English as an Additional Language or Dialect

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	EAL215114
COURSE SPAN	2014 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2021. Use A-Z Courses to find the current version (if available).

English as an Additional Language or Dialect (EAL/D) Level 2 is designed for learners who need to consolidate and refine their Standard Australian English (SAE) language skills for effective communication in a range of contexts

Standard Australian English (SAE) is 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. There is a focus 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, learners of EAL/D 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/D provides opportunities for learners 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.Learners may be recent arrivals to Australia, refugees, or other learners for whom English is a second or additional language or dialect. Learners may need to develop their research skills and may intend on further academic study.

Course Description

This course is designed to develop communication skills in, and use of SAE, for learners who have grasped the fundamentals and need to advance their skill level.

There is a focus on comprehension of oral, written and multimodal SAE texts to gain meaning, and the use of these texts to formulate a response.

Learners are required to use basic language features and text structures, and create original texts using SAE in a range of modes.

Rationale

English as an Additional Language or Dialect (EAL/D) Level 2 is designed for learners who need to consolidate and refine their **Standard Australian English (SAE)** language skills for effective communication in a range of contexts. Standard Australian English (SAE) is 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.

There is a focus 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, learners of EAL/D 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/D provides opportunities for learners 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.

Learners may be recent arrivals to Australia, refugees, or other learners for whom English is a second or additional language or dialect. Learners may need to develop their research skills and may intend on further academic study.

Aims

Senior secondary English courses aim to develop learners':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, English as an Additional Language or Dialect (EAL/D) aims to develop learners':

- 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.

Learning Outcomes

On successful completion of this course, learners will:

1. communicate ideas and opinions in a range of contexts using oral, written and multimodal SAE texts
2. use communication skills to analyse and compare attitudes and values in texts
3. understand language choices, text features and text structures used in SAE texts
4. comprehend literal and inferential information, ideas and language used in oral, written and multimodal SAE texts
5. recognise and understand personal, social and cultural attitudes and perspectives in a range of oral, written and multimodal SAE texts
6. plan, create and refine their own oral, written and multimodal SAE texts to suit different contexts, purposes and audiences
7. collect, select, use and cite information
8. apply planning and organisational skills.

Access

Access to this course is restricted to learners:

- for whom English is a second language or an additional language or dialect; and
- who have had no more than a total of six years of formal education in a school where English is the major language of instruction; and
- who have been resident in Australia for no more than six calendar years immediately before January 1 of the year in which this course is to be taken.

Providers may make an application to TASC requesting a partial relaxation of the restrictions noted above, on an individual learner basis. Possible grounds for an application would be to cater for a learner who: has experienced severely interrupted schooling; has experienced trauma or other forms of memory impairment due to Post Traumatic Stress Disorder (for example); or who is a humanitarian refugee and for whom this course is the most appropriate and beneficial. Click for more information and an Application Form.

This course requires learners to work in small groups.

Pathways

Successful completion of this course may lead to a variety of senior secondary courses and vocational education and training qualifications.

This course serves as a foundation course for learners continuing to English as an Additional Language or Dialect (EAL/D)Level 3.

Resource Requirements

Learners will need periodic access to digital technology such as computers.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Structure

This course is in four (4) compulsory strands.

Strand A: Communication Skills and Strategies
Strand B: Comprehension Skills and Strategies
Strand C: Language and Text Analysis Skills and Strategies
Strand D: Create a Range of Texts

Within each strand learners engage in **compulsory learning elements**.

These **compulsory learning elements** are indicated as dot points under each strand in the Course Content below.

Illustrative examples of learning tasks and/or explanatory notes are also given with each learning element. See also the Glossary Appendix.

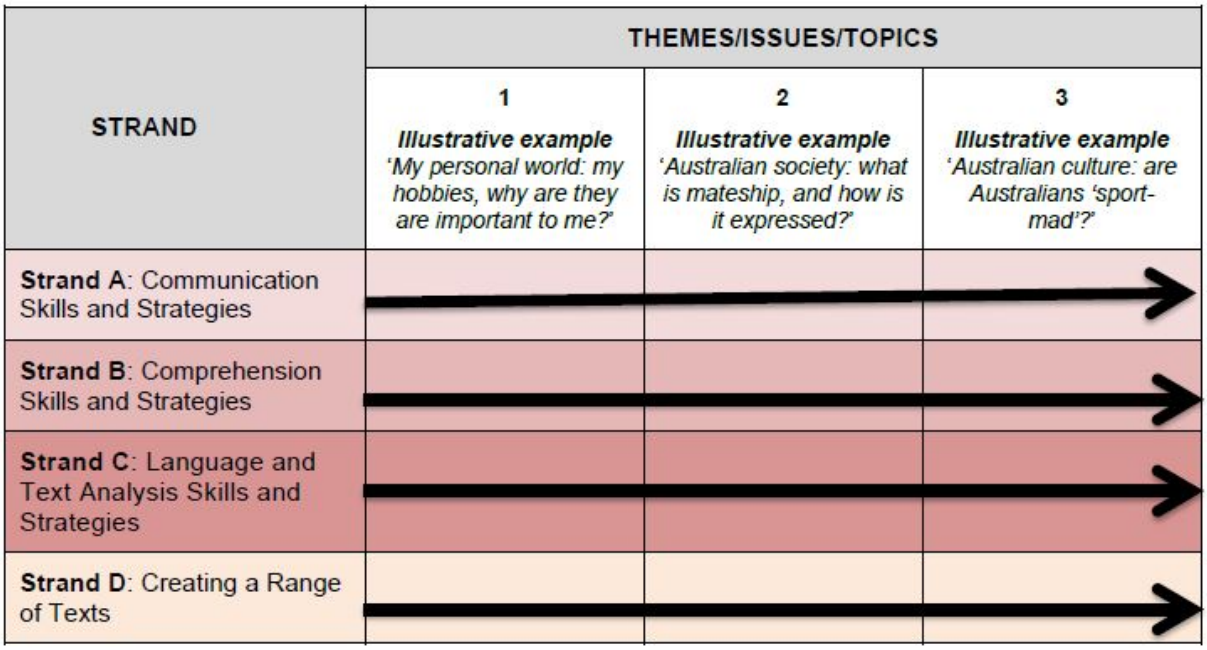
It is **not** intended that the four strands and related learning elements are delivered and assessed in isolation. Providers will design integrated programs of study that concurrently deliver and assess the four strands and their learning elements.

Course Delivery

In designing integrated programs of study providers will contextualise learning by adopting a theme or issues/topic based approach, selected on the basis of learner needs and interests. It is recommended that they are expressed as inquiry questions. At least three (3) themes/issues/topics will be used to contextualise learning in this course. ***Illustrative examples*** include, but are ***not limited*** to:

- my personal world (e.g. family, friends, interests/hobbies, school life, ambitions/plans for the future)
- Australian society and social environments (e.g. the bush and the city, rich and poor, mateship, the role of religion, holidays/celebrations/festivals)
- Australian culture and cultural environments (e.g. the arts, sport, humour, the media, multiculturalism, leisure, images of Australia, indigenous cultures).

DIAGRAMMATICAL OVERVIEW OF COURSE DELIVERY: THE FOUR STANDS AND ILLUSTRATIVE EXAMPLES OF CONTEXTUALISING THEMES/ISSUES/TOPICS



Course Content

Course content in italics has been included to give illustrative examples, explanations and other additional information to assist the provider.

STRAND A: COMMUNICATION SKILLS AND STRATEGIES

Learners will:

- **listen to and understand** SAE words, phrases and sentences presented in oral text
- **speak** SAE words, phrases and sentences with intelligible pronunciation, stress and rhythm
- start, sustain, and end **conversations and discussions** on a range of topics, in a range of situations such as:
    - one-to-one conversations about future goals
    - talking about an issue in a small group
- understand and use **non-verbal** cues such as:
    - *appropriate eye contact*
    - *gestures*
    - *facial expressions*
    - *use of physical space*
    - *posture*
    - *handshakes*
    - *salutes*
    - *high-five*
- communicate using oral and written text in settings that are **informal** such as:
    - *phone calls*
    - *SMS*
    - *simple emails*
    - *notes*
    - *voice messages*
- communicate using oral and written text in settings that are **formal**, such as:
    - *interviews*
    - *meetings*
    - *learner representative group*
    - *assemblies*
    - *cultural presentations*
- understand common behaviours used by SAE **listeners and speakers** such as:
    - *nods*
    - *appropriate eye contact*
    - *turn-taking in groups*
    - *distance maintained between people*
    - *polite listening behaviours*
    - *using name or form of address*
- interpret simple and common **similes and metaphors** used in SAE such as:
    - *as white as a sheet*
    - *as cold as ice*
    - *a sea of troubles*
    - *a heart of gold*
    - *time is money*
    - *as smooth as silk*
- understand that some SAE phrases have **connotations**. Words with possible connotations may include:
    - *childish*
    - *laid-back*
    - *uppity*
    - *pushy*

  Connotation: a secondary meaning in addition to its explicit or primary meaning; a suggestive meaning; an association apart from its literal meaning; an undertone or implication

- recognise commonly used SAE **slang and colloquialisms**, and understand that colloquialisms are often specific to a geographic location and/or age group. Illustrative examples may include but are not limited to:
    - *kid*
    - *bloke*
    - *fair dinkum*
    - *Aussie battler*
    - *snags*
    - *sangers*
    - *grey nomad*
    - *long paddock*
    - *ocker*
    - *pokies*
    - *brass razoo*
    - *selfie*
    - *sickie*
    - *digger*
    - *mozzie*
    - *spit the dummy*
    - *hard yakka*
    - *dunny*
    - *fair go*
    - *feeling crook*

    - *arvo*
    - *stubby*
    - *true blue*
- use **formal and informal language** best suited to purpose and audience

  An example of a formal purpose and audience may be a discussion with the Principal.
  An example of an informal purpose and audience may be writing to family and friends.

- use **tone** (such as friendly, angry, persuasive) to help convey the nature of the communication
- **prepare information** to be communicated (orally, written and multimodal) and then present to an audience
- listen, read and view a **variety of texts** for different purposes such as: for information, to use in research, for entertainment. Texts may include:
    - *book*
    - *magazine*
    - *newspaper*
    - *journal*
    - *documentary*
    - *television feature*
    - *current affairs show*
    - *film*
    - *video*
    - *CD ROM*
    - *podcast*
    - *website*
    - *personal presentation*
    - *guest speaker.*

STRAND B: COMPREHENSION SKILLS AND STRATEGIES

Learners will:

- identify the **context*** in which the text has been created

  ** Context is 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 (cultural context) or the specific features of its immediate environment (situational context).*

- identify **linguistic and structural features** of a range of more complex text types including literary and transactional texts
- identify text **format**, *e.g. prose, brochure, pamphlet, letter, memo, article, table of information*
- identify the **medium** used to present texts, (*i.e. the tools and materials used, such as handwriting, digital text, SMS, photographic equipment, film*)
- understand the **subject matter** conveyed in everyday, oral written and multimodal texts
- **describe** characters, settings, plots and themes in response to reading stories and/or watching films/videos
- identify **narrative points of view** (the telling of events and experiences) in stories and literary texts presented orally or in written form
- extract the **main ideas, supporting details and issues** in non-fiction oral, written and multimodal texts
- interpret common **cultural references*** in texts

  ** Cultural references may include those referring to values, attitudes and beliefs. They may refer to people, places and events that signify cultural group, e.g. "elders". They may be aesthetic or spiritual in nature. They may have an artistic connection, e.g. music, art, artefacts, sites of significance, architecture, clothing/national dress, family hierarchies. Cultural references may also refer to specific culturally based events and activities such as: NAIDOC Week; National Sorry Day; Harmony Day; other National recognition days and events.*

- interpret implied **meaning** in texts
- **skim and scan** to locate key information in written and multimodal texts
- **take notes, summarise and paraphrase** to record the key information in written text and orally presented text
- **synthesise information** on the same or similar topic from more than one text source

  Example 1: locate and synthesise information about the Australian flag from a book and from the internet
  Example 2: locate and synthesise information about how to cook a barbecue for a family gathering from a video or CD ROM, and from a guest speaker

- use a variety of **reference materials** to help interpretation and understanding, such as: *SAE dictionaries, English dictionaries, picture dictionaries, bi-lingual dictionaries, web based translation programs*
- differentiate between **fiction and non-fiction** text:
    - *determine whether the content of text is factual*
    - *determine whether the content of text is fiction, opinion, point-of-view, attitudinal, hear-say or unsubstantiated.*

STRAND C: LANGUAGE AND TEXT ANALYSIS SKILLS AND STRATEGIES

Learners will:

- recognise different **text types** (refer Appendix 1 Glossary)
    - *analytical text*
    - *imaginative text*
    - *interpretive text*
    - *persuasive text*
- recognise **text structures** used in text, such as:

    - *subheadings*
    - *contents pages*
    - *introductions*
    - *overviews*
    - *indexes*
    - *glossary*
    - *dot points*
    - *ordering/sequencing*
    - *tables/charts*
    - *sentences*
    - *paragraphs*
    - *sections*
    - *summaries*
    - *conclusions*
    - *epilogues*
    - *chapter headings*
- describe how **language features** are used in oral, written and multimodal text to support meaning, such as:
    - *sentence structure*
    - *noun groups*
    - *punctuation*
    - *phrases*
    - *vocabulary*
    - *figurative language (metaphors and similes)*
- understand that **reviews and editorials** are subjective and are a person's interpretation, *e.g. a film review*
- discuss how someone's **"point of view"** and/or **"recommendation"** can influence an audience's response to oral, written and multimodal text, *e.g. a software program review*
- explain how **visual features** are used in the presentation of text, and how they can enhance understanding of the text. Visual features may include:
    - *charts*
    - *text boxes*
    - *text columns*
    - *colour*
    - *font style*
    - *font size*
    - *camera angle*
    - *frame*
    - *placement on the page*
- use **appropriate language and expression** to comment on:
    - an object (*e.g. a new car model*), or
    - a process (*e.g. drafting of football players*), or
    - a performance (*e.g. a concert or a play*)
- use appropriate language and expression to **describe** their own personal response to a oral, written or multimodal text, and write a simple critique of a text.

STRAND D: CREATING A RANGE OF TEXTS

Learners will:

- create original oral and written text that presents **ideas** and expresses **opinions**
- use different **text types** intended to (for example)i
- create **digital, multimodal* and print-based** texts

  **Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation)*
  Illustrative examples of multimodal texts include, but are not limited to:

- *a poster, flyer or brochure incorporating English text and graphics (e.g. photos, drawings, clipart)*
- *an oral text supported by presentation software (such as PowerPoint)*
- *a presentation using oral text and gestures, supported by music or images*
- *a webpage incorporating English text and graphics*
- *a short video with music and/or oral commentary*

- create texts using different **mediums**

  Medium: the resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, or writing with pen and paper)

- select and use **vocabulary** that is related to the main idea or topic
- use **non-literal language** to enhance the intended effect of text, such as similes and metaphors
- use a range of **text structures** when creating texts (refer to list of examples in STRAND C)
- consider, then select, the best words and phrases for a description
- create text using different **tones** according to the purpose for which it is written
- create **non-fiction** text that uses research skills, note-taking, summaries and graphic organisers. Illustrative examples of graphic organisers include but are not limited to:
    - *mind map*
    - *concept map*
    - *flow-chart*
    - *fishbone*

    - *tree*
    - *spider-chart or map*
    - *idea wheel*
    - *persuasion map*
    - *ticktacktoe*
    - *chain*
    - *timeline*
- in the process of creating a range of texts, learners will:
    - develop experience in including **quotations** in the body of the text
    - learn the **basic** principles of academic integrity (referencing and citations)
    - **plan; rehearse; edit; refine**
    - review and correct spelling, grammar, and punctuation. The use of reference material is acceptable (refer list provided in STRAND B).

Work Requirements

These are *minimum* work requirements.

Listening to, reading and viewing texts:

Learners will listen to, read and view a wide range of texts including:

- formal and informal texts
- texts in different types and modes
- texts presenting a range of personal, social and cultural attitudes and perspectives from different contexts
- texts created for a range of purposes and audiences
- fictional and non-fictional texts.

The learner will listen to:

- a range of short spoken texts (e.g. a brief discussion, a short verbal report, a read poem, an excerpt from a sustained oral text)
- a minimum of two substantial spoken texts (e.g. a radio play, a speech, a lecture, a sustained conversation).

The learner will read:

- a range of short written texts (e.g. newspaper article, letter, short story, email message, website page(s), an excerpt from a sustained written text)
- a minimum of two substantial texts (e.g. novel, play, biography, a non-fiction text such as a manual or report).

The learner will view:

- a range of short multimodal texts (e.g. a song with video clip, a YouTube presentation, a brief PowerPoint presentation, a poster, an excerpt from a sustained multimodal text)
- a minimum of two substantial multimodal text (e.g. a complex website, a feature film or documentary, a television show).

Learner-created texts

The learner will create and deliver:

- a range of short formal and informal oral texts (e.g. a conversation, a brief interview, a short question/answer on a topic or issue such as a response to a text)
- a minimum of one rehearsed oral presentation*
- a minimum of one impromptu oral presentations*

  * At least one of these oral presentations will be delivered individually. The other may be presented as part of a group presentation or interaction.

The learner will create written texts using both handwritten and digital (e.g. word processor) mediums. The learner will write:

- a range of short written texts (e.g. a short letter or note, written responses to comprehension questions, a diary entry)
- a minimum of two substantial texts (approximately 400-500 words).

Each substantial written text will be for a different purpose and audience, and each will be of a different text type.

The learner will create multimodal texts:

- a range of short multimodal texts (e.g. a simple poster, a brief presentation of music and images, a simple webpage, a simple cartoon, a few slides for a PowerPoint presentation)
- a minimum of two substantial multimodal texts (e.g. a 3-fold brochure, a website consisting of several linked pages, a PowerPoint presentation, a series of cartoons, a 3 minute video, travel diary extracts comprising written text, images (such as photos or maps) and artefacts (such as an entrance ticket or post card), a storyboard series).

Each substantial multimodal text will be for a different purpose and audience.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course-delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- scope and sequence documentation (Provider Standard 1):
  - course delivery plan
  - course assessment plan (assessment matrix)

- student attendance records (Provider Standard 2)
- examples of assessments tools / instruments, and associated rubrics / marking guides (Provider Standard 3)
- examples of student work, including that related to any work requirements articulated in the course document (Provider Standard 1 & 3)
- class records of assessment (Provider Standard 4).

This process will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for English as an Additional Language or Dialect (EAL/D) Level 2 will be based on the degree to which a learner can, using SAE:

1. Listen and respond to oral English texts
2. Communicate in spoken English
3. Read and respond to written English texts
4. Create written English texts for different purposes and audiences
5. View and Respond to multimodal English texts
6. Create multimodal English texts for different purposes and audiences
7. Collect, select, use and cite information
8. Apply planning and organisational skills

Standards

Criterion 1: Listen and respond to oral English texts

The learner:

Rating A	Rating B	Rating C
explains literal and inferential meaning, and main ideas using supporting details from the text source	describes literal meaning and main ideas with some reference to the text source	states literal meaning and main ideas in oral texts
explains how purpose and context shape oral texts	describes the purpose and context of oral texts	identifies the purpose and context of oral texts
explains how effectively text structures and language features persuade and influence the audience of oral texts	describes how text structure and language features are used in oral texts to influence the audience	describes how some aspects of text structures and language features are used in oral texts
explains the use of SAE metaphors, connotations, slang and colloquialisms and discusses their literal and inferential meaning	recognises a range of SAE metaphors, connotations, slang and colloquialisms and discusses their literal meaning	recognises simple SAE metaphors, connotations, slang and colloquialisms and indicates these to others
compares differences between informal and formal oral texts, supporting their comparison by using examples of both	explains the difference between formal and informal oral texts using examples of both	recognises formal and informal oral texts and indicates examples of both to others
explains social and cultural references in oral texts.	describes some social and cultural references in oral texts.	identifies obvious social or cultural references in oral texts.

* community refers to immediate family, school community, the local community or wider community as appropriate to the learner.

Criterion 2: Communicate in spoken English

The learner:

Rating A	Rating B	Rating C
creates and communicates information using clear and concise language in oral interactions	creates and communicates information competently in oral interactions	creates information for oral presentation
orally communicates ideas and opinions using selected evidence and examples	orally communicates ideas and opinions supported by examples	orally communicates ideas and opinions
structures oral texts appropriately and effectively for different contexts, purposes and audiences	uses text structures to create oral texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures to create oral texts for familiar contexts, purposes and audiences
appropriately uses a wide range of SAE metaphors, connotations, slang and colloquialisms in the creation of oral texts	uses a range of SAE metaphors, connotations, slang and colloquialisms in the creation of oral texts	uses simple SAE metaphors, connotations, slang and colloquialisms in the creation of oral texts
creates formal and informal oral texts using a variety of tones to suit different audiences and purposes.	creates formal and informal oral texts using appropriate tone for intended audience and purpose.	creates formal and informal oral texts using tone for some intended effect.

Criterion 3: Read and respond to written English texts

The learner:

Rating A	Rating B	Rating C
explains literal and inferential meaning and main ideas using supporting details from the text source	describes literal meaning and main ideas with some reference to the text source	states literal meaning and main ideas in written texts
explains how purpose and context shape written texts	describes the purpose and context of written texts	identifies the purpose and context of written texts
explains how effectively text structures and language features persuade and influence the audience of written texts	explains how text structure and language features are used in written texts to influence the audience	describes how some aspects of text structures and language features are used in written texts
explains the use of SAE metaphors, connotations, slang and colloquialisms and discusses their literal and inferential	recognises a range of SAE metaphors, connotations, slang and colloquialisms and	recognises simple SAE metaphors, connotations, slang and colloquialisms and

meaning	discusses their literal meaning	indicates these to others
compares differences between informal and formal, and narrative and descriptive written texts, supporting their comparison by using examples	explains the difference between formal and informal, and narrative and descriptive written texts using examples	recognises formal and informal, and narrative and descriptive written texts and indicates examples to others
identifies obvious social or cultural references in written texts.	describes some social and cultural references in written texts.	describes some social and cultural references in written texts.

Criterion 4: Create written English texts for different purposes and audiences

The learner:

Rating A	Rating B	Rating C
creates written texts to communicate information, ideas and opinions using clear and concise language	creates written texts to communicate information, ideas and opinions competently	creates written texts to communicate information, ideas and opinions
effectively uses a range of self-editing skills in the creation, refinement and finalisation of written texts	uses a range of self-editing skills in the creation and finalisation of written texts	uses a limited range of self-editing skills in the creation of written texts
structures written texts appropriately and effectively for different contexts, purposes and audiences	uses text structures to create written texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures to create written texts for familiar contexts, purposes and audiences
appropriately uses a wide range of SAE metaphors, connotations, slang and colloquialisms in the creation of written texts	uses a range of SAE metaphors, connotations, slang and colloquialisms in the creation of written texts	uses simple SAE metaphors, connotations, slang and colloquialisms in the creation of written texts
creates formal and informal written texts using a wide vocabulary and selected language choices to suit different audiences and purposes	creates formal and informal written texts demonstrating appropriate vocabulary and language choice to suit intended audience and purpose	creates formal and informal written texts demonstrating limited vocabulary and language choice
accurately uses SAE spelling, grammar and punctuation in the creation of written texts.	uses SAE spelling, grammar and punctuation in the creation of written texts.	uses SAE spelling, and simple punctuation and grammar in the creation of written texts.

Criterion 5: View and Respond to multimodal English texts

The learner:

Rating A	Rating B	Rating C
explains literal and inferential meaning and main ideas using supporting details from the text source	describes literal meaning and main ideas with some reference to the text source	states literal meaning and main ideas in multimodal texts
explains how purpose and context shape multimodal texts	describes the purpose and context of multimodal texts	identifies the purpose and context of multimodal texts
explains how effectively text structures, language and visual features persuade and influence the audience of multimodal texts	explains how text structures, language and visual features are used in multimodal texts to influence the audience	describes how some aspects of text structures, language and visual features are used in multimodal texts
explains the use of SAE metaphors, connotations, slang and colloquialisms and discusses their literal and inferential meaning	recognises a range of SAE metaphors, connotations, slang and colloquialisms and discusses their literal meaning	recognises simple SAE metaphors, connotations, slang and colloquialisms, and indicates these to others
compares differences between informal and formal, and narrative and descriptive multimodal texts, supporting their comparison by using examples	explains the difference between formal and informal, and narrative and descriptive multimodal texts using examples	recognises formal and informal, and narrative and descriptive multimodal texts and indicates examples to others
explains social and cultural references in multimodal texts.	describes some social and cultural references in multimodal texts.	identifies obvious social or cultural references in multimodal texts.

Criterion 6: Create multimodal English texts for different purposes and audiences

The learner:

Rating A	Rating B	Rating C
creates multimodal texts to communicate	creates multimodal texts to communicate	creates multimodal texts to communicate

information, ideas and opinions using clear and concise language	information, ideas and opinions competently	information, ideas and opinions
effectively uses a range of self-editing skills in the creation, refinement and finalisation of multimodal texts	uses a range of self-editing skills in the creation and finalisation of multimodal texts	uses a limited range of self-editing skills in the creation of multimodal texts
selects text type and structures multimodal texts appropriately and effectively for different contexts, purposes and audiences	uses text structures and text types to create multimodal texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures and text types to create multimodal texts for familiar contexts, purposes and audiences
appropriately uses a wide range of SAE metaphors, connotations, slang and colloquialisms in the creation of multimodal texts	uses a range of SAE metaphors, connotations, slang and colloquialisms in the creation of multimodal texts	uses simple SAE metaphors, connotations, slang and colloquialisms in the creation of multimodal texts
uses accurate SAE spelling, grammar and punctuation in the creation of multimodal texts.	uses SAE spelling, grammar and punctuation in the creation of multimodal texts.	uses SAE spelling, and simple grammar and punctuation in the creation of multimodal texts.

Illustrative examples of multimodal texts include, but are not limited to:

- a poster, flyer or brochure incorporating English text and graphics (e.g. photos, drawings, clipart)
- an oral text supported by presentation software (such as PowerPoint)
- a presentation using oral text and gestures, supported by music or images
- a webpage incorporating English text and graphics
- a short video with music and/or oral commentary.

Criterion 7: Collect, select, use and cite information

The learner:

Rating A	Rating B	Rating C
locates and uses a wide range* of information sources	locates and uses a range* of information sources	uses a limited range* of provided information sources
effectively uses strategies (such as skim reading and scanning) to locate information in texts	uses strategies (such as skim reading and scanning) to locate information in texts	uses strategies (such as skim reading and scanning) as directed to locate information in texts
effectively uses a range of tools and strategies** to collect and organise information	uses tools and strategies** to collect and organise information	uses tools and strategies** as directed to collect and organise information
evaluates the accuracy and scope of information collected	makes some valid observations regarding the accuracy and scope of information collected	makes some valid observations regarding the accuracy of information collected
selects fundamental information from different sources and uses it in the creation of own text	selects relevant and useful information from different sources and manages its use in the creation of own text	selects and integrates relevant and useful information from different sources, and manipulates it to best effect in the creation of own text
uses appropriate referencing/citation methods.	uses some appropriate referencing/citation methods.	uses referencing/citation methods as directed.

* ‘range’ has dimensions of number (how many sources) and scope of modes (books, magazines, internet, film/video etc.)

** ‘tools and strategies’ include, but are not limited to: graphic organisers; note taking.

Criterion 8: Apply planning and organisational skills

The learner:

Rating A	Rating B	Rating C
maintains task focus	maintains task focus for agreed periods of time	maintains task focus for limited periods of time
sets short-, medium- and long-term goals which are measurable, achievable and realistic, and plans effective actions	sets short- and medium-term goals which are measurable, achievable and realistic, and plans accordingly	sets short-term goals which are generally measurable, achievable and realistic, and follows given plans/directions
reflects – orally and/or in writing – on progress towards meeting goals, evaluates progress and plans future actions	reflects – orally and/or in writing – on progress towards meeting goals and articulates ways in which goals can be met in the future	reflects – orally and/or in writing – on progress towards meeting goals in a constructive manner

considers, selects and uses strategies to manage and complete activities within established timelines.	selects and uses strategies to perform tasks within established timelines.	uses strategies as directed to perform tasks within established timelines.

Qualifications Available

English as an Additional Language or Dialect (EAL/D) Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the eight ratings.

The minimum requirements for an award in English as an Additional Language or Dialect (EAL/D) Level 2, are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
7 'A' ratings, 1 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' rating

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

The content statements in this section, taken from ACARA-developed English as an Additional Language or Dialect (EAL/D) Unit 1 and Unit 2 documents endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

Unit 1 Content Descriptions

Communication skills and strategies including:

- 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 (ACEEA001)
- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays (ACEEA002)
- understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance (ACEEA003)
- understanding and using some common cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts (ACEEA004)
- using active listening strategies and working collaboratively with others (ACEEA005)

Comprehension skills and strategies including:

- predicting the form and content of texts from structural and visual elements and contextual information (ACEEA006)
- describing linguistic and structural features of a range of more complex text types including literary and transactional texts (ACEEA007)
- distinguishing between fact and opinion, main ideas and supporting details presented in texts (ACEEA008)
- defining common cultural references and implied meanings in texts (ACEEA009)
- 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 (ACEEA010)
- using a range of reference texts such as bilingual dictionaries to assist language learning and comprehension (ACEEA011)
- using strategies to reflect on and consolidate own learning (ACEEA012)

Language and text analysis skills and strategies including:

- describing how different purposes and contexts influence language choices and meaning (ACEEA013)
- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance (ACEEA014)
- describing the effect of register, style and tone on meaning (ACEEA015)
- explaining the effects of descriptive language and imagery in texts (ACEEA016)
- analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity (ACEEA017)
- describing the forms and conventions of texts created in different modes and mediums including visual texts (ACEEA018)
- describing similarities in and differences between texts (ACEEA019)
- using metalanguage to discuss texts and their composition (ACEEA020)

Create a range of texts:

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences (ACEEA021)
- using digital, multimodal and print-based technologies (ACEEA022)
- 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 (ACEEA023)
- using description, characterisation, and direct and indirect speech (ACEEA024)
- using cohesive devices at sentence, paragraph and whole text level (ACEEA025)
- 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 (ACEEA026)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries (ACEEA027)

Unit 2 Content Descriptions

Communication skills and strategies including:

- initiating, sustaining and concluding interactions in a range of familiar and unfamiliar contexts (ACEEA028)
- using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level (ACEEA029)
- understanding and using non-verbal cues in a range of formal and informal contexts (ACEEA030)
- understanding common cultural references, conceptual metaphors and connotations (ACEEA031)
- experimenting with register and tone to create rapport (ACEEA032)
- organising and presenting spoken information appropriate to audience and purpose (ACEEA033)
- listening, reading and viewing for specific purposes and content (ACEEA034)

Comprehension skills and strategies including:

- describing and classifying the form, medium and subject matter of texts (ACEEA035)
- describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in literary texts (ACEEA036)
- explaining ideas, issues and arguments presented in non-fiction texts (ACEEA037)
- interpreting cultural references and implied meanings in texts (ACEEA038)
- locating, selecting and evaluating information sources and synthesising information from these sources (ACEEA039)
- using a range of reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas (ACEEA040)

Language and text analysis skills and strategies including:

- describing how the selection of text structures and language features can influence an audience (ACEEA041)
- explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising (ACEEA042)
- explaining the effects of shifts in register, style and tone (ACEEA043)
- analysing how point of view shapes audience response (ACEEA044)
- analysing connections between texts (ACEEA045)
- explaining the visual features of texts and interpreting graphic representations of data (ACEEA046)
- using language to express judgement of an object, a process, or a performance (ACEEA047)
- using metalanguage to express personal and critical responses to texts (ACEEA048)

Create a range of texts:

- 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 (ACEEA049)
- using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language (ACEEA050)
- using a range of cohesive and structural devices (ACEEA051)
- using persuasive, descriptive and emotive language as appropriate (ACEEA052)
- using experimentation with different registers and tones (ACEEA053)
- 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 (ACEEA054)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries (ACEEA055)

Accreditation

The accreditation period for this course has been renewed from 1 January 2019 until 31 December 2021.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 10 December 2013. This course replaces English as a Second Language (ESL215109) that expired on 31 December 2013.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Access Requirement change from five (5) to six (6) years made on 1 May 2021 as per Executive Officer decision of 19 April 2020.

Version 2 - Accreditation renewed on 14 July 2021 for the period 1 January 2022 until 31 December 2025. Change to Quality Assurance methodology.

Appendix 1

GLOSSARY

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 learners 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/D is the educational acronym referring to those learners 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/D foregrounds the English language learning needs of Aboriginal and Torres Strait Islander learners 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 learners 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 (ESL/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).

Metalanguage
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 learners 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 were 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'.

Supporting documents including external assessment material

- EAL215114AccreditationInformation.pdf (2017-07-21 01:05pm AEST)

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