

 **NSW SYLLABUS**
for the Australian
curriculum



ENGLISH
K-10
SYLLABUS

© 2012 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies NSW has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, phone (02) 9367 8289, fax (02) 9279 1482.

Published by
Board of Studies NSW

GPO Box 5300
Sydney NSW 2001
Australia

Phone: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

CONTENTS

Content	4
Stage 4	4

OBJECTIVE A

OUTCOME 1

OUTCOME

A student:

- › responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Related Life Skills outcomes: ENLS-1A, ENLS-2A, ENLS-3A, ENLS-4A, ENLS-8A

CONTENT

Students:

Engage personally with texts

- recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
- consider and analyse the ways their own experience affects their responses to texts
- explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
- experiment with language forms and features to compose texts for pleasure and enjoyment

Develop and apply contextual knowledge

- interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) 🌐 🗿 ⚙️

Understand and apply knowledge of language forms and features

- apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) ⚙️
- recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
- analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543) ⚙️
- understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531) ⚙️
- use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
- recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues ⚙️
- identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) ⚙️

Respond to and compose texts

- respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735) ⚙️
- identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) ⚙️
- compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) 🧑🏫 ⚙️
- recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) ⚙️
- understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782) ⚙️
- understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) ⚙️ a

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

OBJECTIVE A

OUTCOME 2

OUTCOME

A student:

- › effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-2A

Related Life Skills outcomes: ENLS-5A, ENLS-6A, ENLS-7A, ENLS-9A

CONTENT

Students:

Engage personally with texts

- discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced
- recognise the different processes required for responding and composing in a range of forms and media ★
- reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) 🏠 ⚙️

Develop and apply contextual knowledge

- analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELA1528, ACELY1729) 📺 ⚙️
- recognise and practise responsible and ethical digital communication 📺 🗣️

Understand and apply knowledge of language forms and features

- consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
- edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ⚙️
- use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques ⚙️
- understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism 🗣️
- understand and use the terminology associated with responding to and composing digital texts 📺
- use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728, ACELY1738) 📺

Respond to and compose texts

- use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1723, ACELY1734) ✨
- analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) ✨💻
- use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722) 👤
- use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing ✨
- use a range of effective strategies for organising information, ideas and arguments, eg clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps ✨
- use collaborative processes, eg playbuilding, performances and digital compositions to construct texts 💻
- consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

OBJECTIVE B

OUTCOME 3

OUTCOME

A student:

- › uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-3B

Related Life Skills outcome: ENLS-10B

CONTENT

Students:

Engage personally with texts

- engage with the language and structures of texts in meaningful, contextualised and authentic ways
- identify, discuss and reflect on the ideas and information in a range of texts
- develop a sense of personal style and taste in composition and response

Develop and apply contextual knowledge

- describe and analyse the purpose, audience and context of texts
- use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1804, ACELY1808) 🗣️ 🎧 🖥️
- explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English 🌐 🗳️ 🖐️
- recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
- analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1534, ACELA1545) ⚙️
- understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546) ⚙️
- understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
- identify Standard Australian English, its variations and different levels of usage across a range of different types of texts to enhance own writing
- understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542) ⚙️

Understand and apply knowledge of language forms and features

- understand the ways etymology can clarify choice of vocabulary

- interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) ✨
- investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)
- understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
- understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
- understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763) 📄 ✨
- understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
- understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1532, ACELA1544)
- understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)

Respond to and compose texts

- analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1721, ACELY1732) ✨

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** and **Language structures and features** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 5.7, 6.6, 6.7, 7.6, 7.7; Writing: 4.10, 5.10, 5.11, 6.10, 6.11, 7.10, 7.11.

OBJECTIVE B

OUTCOME 4

OUTCOME

A student:

- › makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-4B

Related Life Skills outcome: ENLS-11B




CONTENT

Students:





Engage personally with texts

- recognise and appreciate the ways a wide range of texts communicate by using effective language choices









Develop and apply contextual knowledge

- explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning 
- understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)  

Understand and apply knowledge of language forms and features

- combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes 
- experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768, ACELT1805) 
- experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810) 
- analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764) 

Respond to and compose texts

- create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)    
- plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731)    

- create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) ⚙️
- creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
- respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

OBJECTIVE C

OUTCOME 5

OUTCOME

A student:

- › thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C

Related Life Skills outcomes: ENLS-12C, ENLS-13C

CONTENT

Students:

Engage personally with texts

- describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts ✨
- engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts 📱 👥
- share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) 👥 ✨

Develop and apply contextual knowledge

- explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions 🌐
- critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective ✨

Understand and apply knowledge of language forms and features

- investigate and understand the ways web and digital technologies influence language use and shape meaning 📱
- understand and use conventions of storytelling in a range of modes and media, eg digital storytelling ✨
- use imaginative texts as models to replicate or subvert textual conventions to create new texts

Respond to and compose texts

- compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness ✨
- express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency 👥
🌱
- compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway

- critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts **
- discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) **

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

OBJECTIVE C

OUTCOME 6

OUTCOME

A student:

- › identifies and explains connections between and among texts EN4-6C

Related Life Skills outcomes: ENLS-12C, ENLS-13C

CONTENT

Students:

Engage personally with texts

- recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629) ⚙️

Develop and apply contextual knowledge

- explain the similarities and differences in meaning and language between texts created for different purposes or audiences ⚙️
- investigate and explain appropriations into English from a range of other cultures and times 🌐 ⚙️ a

Understand and apply knowledge of language forms and features

- compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724) ⚙️ 🖥️
- categorise texts by content, composer and genre considering language forms, features and structures of texts
- understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts ⚙️
- investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548) ⚙️ 🖥️

Respond to and compose texts

- create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) ⚙️
- identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
- identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation ⚙️
- compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary ⚙️ 🖥️

- use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts ❄❄

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

OBJECTIVE D

OUTCOME 7

OUTCOME

A student:

- › demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D

Related Life Skills outcomes: ENLS-14D, ENLS-15D

CONTENT

Students:

Engage personally with texts

- explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
- 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 ✨

Develop and apply contextual knowledge

- compare and contrast texts that present alternative views of their own world ✨ ✨
- explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts ✨ 🧑🏻 ⚖️

Understand and apply knowledge of language forms and features

- analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world 🌐
- analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability 🖥️ 🌿
- analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events ✨

Respond to and compose texts

- respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
- explore the ways 'story' shapes their experience of and responses to a range of texts, including film and multimedia ✨

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing and Reading and Responding strands from Beginning level 1 to level 7** and

Oral Interaction strand from level 1 to level 8. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

OBJECTIVE D

OUTCOME 8

OUTCOME

A student:

- › identifies, considers and appreciates cultural expression in texts EN4-8D

Related Life Skills outcome: ENLS-16D

CONTENT

Students:

Engage personally with texts

- consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts 🌐
- 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 (ACELT1619, ACELT1626) 🌐 🧑 🧑 🧑 ⚙️ 🤝 🗣️

Develop and apply contextual knowledge

- identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class 🌐 🗣️
- investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints 🗣️ ⚙️ 🌐
- explore the ways recurring stories, eg legends and fairy stories, have been written and rewritten for different contexts and media 🌐

Understand and apply knowledge of language forms and features

- understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541) ⚙️ 🧑 🧑 🧑
- understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628) ⚙️ 🧑 🧑 🧑

Respond to and compose texts

- respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives 🗣️ 🤝 🗣️ 🌐 🗣️
- recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807) 🌐 🧑 🧑 🧑 ⚙️ 🤝 🗣️
- explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806) ⚙️ 🤝
- explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts 🗣️ 🗣️ 🤝 🗣️ 🌐

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7 and Oral Interaction level 8.**

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing and Reading and Responding strands from Beginning level 1 to level 7 and Oral Interaction strand from level 1 to level 8.** Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

OBJECTIVE E

OUTCOME 9

OUTCOME

A student:

- › uses, reflects on and assesses their individual and collaborative skills for learning EN4-9E

Related Life Skills outcome: ENLS-17E

CONTENT

Students:

Engage personally with texts

- articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning

Understand and apply contextual knowledge

- understand and value the differences between their own and others' ways of learning in English 🌐 🗣️
- understand the demands of a task and the outcomes and criteria for planned assessment

Understand and apply knowledge of language forms and features

- develop and use vocabulary for describing, analysing and reflecting on their learning experiences

Respond to and compose texts

- discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced
- use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play and improvisation 🧠
- identify, plan and prioritise stages of tasks, making use of organisational strategies, eg drawing up a schedule, monitoring progress and meeting deadlines 👤
- reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers 📖 👤
- understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes 👤

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.