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.

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?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Stage and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Familiarisation and planning</td>
</tr>
<tr>
<td>2014</td>
<td>Start teaching Years 7 and 9</td>
</tr>
<tr>
<td>2015</td>
<td>Start teaching Years 8 and 10</td>
</tr>
</tbody>
</table>

**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

STAGE 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) q8
• 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) q8

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.

Content is organised by objective and outcome.

Life Skills outcomes related to Stage 4 and Stage 5 outcomes are included.

Content is organised by key processes.

Content describes the intended learning.

Outcomes are coded and linked to content.

Learning across the curriculum content is incorporated and identified by icons.

Australian curriculum content descriptions are identified by codes.

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

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### OBJECTIVE A

### OUTCOME 5

**OUTCOME**

A student:

- recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts ENLS-5A

**Related Stage 4/5 outcomes:** EN4-2A, EN5-2A

**CONTENT**

Students:

- Engage personally with texts
  - express a point of view in relation to the content or presentation of visual texts, media or multimedia, eg plot, genre, characters, setting of a film, purpose of an advertisement

- Develop and apply contextual knowledge
  - recognise signs and symbols with universal meaning, eg exit sign, lift sign, disabled access symbol, first aid symbol, poison symbol, recycle symbol
  - recognise how technology is used for different purposes and audiences in film, websites and other multimedia texts

- Understand and apply knowledge of language forms and features
  - identify different ways information is conveyed in visual texts, media and multimedia
  - identify the forms and features used in visual texts, media and multimedia to create meaning for a range of purposes and audiences, eg colour, size, layout, framing, lighting, music, camera angles
  - recognise the effect of elements of multimedia, eg film techniques, animation, voice-overs, sound effects, framing
  - explore the ways features of visual texts, media and multimedia are used to create meaning for a range of purposes and audiences, eg music to reflect mood

- Respond to and compose texts
  - use photographs, pictures, symbols and visual aids for a variety of purposes, eg to respond to questions about a movie clip, to indicate sequencing and narrative flow
  - use visual texts to communicate with a variety of audiences, eg feelings chart, map
  - interpret different forms of visual information, eg maps, diagrams, animations and images
  - identify the key ideas presented in an increasingly wide range of visual texts, including maps, tables, diagrams and animation

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**Content is optional and is organised by objective and outcome.**

**Stage 4 and/or Stage 5 outcomes related to Life Skills outcomes are included.**

**Content is organised by key processes.**

**The content describes the scope and depth of learning.**

**Outcomes are coded and linked to content.**

**Learning across the curriculum content is incorporated and identified by icons.**