and sentences
- engaging in group work to promote language learning
- understanding common cultural gestures and behaviours used by SAE speakers; for example, nods, eye contact, and non-verbal behaviour such as turn-taking and the distance deemed appropriate when engaging in conversation.

#### **Comprehension skills and strategies including:**

- using visual information and home language or dialect to support understanding
- identifying characters and settings presented in stories
- keeping charts or lists to organise or classify new vocabulary and knowledge
- retelling the gist and responding to texts and ideas considered in class
- identifying familiar vocabulary and morphemes, and using these to determine meaning from texts
- using dictionaries, picture dictionaries and bilingual resources to understand texts.

**Language and text analysis skills and strategies including:**

- understanding the purpose of the various forms of communication
- using visual cues to predict subject matter and content in literary texts
- knowing that language choices can influence the success of communication
- identifying how language and imagery can change according to context
- articulating different ways that texts can be interpreted.

**Create a range of texts:**

- using some written and oral text forms and grammatical structures, including the linear sequencing of events through the use of simple sentences, conjunctions, punctuation and paragraphs
- using simple first-person recounts and descriptions
- using graphic representations of information
- using everyday vocabulary
- using commonly used logographs, for example \$, &, and abbreviations, for example Mr, Mrs
- using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses.

**A guide to reading and implementing content descriptions**

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**Assessment**

Refer to pages 13-16.

## **Bridging 2: Consolidate Communication**

**Value 1.0**

**Bridging 2: Consolidate Communication a**

**Value 0.5**

**Bridging 2: Consolidate Communication b**

**Value 0.5**

### **Unit Description**

This Bridging Unit is aimed at students in the late Emerging phase of the EAL Foundation to Year 10 learning progression. It focuses on consolidating communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Age-appropriate texts are used as a guide to respond to or reproduce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

### **Specific Unit Goals**

By the end of this 'A' unit, students:

- present rehearsed texts on familiar topics with some reliance on visual aids, modelled texts and/or teacher support
- comprehend literal information in a range of short, familiar texts
- respond to familiar texts and begin to support ideas by identifying some common language features
- create short, simply structured oral, written and multimodal texts with growing accuracy.

### **Content Descriptions**

#### **Communication skills and strategies including:**

- communicating ideas orally, digitally and in writing; rewording for understanding and asking for clarification or repetition; using home language or dialect
- independently approximating the pronunciation, intonation and stress of words and phrases
- collaborating to produce short texts that present facts, a point of view or opinion
- using rules of politeness in SAE for everyday situations, for example, through acknowledging the speaker when being spoken to, interacting with a range of participants, entering and exiting conversations, making email contact or using protocols in social situations such as visiting or dining.

#### **Comprehension skills and strategies including:**

- interpreting non-verbal cues and intonation to guess the meaning in unfamiliar situations
- identifying and describing characters, settings and events presented in stories
- using simple graphic organisers
- identifying essential information from a range of familiar texts
- retelling and responding to familiar texts
- using known vocabulary and familiar text structures to find information
- using modelled research skills and strategies to find information.

**Language and text analysis skills and strategies including:**

- identifying the way information in texts has been ordered and structured
- identifying and explaining text structures and language features used in literary texts
- explaining the purposes of common text types
- understanding and explaining how information may be included in or excluded from texts to achieve a purpose
- identifying the persuasive nature of simple text
- understanding how there can be nuances in familiar, commonly used words.

**Create a range of texts:**

- using simple written and oral text forms, punctuation and grammatical structures including graphic representations of information
- using descriptions of people, places and events
- using a growing range of technologies and mediums
- using simple comparative language, and reference items such as referential and demonstrative pronouns
- using modal adjectives and adverbs, for example, always, never, sometimes, often
- using familiar vocabulary including countable and uncountable nouns
- using growing accuracy with spelling
- using a growing range of conjunctions
- using simple strategies for planning and editing.

**A guide to reading and implementing content descriptions**

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**Assessment**

Refer to pages 13-16.

## **Bridging 3: Responding to Texts**

**Value 1.0**

**Bridging 3: Responding to Texts a**

**Value 0.5**

**Bridging 3: Responding to Texts b**

**Value 0.5**

### **Unit Description**

This Bridging Unit is aimed at students who are in the Developing phase of the EAL Foundation to Year 10 learning progression. It focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

### **Specific Unit Goals**

By the end of this 'A' unit, students:

- communicate in a variety of rehearsed and unrehearsed contexts
- demonstrate literal comprehension of information and ideas used in familiar and simple unfamiliar texts
- respond to texts to identify purpose, audience, language features and social references
- create short, simply structured oral, written and multimodal texts using a growing range of vocabulary and simple grammatical structures

### **Content Descriptions**

#### **Communication skills and strategies including:**

- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear
- using intelligible pronunciation and intonation of words and phrases
- collaborating as a way to solve problems or to create texts
- adopting expected listening behaviours in some unfamiliar situations
- interacting and using forms of address appropriately in familiar and classroom contexts
- demonstrating some understanding of common idiomatic and colloquial expressions.

#### **Comprehension skills and strategies including:**

- drawing on background knowledge or contextual cues to guess the meaning of unknown words
- translating from home language or dialect to SAE
- describing characters and settings presented in literary texts and recounting plot details
- using a range of strategies, such as retrieval charts or note-taking, to extract accurate information from a growing variety of texts
- identifying and responding to the main ideas in a range of familiar texts
- identifying emotive language and sociocultural references in a growing range of situations

- identifying and explaining common cultural references, idiomatic language and simple colloquialisms
- employing ICT and investigative strategies to locate information from other sources.

**Language and text analysis skills and strategies including:**

- articulating the purposes of a growing range of text types, including academic texts
- identifying dialogue, and first-person and third-person narration used in literary texts
- identifying common differences in lexis and grammar between spoken and written language in familiar texts (
- understanding cultural variations in the use of language in everyday activities and relationships such as family, leisure activities or attitudes
- identifying common variations of language and structure across different mediums.

**Create a range of texts:**

- using appropriate form, content and style for a range of common purposes and audiences
- using first-person and third-person narration
- using a growing range of fonts and layouts for effect
- using commonly used technologies and media
- using some subject-specific vocabulary, synonyms, antonyms and collocations
- using modal auxiliaries such as 'will', 'would', 'can', 'should', 'might'
- using description, imagery and an awareness of characterisation
- using cohesive devices at paragraph level, including anaphoric and cataphoric reference, referential pronouns and common conjunctions
- using a growing range of strategies for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences.

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## **Assessment**

Refer to pages 13-16.

## **Bridging 4: Connecting through Texts**

**Value 1.0**

**Bridging 4: Connecting through Texts a**

**Value 0.5**

**Bridging 4: Connecting through Texts b**

**Value 0.5**

### **Unit Description**

This Bridging Unit is aimed at students who are in the late Developing phase of the EAL Foundation to Year 10 learning progression. It focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

### **Specific Unit Goals**

By the end of this unit, students:

- participate in and maintain oral and written communication in a variety of contexts
- demonstrate literal and some inferential comprehension of information and ideas used in texts
- examine a growing range of texts to identify and discuss text structures and language features
- use SAE with some accuracy to create oral, written and multimodal texts with increasing awareness of context, purpose and audience.

### **Content Descriptions**

#### **Communication skills and strategies including:**

- interacting with others in oral, written and digital forms in a range of contexts
- using intelligible pronunciation, intonation and stress of words and phrases
- seeking assistance and clarification in a range of contexts
- working collaboratively in learning activities
- initiating, sustaining and ending communication in a range of familiar, some unfamiliar and academic contexts
- using some common idiomatic and colloquial expressions appropriate for the context of communication.

#### **Comprehension skills and strategies including:**

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts
- identifying and discussing values and attitudes presented in literary texts
- adopting efficient forms of recording and collating information for a growing range of contexts (
- identifying and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts

- identifying reference items and their role in creating cohesive texts
- identifying and explaining common metaphors, symbols and sociocultural references in texts.

**Language and text analysis skills and strategies including:**

- explaining the purposes and structures of different types of texts
- identify and describing text structures and language features used in a variety of texts, including some literary texts
- identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts
- explaining how meaning changes with shifts in tone and register
- identifying and describing how cultural variations in values and beliefs, for example, respect or honour, and the concepts of community and society, are represented by language.

**Create a range of texts:**

- using appropriate form, content and style for a range of common, and some unfamiliar, purposes and audiences
- using a combination of technologies and mediums
- using common subject-specific vocabulary, synonyms, antonyms and collocations
- using imaginative and descriptive language and growing control over direct and indirect speech
- using a range of common cohesive devices at sentence, paragraph and whole-text level such as referencing, lexical chains and conjunctions
- using simple, compound and some complex sentences
- using modality in the present tense
- using strategies for planning and refining work such as editing for consistent use of common punctuation.

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## **Assessment**

Refer to pages 13-16.



## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course:

Nil.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

#### Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

## Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

Name	College
Evie Kollas	Dickson College
Tabatha Kellett	Dickson College
Kathryn Sutherland	Hawker College

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

## Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **independent study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent study units can be proposed by a student and negotiated with their teacher, but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Glossary of Terms

### Active listening strategies

Verbal and non-verbal behaviour used to promote accurate listening.

### Adverb

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.

### Anaphoric and cataphoric reference

**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.'

**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!'

### Appraisal

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.

### Appreciation

The act of discerning quality and value of literary texts.

### Attitude

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).

### Audience

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.

### Author

The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

### Clause

A grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]).

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').



A clause can be either a 'main' or 'subordinate clause' depending on its function:

- main clause does not depend on or function within the structure of another clause.
- 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.
- In these examples square brackets have been used to indicate the subordinate clause:
- '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.'

### Clause type

Clause type is 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.

### Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').

### Collocation

Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt').

### Complex sentence

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.'

### Compound sentence

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].'

### Comprehension strategies

Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts

- critically reflecting on content, structure, language and images used to construct meaning in a text.

### **Conceptual metaphor**

Seeing one thing in terms of another, for example, argument is war; prices are rising.

### **Conjunction**

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.

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':

- 'Mum and Dad are here' (joining words)
- 'We visited some of our friends, but not all of them' (joining noun groups/phrases)
- 'Did he miss the train or is it just late?' (joining clauses).

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- 'When the meeting ended we went home' (time)
- 'That was because it was raining' (reason)
- 'I'll do it if you pay me' (condition)
- 'I know that he is ill' (declarative)
- 'I wonder whether/if she's right?' (interrogative).

### **Context**

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.

### **Convention**

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.

### **Dialect**

Refers to English as an Additional Language or Dialect. EAL is the educational acronym referring to those students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE, which is the variety of spoken and written English used formally in Australian schools. The acronym EAL foregrounds the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee students who speak an English-based creole, pidgin or dialect as their home language, as well as those who are learning English as a second or additional language (EAL/EAL).

### **Digital forms**

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.

### **Discourse markers**

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').

### **Dramatic irony**

When the words and actions of the characters have a different meaning for the reader than they do for the characters.

### **Engagement**

The perspective of the author (for example, 'It is obvious that...').

### **Everyday texts**

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.

### **Figurative language**

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').

### **Genre**

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).

### **Grammar**

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.

### **Group/phrase**

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.

### **Idiom**

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').

### **Intonation**

The rise and fall of one's voice when speaking; sometimes used for emphasis.

### **Language features**

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.

### **Layout**

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.

### **Lexical chains**

A sequence of related words in writing.

### **Lexis**

Vocabulary of a language.

### **Media texts**

Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.

### **Medium**

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).

### **Metalinguage**

Language used to discuss language (for example, language used to discuss film or literary study such as *mise-en-scène*, symbolism, characterisation or language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction').

### **Modality**

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':

- 'Sue may have written the note' (possibility)
- 'Sue must have written the note' (probability)
- 'You must postpone the meeting' (obligation)
- 'You may postpone the meeting' (permission).
- Modality can also be expressed by several different kinds of words:
- adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')
- adjectives (for example, 'possible', 'probable', 'likely', 'necessary')

- nouns (for example, 'possibility', 'necessity', 'obligation')
- modal verbs (for example, 'permit', 'oblige')

### **Mode**

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.

### **Morpheme**

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.

### **Multimodal text**

Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

### **Narrative**

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).

### **Narrative point of view**

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.

### **Nominalisation**

- A process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager').
- Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').
- Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

### **Personification**

The description of an inanimate object as though it was a person or living thing.

### **Perspective**

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.

### **Phrase**

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').

### **Point of view**

The opinion or viewpoint expressed by an individual in a text, for example an author, a narrator, a character or an implied reader.

## **Preposition**

A word class that usually describes the relationship between words in a sentence:

- space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.')
- time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.')
- 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')

Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles').

## **Pronunciation**

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).

## **Register**

The degree of formality or informality of language used for a particular purpose or in a particular social setting.

## **Rhetorical devices**

Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).

## **Rhetorical question**

A question that is asked to provoke thought rather than require an answer.

## **Rhythm**

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.

## **Scanning**

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.

## **Sentence**

In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear.

There are different types of sentences:

- simple sentence – has the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.')
- 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].'
- 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.'

### **Sociocultural**

The way language is affected by the society and culture within which it is situated.

### **Sociolinguistic**

The way language is affected by society and its social structures and attitudes.

### **Standard Australian English**

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. Standard Australian English

### **Stress**

The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

### **Style**

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's 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.

### **Subject matter**

Refers to the topic or theme under consideration.

### **Syntax**

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.

### **Tense**

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.

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:

- present states, as in 'He lives in Darwin'
- actions that happen regularly in the present, as in 'He watches television every night'
- 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'
- 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.

## **Text structure**

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.

## **Theme**

The main idea or message of a text

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.

## **Tone**

Tone describes the way the 'voice' is delivered. For example, the tone of voice or the tone in a passage of writing could be friendly or angry or persuasive.

## **Types of texts**

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in the Australian Curriculum: English, 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.

### **Analytical texts**

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.

### **Imaginative texts**

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.

### **Interpretive texts**

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.

### **Persuasive texts**

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.



## Verb

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').

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).

Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:

- walks (present tense)
- walked (past tense).
- Other verbs have irregular forms that signal a change in tense. For example:
  - present – 'am/is/are' and past – 'was/were'
  - present participle 'being' and past participle 'been'.
- Auxiliary verbs and modal verbs are two types of verbs:
  - auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb; for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)
  - 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', 'You are not permitted to smoke in here').

## Visual elements

Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

## Voice

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).

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.

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.

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'.

## Appendix G – Key Language Skills

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. This table is not an exhaustive list; rather, it is a guide to focus teachers on some essential skills that students should develop.

### Phonological features:

- pronunciation, stress, rhythm, intonation and pitch for emphasis
- phonemes and morphemes

### Non-verbal language features:

- using culturally appropriate gestures and behaviours.

### Orthographic competence:

- using punctuation as required
- spelling subject-specific vocabulary correctly
- using subject-specific abbreviations, signs and symbols
- understanding common logographic signs
- distinguishing and using print, cursive and diverse fonts.

### Lexical competence:

- gradually increasing a word bank of vocabulary in SAE, for example subject-specific vocabulary
- understanding and using metalanguage correctly
- using discourse markers, for example, for showing cause and effect
- understanding and using collocations, idiomatic expressions and colloquialisms
- using synonyms and antonyms as required
- using lexical chains to achieve cohesion
- choosing vocabulary appropriate to purpose and audience
- using descriptive, rhetorical and persuasive language
- understanding and using formulaic and fixed expressions and collocations
- understanding proverbs
- understanding word order within clauses and sentences.

### Grammatical competence:

- clause and sentence structure
- 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 noun-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion.

**Semantic competence:**

- listening for 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 how language is used to persuade
- experimenting with the register of texts (tone, language, audience)
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns).

**Sociocultural understanding:**

- 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.

Source: <http://www.australiancurriculum.edu.au/seniorsecondary/english/english-as-an-additional-language-or-dialect/language-table>

## Appendix H – Course Adoption

### Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>	
<b>Course Title:</b>	<b>English as an Additional Language (EAL)</b>
<b>Classification/s:</b>	<b>A            T</b>
<b>Accredited from:</b>	2014
<b>Framework:</b>	English 2020