

ENGLISH YEARS 7–10



GUIDE TO THE NEW NSW SYLLABUS

The Australian curriculum is being implemented in New South Wales through new syllabuses developed by the Board of Studies. The new *English K–10 Syllabus* will replace the current *English K–6 Syllabus* and the *English Years 7–10 Syllabus*.

The new English syllabus includes agreed Australian curriculum content and content that clarifies learning for English from Kindergarten to Year 10. The stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabus identifies the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The Years 7–10 section of the syllabus is designed to be taught within the existing NSW indicative time requirements.

Assessment for learning continues to be an essential component of the *English K–10 Syllabus*.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of each syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.

The structure and many of the features of the current English syllabus have been retained, including:

- objectives and outcomes
- content organised in stages from Early Stage 1 to Stage 5.

WHAT IS SIMILAR?

Students will continue to:

- be actively engaged in learning about language by using language in a range of contexts to shape and make meaning
- respond to and compose texts throughout their study of English
- study a range of different types of texts in each stage
- reflect on and develop their individual and collaborative skills.

WHAT IS DIFFERENT?

- Content is organised by key processes, such as:
 - engage personally with texts
 - develop and apply contextual knowledge
 - understand and apply knowledge of language forms and features
 - respond to and compose texts.
- Students experience texts that provide insights about the peoples and cultures of Asia, and

aspects of environmental and social sustainability.

- A table of objectives and outcomes identifies the sequence of knowledge, skills and understanding from Kindergarten to Year 10.
- Related Life Skills outcomes are included with the Stage 4 and Stage 5 content.

HOW DOES THE SYLLABUS CATER FOR ALL STUDENTS?

The *English K–10 Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabus.

Students with special education needs can access the *English K–10 Syllabus* outcomes and content in a range of ways, including:

- under regular course arrangements
- with adjustments to teaching, learning and/or assessment experiences.

For some students with special education needs, particularly those with an intellectual disability, Life Skills outcomes and content can provide a relevant and meaningful program.

WHAT IS THE PLAN FOR IMPLEMENTATION?

2013	Familiarisation and planning
2014	Start teaching Years 7 and 9
2015	Start teaching Years 8 and 10

WHAT SUPPORT IS THE BOARD PROVIDING?

Many existing resources will continue to be useful and relevant. Current units of work can be modified to meet the requirements of the new syllabus, and some existing units will form the bases of effective programs.

For the first time, the English syllabus will be available in an interactive online format. The interactive online format provides different ways to customise views of the syllabus. The online English syllabus can be viewed by stage, outcomes and content and provides links to support materials and other online resources.

Support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

Initial materials

Initial materials released with the syllabus include:

- this guide
- Schools' guides
- Parents' guide
- Advice on assessment.

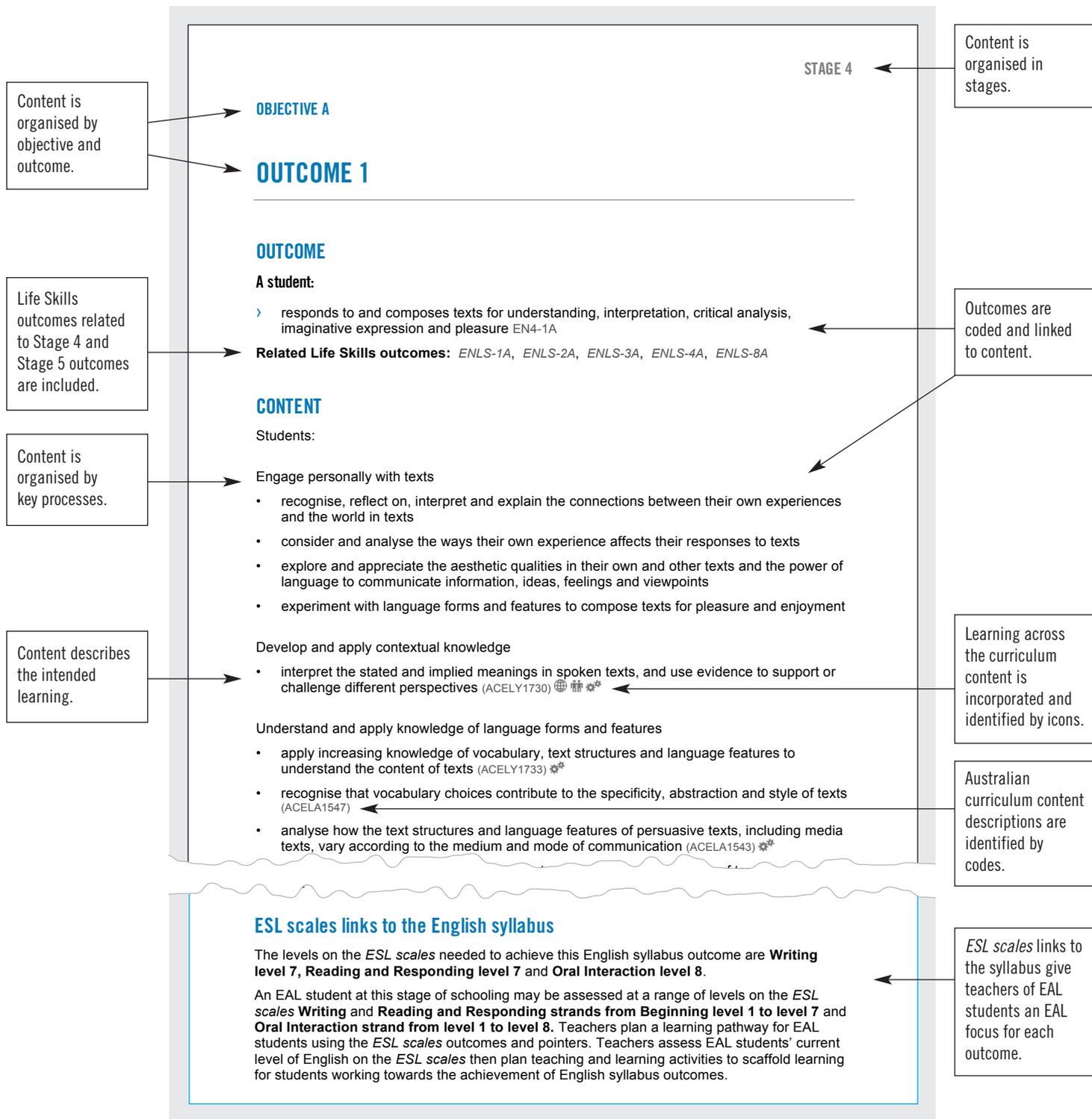
Additional materials

Additional materials available later in 2012 and 2013 include:

- Advice on programming
- Sample units of work
- Further advice on assessment
- Program builder.

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

Features of the English Years 7–10 content pages



Features of the English Years 7–10 Life Skills content pages

English Life Skills outcomes and content:

- are developed from the English K–10 objectives
- are selected based on students' needs, interests and abilities.

Students are not required to complete all content to demonstrate achievement of an outcome.

