WESTERN AUSTRALIAN UNIVERSITIES' FOUNDATION PROGRAM (WAUFP)

ENGLISH LANGUAGE AND AUSTRALIAN CULTURAL STUDIES (ELACS) SYLLABUS

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

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Rationale

English Language and Australian Cultural Studies (ELACS) is designed to meet the needs of international high school students 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 subject may have:

- different frames of cultural reference;
- different learning styles; and/or
- 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 subject are deemed to have met the literacy requirement necessary for direct entry into Western Australian Universities.

The subject has two main aims. The first is to develop students' functional literacy within an academic context, fostering the development of independent study skills and critical thinking for continued learning. Particular attention will be given to the skills of reading, writing, listening and speaking which are deemed necessary for success at university. The second is to increase the students' knowledge and understanding of Australian society and culture. Through this enculturation, students should be better prepared to cope with the rigours 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 films and television programs, as well as a wide range of oral and written material.

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

Subject Design

For this subject a set of outcomes is prescribed that detail the skills and abilities relevant to future success at a tertiary level. Each outcome is made up of assessable content components and students' success in each component will be measured on a continuum.

The subject focuses on Australian culture as the vehicle for teaching these skills and abilities. 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 novels, short stories, biographies and autobiographies;
- media texts such as news articles, podcasts, documentaries, feature articles and feature films.

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, speaking and listening are major aims of this subject, students must also be able to demonstrate some knowledge and understanding of texts and Australian culture. Teachers must use the Essential Content of Australian Cultural Studies listed on page 7 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. The subject runs for a minimum of 220 hours over the year. Essentially, this means that ELACS counts as 2 subjects.

The student's final mark (combined scaled score) is calculated from their college assessment mark and external examination mark.

A combined scaled score of at least 50.0 in ELACS is required to meet the minimum English competency requirement of Western Australian universities.

Subject Outcomes and Assessable Content Components

By completing this subject, students should be able to:

Outcome 1: Access, organise and evaluate ideas and information from a range of sources.

1.1: use appropriate note-taking, note-making and summarising techniques to collect and organise ideas and information from a range of sources;

1.2: follow citation requirements and guidelines for ethical practices when accessing and using information from a range of sources, acting within relevant academic integrity guidelines, both for in-text and end-of-text referencing.

Outcome 2: Read and comprehend a wide range of transactional, media and literary texts.

2.1: apply different reading strategies according to purpose, text type and context, including reviewing, surveying, skimming and scanning;

2.2: identify ideas, arguments, propositions and opinions in texts;

2.3: make inferences based on prior knowledge and implicit ideas and information in texts.

Outcome 3: Write to communicate ideas, information, opinions and responses to texts, and shape language for meaning.

3.1: produce writing characterised by planning, drafting and editing;

3.2: use the correct spelling, syntax and punctuation of Standard Australian English;

3.3: write for the purposes of quoting, paraphrasing, reviewing, synthesising, responding, recording, describing and discussing;

3.4: select language and detail appropriate to purpose and audience, including making stylistic and grammatical choices to improve writing;

3.5: use appropriate writing conventions, formats and structures, considering purpose and audience.

Outcome 4: Think critically and analytically about the ways ideas and information are presented.

4.1: analyse different perspectives on social and historical issues presented in a range of texts, and recognise bias by considering source, purpose, tone, use of evidence, and what information is included and left out;

4.2: evaluate the effectiveness of texts, considering purpose and audience, and the relative importance, validity and reliability of ideas and information, including distinguishing between facts and opinions;

4.3: formulate own conclusions by interpreting ideas and information.

Outcome 5: Speak choosing language according to purpose, audience and contexts.

5.1: use verbal and non-verbal aspects to enhance communication, including pace, register, tone, clarity, volume, eye contact, posture and vocabulary;

5.2: communicate effectively in a range of formal and informal contexts;

5.3: use appropriate visual aids, including digital texts, to enhance and maintain audience interest.

Outcome 6: Listening purposefully and with understanding to speakers and audio texts.

6.1: listen to and comprehend speakers and audio texts in a range of contexts, familiar and unfamiliar;

6.2: show understanding of audio texts through effective use of ideas and information;

6.3: ask relevant questions to speakers and engage in discussion, showing effective use of ideas and information heard.

Essential Content – Australian Cultural Studies

The following content areas should be used to facilitate student's achievement of the prescribed set of outcomes. Each content area includes several key aspects for students to learn about. Teachers are encouraged to incorporate local contextual content where relevant.

Geography and environment

- Australia's environment, landscape and geographical features
- How the environment, landscape and geographical features have shaped Australian population distribution, identity and culture and its impact on living conditions in rural, remote and urban contexts
- Environmental issues affecting Australia

Trade and international relationships

- Australia's geographical position and role in a regional and global context
- The effects of globalisation on Australian trade and international relationships
- Major Australian trade and industries

Migration and multiculturalism

- Key events in the development of Australia as a multicultural nation
- Categories of migration / migration cycles and laws
- Benefits and challenges of a multicultural society

Development and structure of Australia's political and legal systems

- Australia's political system, including levels of government, the democratic process, elections and political parties
- Australia's legal system, including the rule of law, common law versus statutory law, and the court system

Aboriginal and Torres Strait Islander cultures and histories

- Diversity of traditional Aboriginal and Torres Strait Islander cultures and the relationship with Country/Place
- Acknowledging the resilience shown by Aboriginal and Torres Strait Islander peoples and communities throughout history
- Reconciliation processes and Aboriginal and Torres Strait Islander contributions to a shared national identity

Current issues

- Current affairs and how Australia is represented in the media
- Issues affecting Australians e.g. cost of living, worker shortage, rental crisis (NB. Examination questions will not specifically ask for answers about these examples of current issues, but will allow candidates to bring their studies of any examples of current issues affecting Australians into their answer.)

Assessment Structure

The assessment program consists of two elements:

- a College Assessment mark
- an External Examination mark.

Each mark contributes 50% to the final subject mark, which is scaled using an ability test to produce the final Combined Scaled Score for the subject.

College Assessment

Teachers provide marks out of 100 for the College Assessment marks, and are required to keep details of these marks based on the common tasks listed on the following page.

External Examination

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

The examination paper is divided into 4 sections:

- **Section 1: Audio text response**
  Students take notes while listening to an audio text (approximately 10 minutes) then, using the notes, they write a response to 1 question to demonstrate understanding of ideas and ability to summarise information.
- **Section 2: Reading comprehension**
  Students read text(s) and answer 15 multiple-choice questions focused on demonstrating comprehension, interpretation and evaluation of the text.
- **Section 3: Synthesis essay**
  Students read the resources in this section and synthesise this information and that from the previous sections in the examination to answer 1 essay question.
- **Section 4: Australian cultural studies essay**
  Students write an essay to answer 1 question relating to Australian cultural studies. Students must choose from 3 questions - 2 specific content area questions (from the Essential Content list, excluding *Current issues*) and 1 broad OR text-based question. Students are advised of the two specific content areas for the questions two weeks prior to the external examination period.

The texts in Sections 1, 2 and 3 are on different aspects of a central topic related to Australian culture.

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

Common Tasks

All students will be assessed on the following common tasks:

Common Tasks	**%**	**Outcomes being assessed**
*Note-taking and response to audio text	5	1,3,4,6
Oral presentation and group discussion	10	5,6
*Reading comprehension (short and multiple-choice answers)	5	2,3,4
*Australian Cultural Studies essay	15	3,4
*Research report, including annotated bibliography	15	1,2,3,4
*Synthesis essay	10	1,2,3,4,6
*Semester examinations	30	1,2,3,4,6
Independent study skills, including reflective learning journal	10	1,2,3,4,5,6
*Parts of task completed under timed conditions	**100**	

Grading

Based on the total marks awarded for the above Common Tasks, the following ranges will apply to grades awarded by Provider Colleges.

Grade	Range
A	75 - 100
B	65 - 74
C	50 - 64
D	35 - 49
E	0 - 34