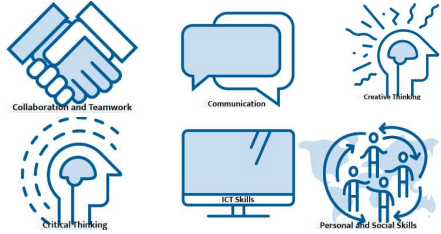


English as an Additional Language or Dialect

General Senior Subject

General

School Code	EAL		
Year Level	11 & 12	QCE Credits	4
Subject Type	General Subject	VET Contribution	N/A
Recommended Academic Performance	English—C+ Standard & EAL Background		
21 st Century Skills			

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

A minimum C standard in a General English subject is a pre-requisite for many university courses. Please check that your preferred University accepts EAL as a General English equivalent.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context.

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1)	25%	FIA3	25%
<ul style="list-style-type: none"> Examination—extended comparative analytical response (short story and editorial article, 700-900) 		<ul style="list-style-type: none"> Extended response—imaginative spoken (monologue, 4-7 minutes) 	
FIA2	25%	FIA4	25%
<ul style="list-style-type: none"> Extended written response persuasive (script from media text, 700-1100 words) 		<ul style="list-style-type: none"> Examination: extended analytical response (Shakespeare text 700 –900 words) 	

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination – analytical written response (800-1000 words—2 hours) 		<ul style="list-style-type: none"> Extended response – imaginative spoken/multimodal response (5-8 minutes) 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Extended response – persuasive written response (800-1200 words) 		<ul style="list-style-type: none"> Examination – analytical extended response (800-1000words—2 hours) 	

Costs

It is expected that students studying this subject participate in BYOD. Please see page 155 for further information and device specifications.