

A Guide to the New Years 7–10 Syllabus

The new *English Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2004 with Year 7 and Year 8 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes assessment for learning as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- have language experiences in a range of contexts through the integration of the modes of reading, writing, speaking and listening
- read for understanding and pleasure
- write with pleasure, confidence and competence
- experience, enjoy and respond sensitively and perceptively to a wide range of literature, especially Australian literature, and to media.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

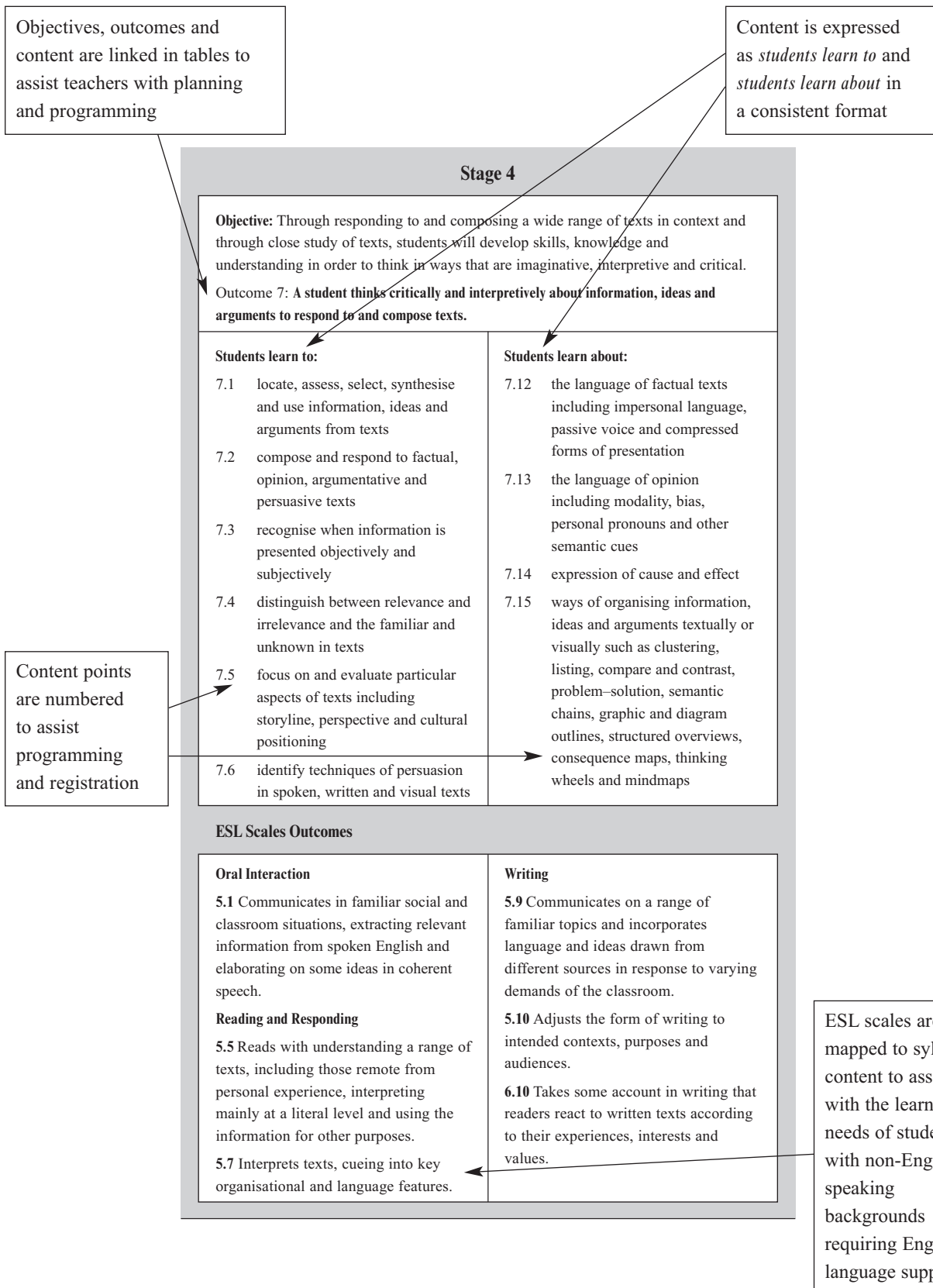
The recent experience teachers have gained in implementing the *English Stage 6 Syllabus* (1999) will assist in the implementation of the new *English Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of English in other systems and states and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- There is a significant reduction in the number of outcomes from the current *Subject Outcomes for English* (1992).
- There are mandatory text requirements to ensure that students listen to, read and view specified types of texts including fiction, poetry, drama, film, multimedia and internet sites.
- Viewing and representing are included as modes.
- Outcomes and stage statements from Early Stage 1 to Stage 6 describe the continuum of learning in English. This enables teachers to map students' learning development and to plan and program work according to students' needs and abilities.
- Suggestions about ways to assist students who have not yet demonstrated Stage 3 outcomes are included.
- A glossary addresses new aspects of the syllabus and provides definitions of current terminology in English.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students who have demonstrated Stage 5 outcomes in less than the indicative time.
- Cross-curriculum content statements provide an overview of the cross-curriculum content embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is now incorporated in the syllabus content.

The features of the contents pages



- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time that they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in English. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Such a model uses the explicit linking of outcomes and content and other features of the syllabus to:

- identify the outcomes to be addressed (see syllabus page 13)
- identify the required evidence of learning
- assist teachers to plan explicit content to address the outcomes (see syllabus pages 19–42) and to allow students to demonstrate evidence of learning
- incorporate *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies
- take advantage of the scope of the text requirements.

The mapping of the ESL scales to the outcomes and content (see syllabus page 15) will further assist teachers in programming the new syllabus for students from non-English speaking backgrounds.

The advice about additional content on page 14 of the syllabus will assist teachers to program for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

The inclusion of outcomes and stage statements that describe a continuum of learning from Early Stage 1 to Stage 6 and the advice on pages 44–45 of the syllabus will assist teachers to program for students in Years 7–10 who have not yet demonstrated Stage 3 outcomes.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content are being developed for English, using the rationale, aim and objectives of the syllabus. They will provide a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *English Years 7–10 Syllabus* are not appropriate. The completion of an individual plan for each student is a condition of access to the Life Skills pathway.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be released to assist teachers in understanding the syllabus and its associated assessment requirements.

In addition, an annotated list of suggested texts for Stages 4 and 5 will be available on the Board's website in Term 1, 2003.

The first School Certificate credentials based on the new syllabus will be awarded in 2006. Specific advice about requirements for the School Certificate and School Certificate test will be provided well in advance of 2006.

<p>distributed with the syllabus</p>	<p>Phase 1</p> <ul style="list-style-type: none"> ■ this guide to the new <i>English Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
<p>3 months after distribution of the syllabus</p>	<p>Phase 2</p> <ul style="list-style-type: none"> ■ advice on initial programming ■ sample introductory units of work ■ sample assessment tasks
<p>6 months after distribution of the syllabus</p>	<p>Phase 3 (incorporates phases 1 and 2)</p> <ul style="list-style-type: none"> ■ annotated samples of student work
<p>12 months after implementation of the syllabus</p>	<p>Phase 4</p> <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
