

WESTERN AUSTRALIAN UNIVERSITIES FOUNDATION PROGRAM (WAUFP)

ENGLISH LANGUAGE AND AUSTRALIAN CULTURAL STUDIES (ELACS) SYLLABUS 2017

This subject is the only compulsory subject in the WAUFP. Successful completion of this subject satisfies the English competency requirement of all public universities in Western Australia. It is a double subject. This means students receive twice as much instruction in ELACS as compared to other subjects in the program.

Copyright

TISC is the owner of the copyright in this publication. Apart from any fair dealing for the purpose of private study, criticism or review, as permitted under the Copyright act, no part may be reproduced or extracted by any process without TISC's written permission. Enquiries should be addressed to the Executive Officer, TISC.

TISC has no objection to schools and tertiary institutions reproducing small portions of this publication provided it is ONLY for use within their own institution and the Copyright statement is included. Sections should not be copied out of context where information could be incomplete and/or misleading. Schools and tertiary institutions must ensure that this information is not transmitted to any other person or body without prior permission from TISC.

Table of Contents

Rationale	3
Subject Design	4
Outcomes	5
Components of Outcomes	6
Subject Content – Australian Culture	9
Assessment Structure	10
Suggested Resources	12

Rationale

English Language and Australian Cultural Studies (ELACS) is designed to meet the needs of overseas high school graduates whose present level of English language attainment may be below the minimum level of competence required for entry into undergraduate programs at Western Australian universities.

Compared with local students, those entering this course may have:

- different frames of cultural reference;
- different learning styles;
- greater difficulty with the structural, phonological, graphological and social features of English which may cause them to comprehend and compose texts more slowly.

Students who successfully complete this course are deemed to have met the literacy requirement necessary for direct entry into Western Australian Universities.

The course has two main aims. The first is to develop students' functional literacy within an academic context. Particular attention will be given to the skills of reading, writing, listening, speaking and viewing, which are deemed necessary for success at university. The second is to increase the students' knowledge and understanding of Australian society and culture. By achieving this enculturation, students should be better prepared to cope with the rigors of university life in Australia.

Students will be introduced to Australian society and culture through a wide variety of texts. For the purpose of this syllabus the word texts is used in the broadest sense to include books, films, and television programs as well as the wide range of oral and written material that students will encounter in their lives after school.

The course is designed to provide optimum learning outcomes for students who have gained an overall Band Score of 5.5 in the IELTS test (or equivalent).

Subject Design

For this subject a set of outcomes is prescribed. These outcomes describe the level of skills and abilities relevant to future success at a tertiary level. Each outcome is made up of a number of components and students' success in each outcome is measured on a continuum.

This subject focuses on Australian culture as the vehicle for teaching these skills. The content covered in the teaching-learning program includes:

- transactional texts such as reference materials, reports, statistics, graphs, diagrams, documents and essays;
- literary texts such as prose narratives, novels and short stories, biography and autobiography;
- media texts such as news articles, newscasts, documentaries, feature articles and feature films;
- internet material.

Teachers are encouraged to use a wide variety of texts. The texts should mainly focus on Australia but teachers are not precluded from introducing texts that focus on other countries and cultures.

While the development of the process skills of reading, writing, listening, speaking and viewing are major aims of this subject, students must also be able to demonstrate some knowledge and understanding of texts and Australian culture.

Teachers may choose to focus on any of the aspects of Australia and/or Australian society listed on page 9 to facilitate students' achievement of the prescribed set of outcomes.

A flexible teaching-learning program is recommended. Each program must be tailored to the needs of the students so that it enhances students' opportunities to achieve the prescribed outcomes.

The time allocated to the teaching of ELACS is double that spent on other subjects in the WAUFP. A minimum of 8 hours per week for 34 weeks is required for the teaching of this subject. Essentially this means that ELACS counts as 2 subjects.

All students must sit an external examination. A final mark for this subject is calculated using an external examination mark and an internal assessment mark. A minimum combined scaled score of 50 in ELACS is required to meet the English competency requirement of Western Australian universities.

Outcomes

- Outcome 1:** Accessing, organising and evaluating ideas and information from a range of sources.
- Outcome 2:** Selecting, reading and comprehending a wide range of transactional and literary texts.
- Outcome 3:** Viewing and interpreting a range of media texts, discussing how meanings and effects are presented.
- Outcome 4:** Writing to communicate ideas, information, opinions and responses to texts and shaping language for meaning and effect.
- Outcome 5:** Thinking critically and analytically about the ways ideas are presented in texts.
- Outcome 6:** Speaking according to purpose, audience and context.
- Outcome 7** Using Standard Australian English.
- Outcome 8** Listening purposefully and with understanding to speakers and audio texts.
- Outcome 9** Developing understandings about the complexity of Australian society and culture.
- Outcome 10** Developing understandings about the relationship between geographical features and the development of Australian society.
- Outcome 11** Developing understandings about how Australian society has been shaped by past events.
- Outcome 12** Developing understandings about Australia's position in a global context.

Components of Outcomes

Outcome 1: Accessing, organising and evaluating ideas and information from a range of sources.

This outcome relates to the level of the student's demonstrated ability in:

- collecting, selecting and organising ideas and information from a range of texts;
- using appropriate note-taking techniques to collect information from a range of texts;
- using summarising techniques to collect information from a range of texts;
- using a library to access information;
- using the internet to access information;
- creating a draft as the first step to producing oral and written texts;
- evaluating the relative importance of ideas and information from a range of texts.

Outcome 2: Selecting, reading and comprehending a wide range of transactional and literary texts.

This outcome relates to the level of the student's demonstrated ability in:

- applying different reading strategies according to purpose, text type and context, including reviewing, surveying, skimming and scanning;
- identifying ideas, arguments, propositions and opinions;
- understanding the conventions of literary texts such as novels, short stories, songs and transactional texts such as text books and written reports;
- recognising and discussing the effects of significant language features and conventions and how they contribute to meanings;
- making inferences from transactional and literary texts;
- reflecting on ideas and experiences gained from wide reading;
- identifying how specific texts and text types are written for specific audiences.

Outcome 3: Viewing and interpreting a range of media texts, discussing how meanings and effects are presented.

This outcome relates to the level of the student's demonstrated ability in:

- identifying the main ideas, attitudes and values and recognising the ways in which these are conveyed in film and feature articles;
- appreciating the role of media texts as a source of information and entertainment;
- drawing conclusions about the power of the media to reflect and reinforce particular ideas, beliefs, attitudes and values;
- understanding how their own perspectives and attitudes compare with other readers and producers of media texts.

Outcome 4: Writing to communicate ideas, information, opinions and responses to texts and shaping language for meaning and learning.

This outcome relates to the level of the student's demonstrated ability in:

- demonstrating research and written reporting skills on an investigation into an issue;
- producing writing characterised by drafting, editing and using the correct spelling, syntax and punctuation;
- selecting language and detail appropriate to audience for the purposes of recording, describing, sharing ideas and persuading;
- writing essays, auto/biographies and short reports using appropriate conventions, formats and structures and considering purpose, audience, structure and style.

Outcome 5: Thinking critically and analytically about the ways ideas are presented in texts.

This outcome relates to the level of the student's demonstrated ability in:

- separating fact from opinion;
- recognising bias in the language and evaluating its influence;
- judging the credibility and relevance of information;
- evaluating the steps in reaching a conclusion;
- formulating conclusions and deciding how best to communicate them to others;
- predicting consequences and identifying issues and questions arising from the conclusions;
- applying their learning to other relevant situations and contexts.

Outcome 6: Speaking and choosing language according to purpose, audience and context.

This outcome relates to the level of the student's demonstrated ability in:

- varying language according to audience and context;
- engaging an audience through the use of verbal and non-verbal aspects of communication, including eye contact, posture, pace, register, clarity;
- effectively communicating in a range of formal and informal contexts and situations including class discussions, impromptu spoken responses, explanations, reports, prepared presentations and structured group work;
- using appropriate visual aids to inform and maintain audience interest;
- using appropriate speech conventions;
- demonstrating confidence in speaking tasks through participation in a variety of oral activities.

Outcome 7: Using Standard Australian English.

This outcome relates to the level of the student's demonstrated ability in:

- recognising culturally specific aspects of learning in an Australian academic environment. This involves: using questioning techniques, expressing personal view points, taking part successfully in collaborative activities and presenting an argument;
- communicating with Australians about everyday events.

Outcome 8: Listening purposefully and with understanding to speakers and audio texts.

This outcome relates to the level of the student's demonstrated ability in:

- listening to a range of texts in familiar and more formal contexts;
- distinguishing between main and supporting ideas;
- distinguishing between similar ideas presented in different contexts by being sensitive to the speaker's tone, attitude and purpose;
- asking relevant questions and making thoughtful comments on what is said;
- evaluating the relative importance of ideas and information heard.

Outcome 9: Developing understandings about the complexity of Australian society and culture.

This outcome relates to the level of the student's demonstrated ability in:

- developing an awareness of the different groups making up Australian society;
- understanding some of the issues arising from such a diverse society;
- understanding the influence of contemporary Australian society on elements of Australian culture;
- recognising differing Australian lifestyles.

Outcome 10: Developing understandings about the relationship between the geographical features and their impact on the development of Australian society.

This outcome relates to the level of the student's demonstrated ability in:

- understanding the relationship between Australia's population distribution and the environment;
- understanding the impact of geographical features on living conditions in rural and urban Australia;
- developing an awareness of how the landscape has shaped the Australian identity;
- assessing the demands made on the environment by the population in Australia and consider implications for the future.

Outcome 11 Developing understandings about how Australian society has been shaped by past events.

This outcome relates to the level of the student's demonstrated ability in:

- understanding the impact of Europeans on traditional Aboriginal society;
- understanding different aspects and major turning points in the development of Australia;
- understanding the development and structure of Australia's political and legal systems.

Outcome 12 Developing understanding about Australia's position in a global context

This outcome relates to the level of the student's demonstrated ability in:

- understanding aspects of Australia's role internationally;
- understanding the importance of international trade to the Australian economy;
- developing an awareness of how Australia is perceived overseas.

Subject Content – Australian Culture

Teachers must select from the following aspects of Australia and/or Australian society to facilitate student's achievement of the prescribed set of outcomes.

Geography and Environment

- Australia's geographical position and role in a regional context
- Australia's environment and its impact on population distribution
- Australia's landscape and how it has shaped the Australian identity

History

- Aboriginal, Asian and European accounts of Australian history
- Major turning points in the development of Australia
- Aspects of Australia's social history

Aboriginal Studies

- Traditional Aboriginal society
- Changes in status of Aboriginal people since the arrival of Europeans
- Current issues facing Aboriginal people

An Overview of Contemporary Australian Society

- Australia's demographic features and their influence on culture
- Development and structure of Australia's political and legal systems
- Australian lifestyle – types of work, types of leisure, film, & music
- Living conditions in rural and urban Australia
- The complexities of contemporary Australian society

Issues Facing Australian Society

- Environmental issues
- Economic issues
- Ageing population
- Refugees
- Immigration / border security
- Globalisation / regional links
- Marketing of Australia internationally

Assessment Structure

The assessment program consists of 2 main elements:

- an external examination mark, and
- an internal assessment mark determined by the college.

Each contribute 50% to the final subject mark, which is scaled using an ability test to produce the final combined scaled score for the subject.

External Examination

The examination occurs at the end of the course and is comprised of 3 hours working time and 15 minutes reading time.

The paper is divided into three sections:

- **Section 1: Audio Lecture**
Students make notes while listening to a lecture, then, using the notes, they write a summary.
- **Section 2:**
Part A - Reading Comprehension
Students read a passage and answer three questions.
Part B - Synthesis Essay
Students read the resources in this section and draw on this information and that from the previous sections to answer a question. Their answer is in the form of an essay.
- **Section 3: Essay**
There are six essay questions and students choose one question to answer.

The paper has a central topic for Sections 1 and 2 on an issue related to Australian culture. A sample examination paper appears in Appendix A.

This examination primarily assesses students' language skills. However students should also be able to demonstrate some knowledge and understanding of texts and Australian culture.

Internal Assessment

An internal assessment mark will be calculated using:

- Common tasks – the weighting given to these tasks should be 75% of the student's final internal assessment mark;
- School based assessment – the weighting given to these tasks should be 25% of the student's final internal assessment mark.

Common Tasks (75%)

All students must complete and will be assessed on the following common tasks:

Common Tasks	Percentage
1. Note-taking and summary writing from oral source	5
2. Oral presentation	5
3. Group oral presentation	5
4. Comprehension - written source (short answers)	5
5. Argumentative essay on an issue	5
6. Discursive essay	7.5
7. Research report	7.5
8. Synthesis essay	10
9. Semester examinations	25
Total for Common Tasks	75

School Based Assessment (25%)

Teachers may use a variety of other assessment formats to assess students. Teachers may choose from the following:

- Biography
- Autobiography
- Research project / essay
- Debate
- Essay
- Journal writing
- Short answer response
- Note-taking and summary writing from a written source
- Comprehension from graphs / tables

Suggested Resources

Essential

All students will be expected to have access to, and utilise on a daily basis, the following:

NCELTR. 1997, *Australian Learners Dictionary*, Macquarie University Press, NSW.

The Macquarie Dictionary, 2001, Macquarie University Press, NSW. Or later edition.

The Macquarie Thesaurus, 2001, Macquarie Library Pty Ltd, NSW. Or later Edition.

General Resources

Atkinson, A. et al. (2001). *Society & Environment*. South Melbourne: Longman. Or later edition

Bliss, S. (Ed.). (2015). *Geoworld 9*. South Yarra, Victoria: Macmillan Education Australia.

Bliss, S. (Ed.). (2015). *Geoworld 10*. South Yarra, Victoria: Macmillan Education Australia.

Eastwood, J. (1994). *Oxford Practice Grammar*. Oxford, UK: Oxford University Press. Or later edition.

Fazio, M. et al (2004). *Society and Environment for Western Australia*. Milton, Queensland: Jacaranda. Or later edition

Healey, J. (Ed.). *Issues in Society* (Various titles and publication dates). Balmain, NSW: The Spinney Press.

Heinemann Atlas. (2006). Port Melbourne, Victoria: Harcourt Education. Or later edition

Hughes, M. et al. (2005). *Cruising with Grammar*. Sydney: Knowledge Books and Software. Or later edition

Kennedy, M. (2010). *Government in Australia*. Chatswood, NSW: New Holland.

Kleeman, G. et al. (2009). *Australian Explorations Stage 5 Geography*. Melbourne: Pearson Australia. Or later edition

Murphy, R. (1998). *Essential Grammar in Use*. Cambridge: Cambridge University Press. Or later edition

The Pocket Macquarie Writers Guide

Price, J. et al. (2014). *Geography Alive 9*. Milton, Queensland: Jacaranda.

Price, J. et al. (2014). *Geography Alive 10*. Milton, Queensland: Jacaranda

Novels

Caswell, B. *Only The Heart*

Facey, A. *A Fortunate Life*.

Koolateri, J. & Jenkin, G. *Muralti*.

Lomer, K. *The Spare Room*.

Marchetta, M. *Looking for Alibrandi*.

Morgan, S. *My Place*.

Documentaries

Australia: Land Beyond Time
Australia's National Identity
China - Dirty Secrets
Citizen Cane Toad
Dick Smith's Population Puzzle
E-Wasteland
Family Footsteps (4 episodes)
Feral Peril
First Contact
Future Proof
Globesity
Governing Australia - Our 3 Levels of Government
Immigration Nation
Impacts of Globalisation
Okinawa Elderly
Once upon a time in Cabramatta
Once upon a time in Punchbowl
One Million Cats
Paper Tiger
Salinity – Australia's Rural Menace
Salinity – Australia's Silent Menace
Salinity – Australia's Urban Menace
The Apology (Behind The News episode)
The Development of Multiculturalism in Australia
The Game Changer (Australian Story episode)
The Stolen Generation (Behind The News episode)
The Thin Green Line (Australian Story episode)
War on Waste (3 episodes)
Waves That Shaped Australia
Where Have All the Elephants Gone?
Wild Australasia.
10 - 1: Countdown Our Greatest News
 Any documentaries relating to *Mabo* and *Stolen Generation*

Websites

Dust Echoes
Harvest of Endurance
Closing the Gap
80 Days That Changed Our Lives

Films

Alinta the Flame
Australia
Bend It Like Beckham
Bran Nue Dae
Crocodile Dundee 1 and 2
Gallipoli

Jandamarra
Looking for Alibrandi
Mabo
Muriel's Wedding
My Big Fat Greek Wedding
Rabbit Proof Fence
Red Dog
Strictly Ballroom
The Castle
The Sapphires
The Water Diviner
Yolgnu Boy

News and Current Affairs programs

A Current Affair
Australian Story
Behind The News - selected segments from weekly programs
Dateline
Foreign Correspondent
Four Corners
Insight
Sunday Night
60 Minutes
7.30 Report

Newspapers and Magazines

Australian Geographic
Current Environmental issues
Current Social Issues
Issues Magazine
Landscape
The Australian
The Big Issue
The West Australian
Time