

How content is presented in the draft English Years 7–10 Syllabus

Content:

- is presented in stages
- includes Australian curriculum content descriptions for English and NSW content
- describes what students are required to learn about and to do from Years 7–10.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6

A student:

- demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Students learn to:

- 6.1 compose texts that reflect their broadening world and their relationships within it, by considering the ways in which their experiences and perspectives shape their responses to texts [CCT]
- 6.2 explore the role of 'story' in shaping their experience of, response to and composition of texts [CCT]
- 6.3 draw on experience to consider the ways 'the real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts [CCT]
- 6.4 compare and contrast texts that present alternative views of their own world [CCT]
- 6.5 explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups

Students learn about:

- 6.8 how particular perspectives of the same event can be portrayed through the combination of images and words in various media texts [L, ICT]
- 6.9 the ways in which 'story' creates a world within which characters interact and shape action [CCT]
- 6.10 the ways that language features such as modality are used to represent individual, shared or disparate views of the world [L, IU]
- 6.11 the ways narrative techniques in filmmaking and the media are used to represent alternative views of the world, people, places and events [CCT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication and Language and cultural understanding** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

Content is expressed in the form of students learn to and students learn about.

Australian curriculum content descriptions, determined by ACARA, are shaded grey.

ESL scales links to the syllabus give teachers of EAL students an EAL focus for each outcome.

Outcomes and content are linked.

NSW content clarifies the Australian curriculum content. It provides breadth and depth of learning and appropriate scope for the subject. NSW content is the focus of consultation.

Cross-curriculum content is embedded and identified using codes, for example Critical and creative thinking [CCT].