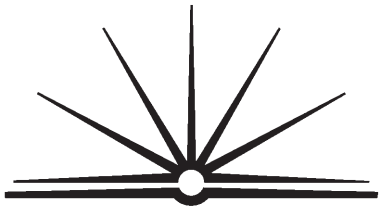

BOARD OF STUDIES
NEW SOUTH WALES

English
Years 7–10

Syllabus

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning and facilitate transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the skills, knowledge and understanding, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the skills, knowledge and understanding to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The way in which learning in the *English Years 7–10 Syllabus* contributes to curriculum and to the student's achievement of the broad learning outcomes is outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *English Years 7–10 Syllabus* takes into account the diverse needs of all students. It clearly identifies essential skills, knowledge and understanding, values and attitudes. It enunciates clear standards of what students are

expected to know and be able to do in Years 7 to 10. It provides structures and processes by which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Years 10 to 11.

The syllabus acknowledges that there are students in Years 7 to 10 who have not achieved Stage 3 outcomes. It offers advice to teachers on ways of addressing the needs of these students. This advice is supported by the information contained in the mapping of the continuum of learning in English and by the stage statements. Teachers can take account of these sections of the syllabus when planning their teaching and learning programs for these students.

The syllabus also assists students to maximise their achievement in English through the acquisition of additional skills, knowledge and understanding, values and attitudes. It contains advice to assist teachers to program learning for those students who have achieved the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills Outcomes and Content in Years 7–10

A decision to allow a student to access the English Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *English Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the English Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the English Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills Assessment

Each student undertaking an English Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to English Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

Language shapes our understanding of ourselves and our world, and is the primary means by which we relate to others. In Years 7 to 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Skills, knowledge and understanding acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and active participants in Australian society. It supports the development and expression of a system of personal values based on students' understanding of moral, ethical and spiritual matters and gives expression to their hopes and ideals.

English in Years 7 to 10 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning.

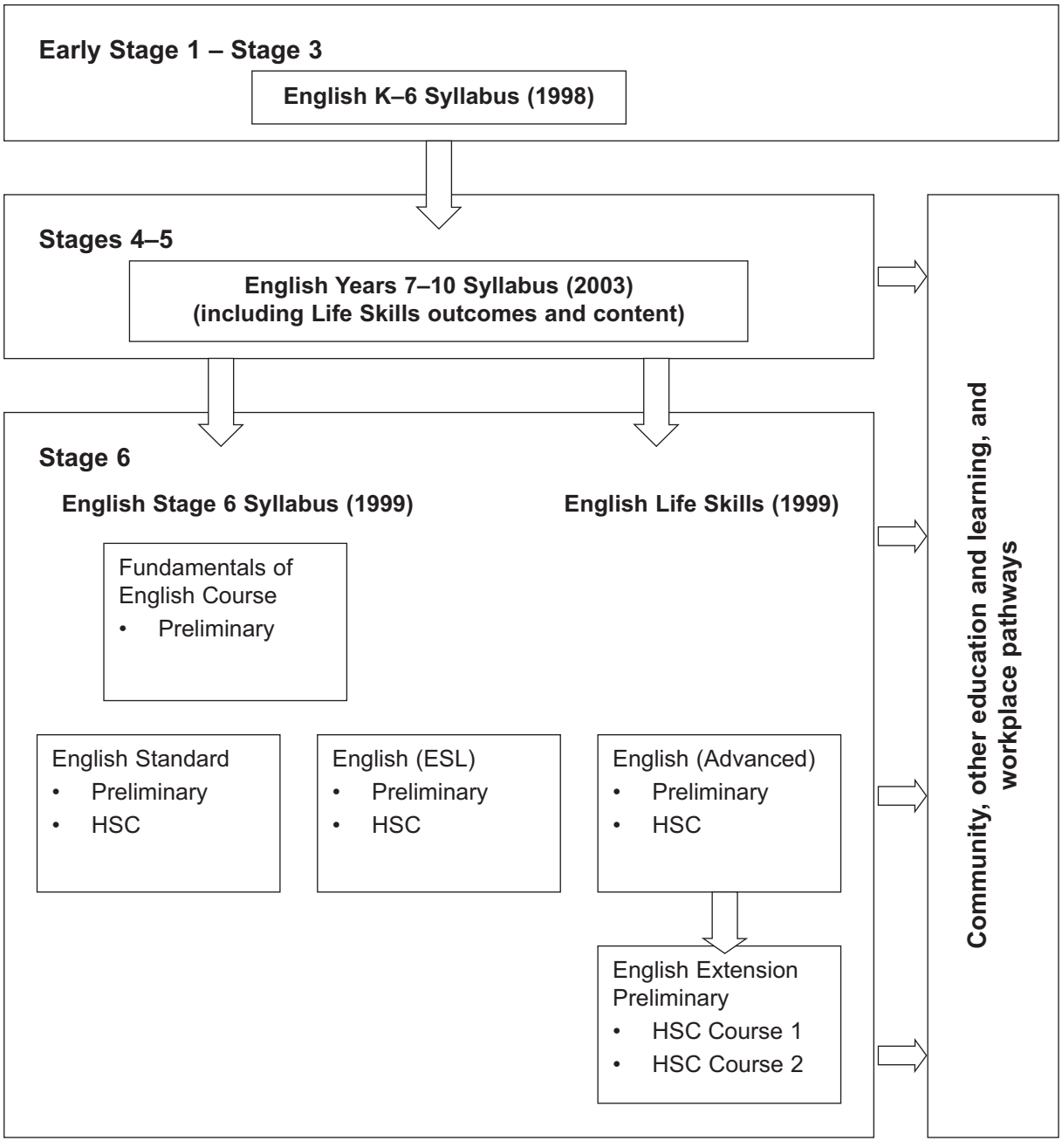
The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and through their immersion in a diverse range of purposeful and increasingly demanding language experiences. The syllabus enables teachers to draw on the methods of different theoretical perspectives and models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels. The syllabus is linked to the purpose statement and broad learning outcomes of the *K–10 Curriculum Framework*.

Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and pleasure. They engage with and explore texts that include the literature of past and contemporary societies. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves, and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

In their study of English, students develop their critical and imaginative faculties and broaden their cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to clarify and solve problems. They become imaginative and confident users of information and communication technologies, understanding their impact on society. These skills allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

3 The Place of the English Years 7–10 Syllabus in the K–12 Curriculum

3.1 Pathways of Learning



3.2 Cross-curriculum Content

The Board of Studies has developed cross-curriculum content requirements to be included in the outcomes and content of syllabuses. The identified content will be incorporated appropriately in Years K–10 syllabuses. The cross-curriculum areas address issues, perspectives and policies that will assist students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. The cross-curriculum content statements have been developed in accordance with the requirement of the framework that 'syllabuses will include cross-curriculum content that is appropriate to teach in the key learning area or subject.'

The statements act as a mechanism to embed cross-curriculum content into all syllabuses for Years K–10. Skills, knowledge, understanding, values and attitudes derived from the cross-curriculum content areas will be included in Board syllabuses, while ensuring that subject integrity is maintained.

The following cross-curriculum content has been embedded in the English syllabus:

Information and Communication Technologies (ICT) content in English enables students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English. The ICT content has been incorporated into the content of this syllabus to ensure that all students have the opportunity to become competent, discriminating and creative users of ICT and are better able to demonstrate the syllabus outcomes of English through the effective use of ICT.

In their study of English, students are able to apply their existing knowledge of word processing, multimedia, ways of formatting and presenting texts, simulation software, graphics and electronic communication and further develop their skills, knowledge and understanding of these technologies. They learn about the ethics of information communication through technology.

At Stage 4, students use specified tools and functions of word processing for composing. They learn to import images and graphics into folders and documents. In formatting documents they learn to desktop publish using graphics in a multimedia presentation or webpage, evaluating appropriate layout and design principles for a specific audience.

At Stage 5, students use more advanced specified tools and functions of word processing for composing. They learn to create, import and manipulate graphics. They learn about advanced forms of digital communication such as video conferencing.

Work, Employment and Enterprise content in English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating information.

Key Competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life in general. The *English Years 7–10 Syllabus* provides a powerful context for the development of these competencies.

Key competencies are embedded in the *English Years 7–10 Syllabus* to enhance students' learning and their continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies of ***collecting***, ***analysing and organising information***, ***communicating ideas and information***, ***planning and organising activities*** and ***working with others and in teams*** reflect core processes of English and are explicit in the objectives, outcomes and content of the syllabus. The competency of ***problem-solving*** is developed through the methodologies of the syllabus and through classroom teaching. In order to achieve the outcomes of this syllabus, particularly the outcome that specifically focuses on technology and texts, students need to learn about and use appropriate information technologies, thereby developing the key competency of ***using technology***.

Literacy is the ability to communicate purposefully and appropriately with others in a wide variety of contexts, modes and mediums. Different contexts require general and specific skills, knowledge and understanding as students compose meaning for themselves and others.

The development of students' literacy skills and understanding is the responsibility of all secondary school teachers as different subjects and learning areas make particular demands on students' literacy. The teaching of English, however, plays an especially important role.

In this syllabus the teaching of English focuses on the continued development of students' skills in speaking, listening, reading and writing. These skills are fundamental to students' literacy in English. The syllabus also requires the development of students' visual literacy through the development of skills in viewing and representing a diverse range of texts including texts in print, film and other technologies.

The syllabus requires students to develop skills in composing and responding to texts created in and through different information and communication technologies and to understand the effects of the technology on meaning. It develops the skills, knowledge and understanding for students to acquire, process, question, challenge, reformulate and evaluate information in texts from a wide variety of sources.

The syllabus recognises that texts are responded to and composed in various social contexts and it enables students to understand the effects of such contexts on meaning.

Aboriginal and Indigenous content provides all students with the opportunity to develop knowledge and understanding of indigenous history and culture in Australia and internationally. In their study of English, students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.

Civics and Citizenship content involves knowledge and understanding of how our Australian society operates. In their study of English, students consider how civic issues are represented in the public arena, the socially responsible construction and use of media, and the representation of Australian images and significant Australians.

Difference and Diversity content acknowledges that students experience difference and diversity in their everyday life. This experience occurs in their personal life, in the local community and in the wider society. English provides opportunities to assist students to deal with personal, social and cultural difference and diversity in a positive and informed manner, showing awareness, understanding and acceptance. It assists them to develop and express their sense of self, to connect with other people and communities and to understand the features of a fair and just society that values diversity. In particular, the representation of disability and sexuality in texts is a point of focus in the English content.

Gender is a term that refers to the social construction of identity that follows historically from the biological differences between females and males. In English students explore the impact of different gender perspectives, stereotyping, and the social construction of gender in texts including the media.

Multicultural content assists the development of students' skills, knowledge and understanding applicable to the multicultural and multilingual nature of Australian society. In English students explore a diversity of cultures through studying literature, drama and film, cultural and intercultural perspectives and relationships, and the close connections between language, communication and culture.

4 Aim

The aim of English in Years 7 to 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

5 Objectives

Skills, knowledge and understanding

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- speak, listen, read, write, view and represent *
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- learn and reflect on their learning through their study of English.

Values and attitudes

Students will value and appreciate:

- the importance of the English language as a key to learning
- the power of language to explore and express views of themselves, others and the world
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, interpretively and critically
- the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

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* Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English Years 7–10 Syllabus*.

6 Outcomes for Stages 4 and 5

The table below illustrates the relationship between the objectives and the outcomes. The outcomes are set for each stage of learning and are used for programming and for assessing student achievement.

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:	A student:	A student:
• speak, listen, read, write, view and represent	1 responds to and composes texts for understanding, interpretation, critical analysis and pleasure	1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
	2 uses a range of processes for responding to and composing texts	2 uses and critically assesses a range of processes for responding and composing
	3 responds to and composes texts in different technologies	3 selects, uses, describes and explains how different technologies affect and shape meaning
• use language and communicate appropriately and effectively	4 uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts	4 selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning
	5 makes informed language choices to shape meaning with accuracy, clarity and coherence	5 transfers understanding of language concepts into new and different contexts
• think in ways that are imaginative, interpretive and critical	6 draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts	6 experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts
	7 thinks critically and interpretively about information, ideas and arguments to respond to and compose texts	7 thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
	8 makes connections between and among texts	8 investigates the relationships between and among texts
• express themselves and their relationships with others and the world	9 demonstrates understanding that texts express views of their broadening world and their relationships within it	9 demonstrates understanding of the ways texts reflect personal and public worlds
	10 identifies, considers and appreciates cultural expression in texts	10 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
• learn and reflect on their learning through their study of English.	11 uses, reflects on and assesses individual and collaborative skills for learning.	11 uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determines that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see Section 8.

7 Content for Stages 4 and 5

7.1 Essential Content

Sections 7.6 and 7.7 of this syllabus set out the nature and scope of the content to be undertaken by students of English in Years 7 to 10.

The content, expressed in the form of *students learn to* and *students learn about*, is the basis for planning and developing programs of study and units of work that enable students to maximise their learning in English and demonstrate the course outcomes to the highest standard. An approach to programming that integrates the essential content across a variety of outcomes and text requirements within individual units of work will assist teachers to cover the scope of the course content within the indicative hours.

The content has been designed to be realistically addressed by typical students in an indicative time of 400 hours. While some students may undertake this content and demonstrate expected standards of achievement in fewer hours, others may require additional time. Indicative hours may also provide a basis for programming and timetabling decisions by teachers and schools.

7.2 Additional Content

Students can be encouraged to progress beyond the essential content outlined in Sections 7.6 and 7.7 of the syllabus in order to broaden and deepen their skills, knowledge and understanding, and to extend their interest in English. The following list is not essential, exhaustive or a prerequisite for further study in English.

Students can be encouraged to respond to and compose additional texts that become increasingly sophisticated and complex by:

- responding to texts that are significant in historical, social, cultural and workplace contexts, drawn from fiction, drama (including Shakespearean drama), poetry, film, nonfiction and multimedia
- composing extended imaginative, interpretive and critical texts based on their own investigations and their wider reading
- applying the skills, knowledge and understanding they developed through the essential content to investigate and consider a variety of texts in areas of personal interest through:
  - study of a particular composer (author, poet, dramatist, film-maker)
  - study of media presentation of an event, person or issue
  - study of a fiction or nonfiction genre
  - study of the texts of a particular era
- reflecting on and articulating the relationship between their investigations and their own compositions.

(See Board of Studies NSW, *Assessment, Certification and Examination Manual*, 5.2.9 Acceleration and 5.5 Teaching Stage 6 Courses to Students in Stage 5.)

7.3 Inclusion of the ESL Scales

The outcomes and content of the *English Years 7–10 Syllabus* have been mapped to the ESL Scales. Teachers should use the ESL Scales in conjunction with the syllabus to address the needs of students in Years 7 to 10 who speak English as a second or additional language and to assist them to access the Stages 4 and 5 outcomes and content.

The ESL Scales
ESL Scales (Curriculum Corporation, 1994) is a national statement of second language development in English. The scales were developed for several purposes, including:

- to provide a set of benchmarks against which ESL learners' achievements in English may be set
- to enhance student access to the key learning areas
- to help in identifying ESL learner achievements and needs to assist program and curriculum development.

The scales describe a continuum of English language learning for second language learners relevant in all subjects in primary and secondary schools. This continuum is organised into strands of Oral Interaction, Reading and Responding, and Writing. Each of these strands is organised into level statements. The level statements range from level 1 to 7 for Reading and Responding and Writing and from level 1 to 8 for Oral Interaction. There are also beginner levels in Reading and Responding and Writing for students who are not literate in any language when they commence learning English.

Use of the scales in assessment will also assist teachers to identify ESL students' specific English language achievement and progress. To achieve the English outcomes in Stages 4 and 5, ESL students need to be operating at the highest level of the ESL scales in each strand (ie an ESL learner would need to be functioning at level 7 on the ESL scales for Reading and Responding and for Writing, and at level 8 for Oral Interaction).

(This section was adapted from *ESL Scales*, Curriculum Corporation, 1994, pp 1–8.)

The ESL Scales and English content

ESL students in Stages 4 and 5 will be developing their English language at various levels on the ESL scales. English teachers can address the needs of ESL students by determining their level of language on the ESL scales and then considering the ESL scales outcomes mapped to the English content.

The ESL scales outcomes mapped to the content do not represent *achievement* of the English outcomes. They have been selected to show a *pathway* from the levels of language that ESL learners in Stages 4 and 5 may be working on, to the level of English that they need to have to achieve the English outcomes. English teachers can use the ESL scales outcomes, and the relevant performance indicators in the ESL scales document, to plan and program for the language needs of ESL students. This should be done in conjunction with development of the skills, knowledge and understanding of the English syllabus content.

7.4 Key Terms in the Study of English for Stages 4 and 5

The content for English at Stages 4 and 5 is based on the relationships between language and meaning. Meaning is shaped through the processes of responding to and composing texts.

Students' skills, knowledge and understanding are developed through:
- responding to texts across the required range of texts
- composing texts across the variety of types and contexts described in the content.

The content for Stages 4 and 5 takes account of students' developmental growth as their views of the world broaden from the personal to the public.

This syllabus uses some terms in specific ways to describe complex processes and concepts. **Key terms** used to describe the study of English in the syllabus are outlined below. A detailed glossary appears in Section 10.

Responding is the activity that occurs when students read, listen to, or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves:
- reading, listening and viewing that depend on, but go beyond, the decoding of texts
- identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

Composing is the activity that occurs when students produce written, spoken or visual texts. Composing typically involves:
- the shaping and arrangement of textual elements to explore and express ideas, emotions and values
- the processes of imagining, drafting, appraising, reflecting and refining
- knowledge, understanding and use of the language forms, features and structures of texts.

Texts are communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or presented as a series of related pieces.

Context is used in its broadest sense. It refers to the range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.

Language modes refers to the modes of listening, speaking, reading, writing, viewing and representing*. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning.

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* Representing is the language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include activities such as graphically presenting the structure of a novel, making a film, composing a webpage, or enacting a dramatic text.

It is important to realise that:

- any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts
- the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.

Language forms and features is the term used to refer to the symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production and can include written, spoken, nonverbal or visual communication of meaning.

Structures of texts is the term used to refer to the relationship of different parts of a text to each other, and to the text as a complex whole.

(Board of Studies NSW, 1999, *English Stage 6 Syllabus*, pp 7–8).

7.5 Content and Texts

Sections 7.6 and 7.7 reiterate the objectives and outcomes for Stages 4 and 5 and detail the content required to be undertaken by students to satisfy the outcomes.

These sections also describe the text requirements for Stages 4 and 5.

In Years 7 to 10 students compose and, through wide and close study, respond to increasingly sophisticated texts.

The variety and levels of texts appropriate for composition and response by students at Stage 4 and at Stage 5 are illustrated by examples contained in the materials developed by the Board of Studies to support initial implementation of the syllabus.

7.6 Content and Text Requirements for Stage 4

Texts

Students in Stage 4 **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 4 to Stage 5. (Some students with special education needs may not be able to use all or some of the modes of language: reading, listening and viewing.)

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing the following:

In **Stage 4**	
Fiction	at least two works
Poetry	a wide range of types of poems
Film, or film on video or DVD	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each Year** students **must** study examples of
- spoken texts
- print texts
- visual texts
- media and multimedia which should, over Stages 4 and 5, include texts drawn from radio, television, newspapers, the internet and CD-ROMs.

The selection of texts **must** give students experience of:
- a widely defined Australian literature, and other Australian texts including those that give insights into Aboriginal experiences and multicultural experiences in Australia
- literature from other countries and times
- cultural heritages, popular cultures and youth cultures
- picture books
- everyday and workplace texts
- a range of social, gender and cultural perspectives.

Note: Students with special education needs may not be able to use all of the modes of language: reading, listening, speaking, writing and viewing. Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the English Years 7–10 Life Skills outcomes and content.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome 1: A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.

Students learn to:	**Students learn about:**
1.1 respond to imaginative, factual and critical texts, including the required range of texts, through wide and close listening, reading and viewing	1.11 the ideas, information, perspectives and points of view presented in imaginative, factual and critical texts
1.2 respond to and compose texts intended to inform, persuade and entertain, including humorous texts	1.12 links between the ideas, information, perspectives and points of view presented in texts and their own background and experience
1.3 compose imaginative, factual and critical texts for different purposes, audiences and contexts	1.13 the ways their own background and experience affect their responses to texts
1.4 manipulate, combine and challenge different text types in order to compose new texts that address specific purposes, audiences and contexts	1.14 their emerging sense of personal style and taste in composition and response
1.5 interpret, question and challenge information and ideas in texts through close study	1.15 the forms and features of language, the structures of texts and the nature of content that enables categorisation by content, composer and genre
1.6 categorise texts by content, genre, composer and purpose	1.16 conventions associated with generic definitions of literary, film, television and other multimedia, information, everyday and workplace texts
1.7 respond to and compose texts beyond the literal level	1.17 features of texts that can be represented in graphical form to enable deeper understanding of meaning
1.8 graphically represent aspects of texts such as the storyline of a novel or film, the structure of a poem, the set of a play, and links in a webpage	1.18 inference, figurative language and alternative readings as strategies for responding to and composing texts beyond the literal level
1.9 demonstrate understanding of the complexity of meaning in texts	1.19 types of humour and how humour is expressed in texts
1.10 describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding and composing.	1.20 the complexity of meaning in texts.

ESL Scales Outcomes

Oral Interaction
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
Reading and Responding
4.5 Reads for a range of purposes and identifies main ideas and specific information in simple texts.
4.6 Relates own culture, knowledge and experience to information in the text.
6.6 Relates a text's format, structure and choice of language to its purpose.
Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome 2: A student uses a range of processes for responding to and composing texts.

Students learn to:	**Students learn about:**
2.1 use a range of listening, reading and viewing strategies, including skimming, scanning, predicting and speculating, reading and viewing in depth and re-reading and re-viewing, according to the purpose and complexity of the texts 2.2 use and adapt the processes of planning, drafting, rehearsing, responding to feedback, editing, and publishing to compose texts over time 2.3 compose single texts in limited time 2.4 use processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information for specific purposes in composing 2.5 edit through reading aloud and peer editing, checking accuracy, paragraphing, cohesion, grammar, spelling and punctuation 2.6 respond to their own and others' compositions by considering ideas, images, information, linguistic and visual forms and features, tone, style, and type and structure of text, with reference to their appropriateness for the text's purpose, audience and context 2.7 discuss and explain the processes of responding and composing, and identify the personal pleasures and difficulties experienced.	2.8 considerations in drafting and editing such as content, vocabulary, accuracy, cohesion, linguistic and visual forms, textual structures, tone and style and overall effect for purpose, audience and context 2.9 techniques for planning and rehearsing including brainstorming, mindmapping, storyboarding, role-play and improvisation 2.10 processes for the drafting of single drafts, multiple drafts and collaborative texts 2.11 different ways of using feedback to improve their texts 2.12 explicit criteria for judging the effectiveness of a text for its purpose, audience and context 2.13 alternative ways of expressing ideas 2.14 the importance of originality and inventiveness 2.15 processes of representation including the use of symbols, images, icons, clichés, stereotypes, connotations, inference and particular visual and aural techniques including those of camera, design and sound.

ESL Scales Outcomes

Oral Interaction
4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English.
5.4 Uses knowledge of oral and written English to sustain and monitor spoken English.
Reading and Responding
4.8 Coordinates a number of strategies to facilitate reading.
5.8 Applies basic text access strategies to enhance comprehension and learning.
Writing
4.12 Makes use of discussion and reflection to enhance the writing process.
5.12 Focuses on planning and editing writing to improve its range and expression.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome 3: A student responds to and composes texts in different technologies.

Students learn to:	**Students learn about:**
3.1 use the features of information and communication technologies to compose a range of imaginative, critical and factual texts for television, the internet, radio, email and text messaging	3.6 the ways different modes work together to shape meaning in multimedia texts such as film, CD-ROM, websites and television
3.2 respond critically and imaginatively to texts in a range of technologies, including video, computers, print and handwriting	3.7 technical features of audio and visual recording, word processing, graphics and formatting used for composing texts
3.3 use the features of information and communication technologies, including word processing, importing and manipulating of graphics, and formatting to compose a variety of texts for different purposes and audiences	3.8 terminology associated with responding to and composing information and communication technology (ICT) texts
3.4 respond to interactive and simulation texts in print form and on computer to plan, design and investigate a situation	3.9 the forms, features and structures of interactive and simulation texts, multimedia texts and websites, including layout and design, and the nature and capacity for interaction
3.5 use the tools of word processing (including find and replace, word counts, insert page numbers and page breaks, spellcheck and thesaurus functions) for composing.	3.10 technologies, software and their functions appropriate for particular tasks in English
	3.11 etiquette and ethical behaviour associated with email and internet use.

ESL Scales Outcomes

Oral Interaction
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.

Reading and Responding
5.5 Reads with understanding a range of texts, including those remote from personal experience interpreting mainly at a literal level and using the information for other purposes.

Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language and communicate appropriately and effectively.
Outcome 4: A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.

Students learn to:	**Students learn about:**
4.1 identify and describe the purpose, audience and context of texts 4.2 create and ensure coherence of medium, form and content through specific language conventions and vocabulary appropriate to particular subject matter or contexts 4.3 adapt texts for different purposes, audiences and contexts and articulate the effects on meaning 4.4 combine modes and describe their relationships in multimodal texts 4.5 selectively use dictionaries, thesauruses, spellchecks and other reference texts 4.6 use Standard Australian English, its variations and different levels of usage appropriately.	4.7 the effectiveness of specific language forms and features and structures of texts for different purposes, audiences and contexts and for specific modes and mediums 4.8 the ways in which specific language forms and features and structures of text are used to shape meaning including: • in written texts: medium, organisation, sentence structures, grammar, punctuation, vocabulary and spelling, the use of formal or colloquial language and figurative language • in spoken texts: medium, organisation, sentence structures, grammar, punctuation, vocabulary, cues, nonverbal language, tone, pitch, intonation and volume • in visual texts: medium, organisation, colour, layout, perspective, focus, camera angles and editing 4.9 the ways tense, active and passive voice, sequencing, semantic links, synonyms, antonyms and affixes shape meaning 4.10 the ways etymology can clarify choice of vocabulary 4.11 the interaction of different language modes and different media to create meaning in multimodal texts 4.12 Aboriginal English as a valid and culturally accepted variation of expression 4.13 the metalanguage of subject English used to describe, discuss and differentiate texts and their language forms, features and structures.

ESL Scales Outcomes

Oral Interaction
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
Reading and Responding
5.8 Applies basic text access strategies to enhance comprehension and learning.
6.6 Relates a text's format, structure and choice of language to its purpose.

Writing
4.10 Demonstrates an awareness of how effective writing is tailored to the requirements of the topic and the needs of the reader.
4.11 Writes a variety of texts, demonstrating some overall cohesion and coherence.
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
5.11 Writes a number of coherent texts, demonstrating some flexibility and control over key organisational and language features.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language and communicate appropriately and effectively.
Outcome 5: A student makes informed language choices to shape meaning with accuracy, clarity and coherence.

Students learn to:	**Students learn about:**
5.1 express considered points of view in speech or writing, accurately and coherently and with confidence and fluency in rehearsed, unrehearsed and impromptu situations	5.7 the reasons specific language forms and features, and structures of texts are commonly used for particular purposes, audiences and contexts
5.2 make oral presentations that demonstrate a personal point of view, including speeches and drama performances	5.8 techniques for effective speaking in formal and informal contexts
5.3 experiment with forms, features and structures, modes and media in deciding on the best ways to shape meaning with accuracy, clarity and coherence	5.9 the ways in which purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts
5.4 compose personal texts in literary forms such as narrative, poetry, speeches and scripts	5.10 the ways in which inference, emphasis and point of view shape meaning
5.5 pose and clarify problems and issues to be explored and solved through language	5.11 the effects of emotive and persuasive language
5.6 identify and demonstrate cohesion of syntax and content in their own texts.	5.12 ways to engage an audience and sustain their interest and involvement
	5.13 the cleverness and joy of invention.

ESL Scales Outcomes

Oral Interaction
4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English.
5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.
5.2 Considers how interpersonal and cultural contexts affect communication in English.
5.4 Uses knowledge of oral and written English to sustain and monitor spoken English.
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners.
Reading and Responding
6.6 Relates a text's format, structure and choice of language to its purpose.
Writing
4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types.
4.10 Demonstrates an awareness of how effective writing is tailored to the requirements of the topic and the needs of the reader.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome 6: A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.

Students learn to:	**Students learn about:**
6.1 compose coherent, imaginative texts that use and explore students' own experiences, thoughts and feelings and their imaginings	6.8 the ways 'the real world' is represented in the imaginary worlds of texts including literature, film, media and multimedia texts
6.2 compose a range of imaginative texts including narrative, poetry, instructions, scripts, advertisements and websites	6.9 the variety of genres available to composers of imaginary texts
6.3 explore real and imagined (including virtual) worlds through close and wide engagement with texts	6.10 the structures and features of imaginative texts including characterisation, setting, tension and climax, chronology and time, narrative voice, effective beginnings and endings
6.4 use the features and structures of imaginative texts to compose their own texts and engage their audience	6.11 verbal, aural and visual techniques used to create imaginative texts, such as imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design
6.5 identify the ways characters, situations and concerns in texts connect to students' own experiences, thoughts and feelings	6.12 textual and visual conventions for composing dialogue.
6.6 use imaginative texts as models to replicate or subvert into new texts	
6.7 use verbal, aural and visual techniques to create imaginative texts.	

ESL Scales Outcomes

Oral Interaction
5.2 Considers how interpersonal and cultural contexts affect communication in English.
Reading and Responding
4.6 Relates own culture, knowledge, and experience to information in the text.
5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.
5.6 Demonstrates awareness of how information is organised and presented in English texts.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.

Writing
4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types.
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome 7: A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.

Students learn to:	**Students learn about:**
7.1 locate, assess, select, synthesise and use information, ideas and arguments from texts	7.12 the language of factual texts including impersonal language, passive voice and compressed forms of presentation
7.2 compose and respond to factual, opinion, argumentative and persuasive texts	7.13 the language of opinion including modality, bias, personal pronouns and other semantic cues
7.3 recognise when information is presented objectively and subjectively	7.14 expression of cause and effect
7.4 distinguish between relevance and irrelevance and the familiar and unknown in texts	7.15 ways of organising information, ideas and arguments textually or visually such as clustering, listing, compare and contrast, problem–solution, semantic chains, graphic and diagram outlines, structured overviews, consequence maps, thinking wheels and mindmaps
7.5 focus on and evaluate particular aspects of texts including storyline, perspective and cultural positioning	7.16 the use of particular incidents to represent or clarify wider concepts
7.6 identify techniques of persuasion in spoken, written and visual texts	7.17 the language and structure of argument
7.7 summarise, define, gather evidence, deduce, argue and debate	7.18 the language and processes of persuasion including emotive language, imagery, selective use of detail, techniques for specific target groups and opinions presented as facts
7.8 form an opinion about the validity or persuasiveness of texts	7.19 the use of simple rhetorical devices.
7.9 make predictions, infer and interpret texts	
7.10 adopt and present a point of view supported with evidence	
7.11 plan, develop and draw conclusions in discussions.	

ESL Scales Outcomes

Oral Interaction
5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.
Reading and Responding
5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.
5.7 Interprets texts, cueing into key organisational and language features.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
6.7 Interprets complex language used for a range of purposes.
6.8 Selects reading strategies appropriate to the nature of text and task.
Writing
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to varying demands of the classroom.
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome 8: A student makes connections between and among texts.

Students learn to:	**Students learn about:**
8.1 identify, compare and describe the connection between spoken, written and visual texts with similar subject matter, such as a book and its film adaptation or various descriptions of an incident	8.5 the ways in which meaning is shaped by form, structure, style, personal perspective and by the composer's purpose and audience
8.2 synthesise information from texts with similar subject matter and identify differences in content, purpose, attitude, values and perspective	8.6 the ways in which use of detail, perspective and choice of vocabulary connect texts
8.3 identify and describe the similarities and differences in meaning and language between texts composed for different purposes or audiences including different media descriptions of an event	8.7 the ways composers use stylistic features, content and marketing to develop and promote popular appeal
8.4 compose texts that make connections with other texts, such as preparing promotional material for a film or book or writing a narration for a documentary.	8.8 bias and perspective in texts
	8.9 how information can be used to different effect in different texts
	8.10 strategies used in presenting information, opinions and perspectives in different media texts.

ESL Scales Outcomes

Oral Interaction
4.4 Accesses and incorporates English into oral repertoire from a range of oral and written sources in order to extend oral skills in English.

Reading and Responding
5.6 Demonstrate awareness of how information is organised and presented in English texts.
5.7 Interprets texts cueing into key organisational and language features.

Writing
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and the world.
Outcome 9: A student demonstrates understanding that texts express views of their broadening world and their relationships within it.

Students learn to:	**Students learn about:**
9.1 recognise, reflect on and explain the connections between their own experiences and the world of texts	9.7 the ways in which 'story' creates a world within which characters interact and shape action
9.2 compose texts that reflect their broadening world and their relationships within it	9.8 the ways in which their experiences and perspectives shape their responses to texts
9.3 explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts	9.9 the ways their experiences and perspectives are represented in texts
9.4 explore the role of 'story' in shaping their experience of, response to and composition of texts	9.10 narrative techniques in film-making and in the media, including their use in news and current affairs reporting
9.5 compare and contrast texts that present alternative views of their own world	9.11 film and media techniques used in representing people, places and events.
9.6 assess representations of people, places and events in film and the media.	

ESL Scales Outcomes

Oral Interaction
6.3 Interprets and creates spoken texts in ways that show a developing control over subject-specific registers.
Reading and Responding
4.6 Relates own culture, knowledge and experience to information in the text.
5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.
5.6 Demonstrates awareness of how information is organised and presented in English texts.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.

Writing
4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types.
4.10 Demonstrates an awareness of how effective writing is tailored to the requirements of the topic and the needs of the reader.
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and the world.
Outcome 10: A student identifies, considers and appreciates cultural expression in texts.

Students learn to:	**Students learn about:**
10.1 recognise and consider cultural factors, including cultural background and perspective, when responding to and composing texts	10.5 different cultures and their common and distinguishing elements
10.2 identify and explore the ways different cultures, cultural stories and icons, including Australian images and significant Australians, including Aboriginal Australians, are depicted in texts	10.6 representations of culture through choices of language and content
10.3 identify and describe cultural expressions in texts	10.7 cultural assumptions in texts including those about gender, ethnicity, religion, youth, age, sexuality, disability, cultural diversity, social class and work
10.4 identify and describe the ways assumptions underlying cultural expressions in texts can lead to different reading positions.	10.8 signs, symbols, icons and stereotyping in texts and what they signify about different cultures
	10.9 the ways culture and personal experience position composers and responders and influence response to and composition of texts
	10.10 key cultural stories including Dreaming, myths and allegories, what they represent and the ways they have influenced other texts
	10.11 the ways recurring stories such as legends and fairy stories have been written and rewritten, in and for different contexts.

ESL Scales Outcomes

Oral Interaction
6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners.

Reading and Responding
4.6 Relates own culture, knowledge and experiences to information in the text.
5.6 Demonstrates awareness of how information is organised and presented in English texts.

Writing
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 4

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English.
Outcome 11: A student uses, reflects on and assesses individual and collaborative skills for learning.

Students learn to:	**Students learn about:**
11.1 understand demands of a task and the outcomes and criteria for assessment being addressed	11.12 outcomes-based learning
11.2 choose and negotiate with the teacher appropriate tasks and assessment criteria	11.13 their own learning strengths and learning needs
11.3 ask questions, listen and negotiate to clarify an extended group task with teacher and peers	11.14 research techniques using books, indexes and the internet
11.4 use the language of the subject when engaging in learning	11.15 roles and responsibilities of individuals in groups
11.5 use speaking and writing as learning processes for sorting and selecting information and clarifying ideas	11.16 ways of structuring and presenting ideas, editing techniques and referencing
11.6 find, select and evaluate information from a range of sources	11.17 bibliographies, citation (including the internet), acknowledgement of sources and plagiarism
11.7 identify, plan and prioritise stages of tasks with clear teacher directions	11.18 appropriate technology for different purposes, audiences and contexts
11.8 generate, document, clarify, organise and present ideas and information	11.19 management strategies including drawing up a schedule, monitoring progress, meeting deadlines and following marking criteria grids
11.9 perform an allocated role responsibly in a group and assess the success of collaborative processes	11.20 reflection strategies such as learning logs, journals, letters to teachers and peers, guided discussion.
11.10 reflect on and assess their own and others' learning against specific criteria	
11.11 articulate and discuss the pleasure and difficulties, successes and challenges experienced in their writing.	

ESL Scales Outcomes

Oral Interaction
4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech.
4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English.
5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.
6.4 Uses planning and reflection to improve range, fluency and accuracy of oral language.
Reading and Responding
5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.
Writing
4.12 Makes use of discussion and reflection to enhance the writing process.
5.12 Focuses on planning and editing writing to improve its range and expression.

7.7 Content and Text Requirements for Stage 5

Texts

Students in Stage 5 **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 4 to Stage 5. (Some students with special education needs may not be able to use all or some of the modes of language: reading, listening and viewing.)

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing the following:

In **Stage 5**	
Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film, or film on video or DVD	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In each **Year** students **must** study examples of
- spoken texts
- print texts
- visual texts
- media and multimedia which should, over Stages 4 and 5, include texts drawn from radio, television, newspapers, the internet and CD-ROMs.

The selection of texts **must** give students experience of:
- a widely defined Australian literature and other Australian texts including those that give insight into Aboriginal experiences and multicultural experiences in Australia
- literature from other countries and times
- Shakespearean drama
- cultural heritages, popular cultures and youth cultures
- picture books
- everyday and workplace texts
- a range of social, gender and cultural perspectives.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome 1: A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.

Students learn to:	Students learn about:
1.1 respond to and compose a range of imaginative, factual and critical texts which are increasingly demanding in terms of their linguistic, structural, cognitive, emotional and moral complexity	1.7 the ideas, information, perspectives and ideologies presented in increasingly demanding imaginative, factual and critical texts and the ways they are presented
1.2 respond to and compose more sustained texts in a range of contexts	1.8 the features of increasingly complex imaginative, factual and critical texts, including the cognitive, emotional and moral dimensions of the text and its linguistic and structural features
1.3 analyse the effectiveness and impact of texts on responders in terms of ideas, perspective and originality	1.9 the ways sustained texts use elements such as evidence, argument, narrative, dialogue and climax
1.4 explain their responses to texts and their widening personal preferences within and among texts	1.10 the use of variations within conventions of particular genres, including forms of poetry, fiction and film and how these variations address the composer's purpose
1.5 respond to texts from different reading positions as an aspect of their developing moral and ethical stances on issues	1.11 their own emerging sense of style, personal preference and discernment in responding to and composing texts
1.6 respond to and compose texts that use inference and figurative language, such as symbolism and allusion, in complex and subtle ways.	1.12 how inference and figurative language can be used in complex and subtle ways.

ESL Scales Outcomes

Oral Interaction
7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.
8.1 Communicates effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity.
8.3 Interprets complex spoken English used for a range of purposes and creates spoken texts that demonstrate some clarity, cohesiveness and versatility of expression.
Reading and Responding
5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
6.6 Relates a text's format, structure and choice of language to its purpose.
7.6 Considers how the reader interacts with the text to construct its meaning.
Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome 2: A student uses and critically assesses a range of processes for responding and composing.

Students learn to:	**Students learn about:**
2.1 produce sustained spoken and written texts in rehearsed, unrehearsed and impromptu situations	2.8 the ways that the processes of planning including investigating, interviewing, selecting, recording and organising ideas, images and information can and should be modified according to specific purposes and texts
2.2 use writing and representing as an aid to research, planning, classifying information and learning	2.9 processes of representation including use of symbols, images, icons, stereotypes, connotations, inference, and particular visual and aural techniques including those of camera, design and sound, to create cohesive texts
2.3 vary their use of the processes of planning, drafting, rehearsing, editing and publishing to compose appropriately and effectively crafted and sustained texts in a range of modes and media	2.10 the ways composers, including authors and film-makers, use processes of representation in composing texts
2.4 combine processes of representation to create cohesive texts	2.11 ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as responders and composers of texts
2.5 assess the achievements of their own and others' compositions and responses according to specific guidelines of effectiveness for purpose, audience and context	2.12 the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
2.6 evaluate their own and others' texts in terms of creativity, originality, beauty and insight	2.13 their own processes of composition and how these processes influence the quality of their texts.
2.7 identify and articulate their own processes of responding and composing.	

ESL Scales Outcomes

Oral Interaction
5.4 Uses knowledge of oral and written English to sustain and monitor spoken English.
6.4 Uses planning and reflection to improve range, fluency and accuracy of oral language.
Reading and Responding
5.8 Applies basic text access strategies to enhance comprehension and learning.
6.8 Selects reading strategies appropriate to the nature of text and task.

Writing
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the class.
5.12 Focuses on planning and editing writing to improve its range and expression.
6.12 Plans and revises writing to enhance its fluency, accuracy and readability.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome 3: A student selects, uses, describes and explains how different technologies affect and shape meaning.

Students learn to:	**Students learn about:**
3.1 respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning 3.2 identify and critically evaluate the ways information, ideas and issues are shaped by and presented through technology 3.3 use advanced word processing tools including formatting of references and bibliographies, formatting multiple page documents including weblinks, importing data from internet and manipulating images to compose and format texts for different purposes, audiences and contexts, including the workplace 3.4 evaluate the impact on contemporary society of multimedia texts and information and communication technologies and speculate on future developments.	3.5 different techniques used to compose multimedia texts 3.6 the ways in which modern technologies of communication are used to inform, persuade and entertain 3.7 the ways in which modern technologies of communication are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences 3.8 advanced tools and uses of information and communication technologies including references, bibliographies, formatting multiple page documents, weblinks, importing data from the internet and manipulating images 3.9 the nature, scope and ethical use of information and communication technologies in contemporary society.

ESL Scales Outcomes

Oral Interaction
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.

Reading and Responding
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
6.10 Take some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language and communicate appropriately and effectively.
Outcome 4: A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.

Students learn to:	**Students learn about:**
4.1 identify, describe and explain the purpose of texts in personal, historical, cultural, social, technological and workplace contexts	4.8 the ways in which spoken, written and visual texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
4.2 describe, explain and evaluate the composer's choices of language forms and features and structures of texts in terms of purpose, audience and context	4.9 appropriate language forms and features and structures of texts to use in an increasingly wide range of contexts
4.3 use appropriate language forms and features and structures of texts in their own compositions and describe, explain and justify their choices in terms of purpose, audience and context	4.10 the metalanguage for describing, explaining and justifying the composer's choices of language forms and features and structures of texts in terms of purpose, audience and context
4.4 experiment with and explain altered perceptions of ideas and information that result from changes in language features and structures	4.11 the influence of purpose, audience and context on the use of particular language forms and features and structures of texts
4.5 identify purpose, audience and context of texts through consideration of the language forms and features, and structures used in the texts	4.12 the significance of the relationship between purpose, audience and context
4.6 adapt and justify language use appropriate to spoken, written and visual texts	4.13 codes and conventions, including emotive, evocative and impersonal language and signs, used to signal tone, mood and atmosphere in spoken, written and visual texts
4.7 identify and critically evaluate the use of Standard Australian English, its variations and levels of usage.	4.14 the appropriateness of the use of Standard English, its variations and levels of usage.

ESL Scales Outcomes

Oral Interaction
6.3 Interprets and creates spoken texts in ways that show a developing control over subject-specific registers.
7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.

Reading and Responding
5.7 Interprets texts, cueing into key organisational and language features.
6.6 Relates a text's format, structure and choice of language to its purpose.
6.7 Interprets complex language used for a range of purposes.

Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
5.11 Writes a number of coherent texts, demonstrating some flexibility and control over key organisational and language features.
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.
6.11 Writes a variety of coherent texts characterised by a cohesive and flexible use of language.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language and communicate appropriately and effectively.
Outcome 5: A student transfers understanding of language concepts into new and different contexts.

Students learn to:	**Students learn about:**
5.1 apply knowledge of language forms and features and structures of texts to respond to, compose and adapt texts to suit new and unfamiliar contexts 5.2 compose written, oral and visual texts for personal, historical, cultural, social, technological and workplace contexts 5.3 adapt their own or familiar texts into different forms, structures, modes and media for different purposes, audiences and contexts 5.4 identify, describe and explain the differences emerging as a result of such adaptations 5.5 explain the cohesion of syntax and content in familiar and unfamiliar texts.	5.6 the ways in which existing skills, knowledge and understanding about language can be used to access and express information for new purposes, audiences and contexts 5.7 predicting, speculating, hypothesising and paraphrasing as strategies for accessing texts with unfamiliar ideas or structures 5.8 how particular forms and features of language and structures of texts can be adapted to new purposes, audiences and contexts 5.9 the selection, organisation and coherence of information and ideas in texts.

ESL Scales Outcomes

Oral Interaction
5.2 Considers how interpersonal and cultural contexts affect communication in English.
6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners.
Reading and Responding
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
6.6 Relates a text's format, structure and choice of language to its purpose.

Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome 6: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.

Students learn to:	**Students learn about:**
6.1 explore real and imagined (including virtual) worlds through close and wide engagement with increasingly demanding texts 6.2 respond imaginatively and interpretively to an increasingly demanding range of literary and non-literary texts 6.3 compose texts that demonstrate originality, imagination and ingenuity in content and language 6.4 compose texts using a range of literary and non-literary texts as models 6.5 experiment with ways of representing the real world imaginatively 6.6 compose imaginative texts based on a proposition, premise or stimulus.	6.7 ways in which literary and non-literary composers transform ideas and experience into texts, including consideration of their insight, imaginative powers and verbal ingenuity 6.8 ways in which film-makers transform concepts into film, including consideration of script, story lines, sustained perspective, and visual and aural components of film-making and their interaction 6.9 the ways in which imaginative texts can explore universal themes and social reality.

ESL Scales Outcomes

Oral Interaction
7.2 Identifies and incorporates some non-literal language and some key cultural references in speech.
Reading and Responding
5.6 Demonstrates awareness of how information is organised and presented in English texts.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
6.6 Relates a text's format, structure and choice of language to its purpose.

Writing
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom.
7.9 Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum.
7.10 Adapts different aspects of writing to take account of context, purpose and reader.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome 7: A student thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts.

Students learn to:	**Students learn about:**
7.1 ask perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information in texts 7.2 trace ideas and images through extended texts 7.3 infer from and interpret texts 7.4 compare and contrast aspects of texts 7.5 recognise and explain differences between opinions and arguments, differences in shades of opinion and inconsistencies 7.6 propose, support and elaborate points in an argument and draw conclusions 7.7 explore and develop arguments in a range of modes and media and in imaginative, interpretive and critical compositions 7.8 demonstrate abstract principles through concrete examples.	7.9 the ways bias, stereotypes, perspectives and ideologies are constructed in texts, including the codes and phrasings that signal them 7.10 sequence and hierarchy of ideas 7.11 generalisations, clichés, appeals to authority, and appeals to popularity and public opinion 7.12 the ways the language of argument and persuasion can be adapted for different contexts 7.13 the conventions of reasoning including the use of logic, evidence, refutation and identification of digression and irrelevance, circumlocution and ellipsis.

ESL Scales Outcomes

Oral Interaction
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners.
7.1 Communicates in a variety of social and learning contests, presenting ideas and information on a range of familiar topics.
8.3 Interprets complex spoken English used for a range of purposes and creates spoken texts that demonstrate some clarity, cohesiveness and versatility of expression.
Reading and Responding
5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.
5.7 Interprets texts, cueing into key organisational and language features.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
6.6 Relates a text's format, structure and choice of language to its purpose.
6.7 Interprets complex language used for a range of purposes.
6.8 Selects reading strategies appropriate to the nature of text and task.
Writing
5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to varying demands of the classroom.
6.9 Communicates on a range of topics, marshalling ideas through a variety of well-known text types.
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome 8: A student investigates the relationships between and among texts.

Students learn to:	**Students learn about:**
8.1 identify and describe the similarities and differences between and among more demanding texts	8.7 the ways content, form and ideas of texts can be related
8.2 track and explain the patterns of theme and technique in the works of composers, for example an author, poet, film-maker or dramatist	8.8 the metalanguage for identifying, describing and explaining relationships between and among texts
8.3 identify and describe the recurring features of particular genres such as westerns or science fiction, focusing on their story lines, iconography, value systems and techniques	8.9 similarities of approach, attitude, intent, point of view, perspective and style in texts by different composers
8.4 track and explain the treatment of a common theme or idea in a range of texts in different modes and media	8.10 similarities, differences and developments in the texts of a particular composer
8.5 compose texts to experiment with patterns, representations, intertextuality and appropriations	8.11 the patterns of texts composed in different modes, media and multimedia
8.6 compose texts by complying with, adapting or subverting the conventions of form, genre and ideology.	8.12 intertextuality and how it can be used to shape meaning in texts
	8.13 appropriation and how it is used, critically and creatively, to respond to and compose texts.

ESL Scales Outcomes

Oral Interaction
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners.
Reading and Responding
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.

Writing
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.
7.10 Adapts different aspects of writing to take account of context, purpose and reader.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and the world.
Outcome 9: A student demonstrates understanding of the ways texts reflect personal and public worlds.

Students learn to:	**Students learn about:**
9.1 respond to and compose texts that reflect their expanding worlds from the personal to the public	9.6 the ways different and changing views of the world shape meaning
9.2 relate the content and ideas in texts to the world beyond the texts	9.7 the ways personal perspective is shaped by social, cultural and historical influences
9.3 describe ways in which their own responses to texts are personal and reflect their own context	9.8 the ways personal perspective shapes meaning
9.4 identify different reading positions and interpretations of particular texts and appreciate distinctions in meaning	9.9 aspects of their own context that influence their responses and compositions
9.5 draw conclusions about their own values in relation to the values expressed and reflected by texts, and their responses to them.	9.10 how alternative readings of texts reflect responders' personal and public worlds and what they value in the text.

ESL Scales Outcomes

Oral Interaction
7.2 Identifies and incorporates some non-literal language and some key cultural references in speech.
8.2 Shows understanding of how values, perspectives and feelings are expressed through spoken English and reflects that awareness in own language.
Reading and Responding
5.6 Demonstrates awareness of how information is organised and presented in English texts.
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.
6.6 Relates a text's format, structure and choice of language to its purpose.
7.5 Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.
7.6 Considers how the reader interacts with the text to construct its meaning.

Writing
5.10 Adjusts the form of writing to intended contexts, purposes and audiences.
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.
7.10 Adapts different aspects of writing to take account of context, purpose and reader.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and the world.
Outcome 10: A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.

Students learn to:	**Students learn about:**
10.1 identify cultural elements expressed in the language, structure and content of texts drawn from popular culture, youth cultures, cultural heritages and the workplace	10.7 the language used to express contemporary cultural issues
10.2 identify, explain and challenge cultural values, purposes and assumptions including gender, ethnicity, religion, youth, age, disability, sexuality, cultural diversity, social class and work in texts	10.8 the effects of personal, social, historical and technological perspectives on language and communication
10.3 interpret texts from a range of perspectives and justify the interpretations	10.9 the ways in which particular texts relate to their cultural experiences and the culture of others
10.4 engage with details of texts to respond and compose from a range of social and critical perspectives	10.10 the ways situational and cultural elements of context shape texts
10.5 respond to and compose texts to demonstrate their view of the world by drawing on the texts of other cultures (for ESL students, this might include drawing on texts in their first language)	10.11 the beliefs and value systems underpinning texts from different cultures
10.6 compose texts that reflect cultural attitudes other than their own.	10.12 how texts sustain or challenge established cultural attitudes.

ESL Scales Outcomes

Oral Interaction
7.2 Identifies and incorporates some non-literal language and some key cultural references in speech.
8.2 Shows understanding of how values, perspectives and feelings are expressed through spoken English and reflects that awareness in own language.
Reading and Responding
5.6 Demonstrates awareness of how information is organised and presented in English texts.
6.6 Relates a text's format, structure and choice of language to its purpose.
7.5 Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.
7.6 Considers how the reader interacts with the text to construct its meaning.
Writing
6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Stage 5

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English.
Outcome 11: A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.

Students learn to:	**Students learn about:**
11.1 understand the learning purposes, specific requirements and targeted outcomes of tasks	11.11 outcomes, criteria and guidelines for tasks and the value of outcomes-based learning
11.2 choose appropriate topics for investigation and negotiate these with their teachers	11.12 their own learning strengths and learning needs including their preferred ways of gathering, processing and representing information
11.3 identify, plan and monitor stages of tasks and topics with guidance	11.13 management strategies including drawing up schedules, timing, delegation and sharing in group work
11.4 choose learning processes, resources and technologies appropriate for particular tasks and situations	11.14 ways of managing information and communication technologies for effective learning
11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from books, the internet and other sources of information	11.15 ways in which skills, knowledge and understanding can be connected to new information and situations
11.6 establish and adopt roles and responsibilities, negotiate and implement strategies and meet deadlines	11.16 ways in which reflection and self-evaluation can assist learning.
11.7 reflect on and assess their own and others' learning and learning strategies against outcomes, criteria and guidelines established for tasks	
11.8 articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving, independent and collaborative work, and establish improved practices	
11.9 adapt current skills, knowledge and understanding to new situations	
11.10 use conjecture and hypothesis as learning strategies.	

ESL Scales Outcomes

Oral Interaction
5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.
6.4 Uses planning and reflection to improve range, fluency and accuracy of oral language.
Reading and Responding
5.8 Applies basic text access strategies to enhance comprehension and learning.
Writing
5.12 Focuses on planning and editing writing to improve its range and expression.
6.12 Plans and revises writing to enhance its fluency, accuracy and readability.

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see Section 8.

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for English Years 7–10 by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in Section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to address all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate English Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives	Outcomes
Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:	A student:
• speak, listen, read, write, view and represent	LS.1 responds to auditory cues in a range of contexts LS.2 listens for a variety of purposes in a range of contexts LS.3 uses technology and aids to communicate with a range of audiences LS.4 uses spoken language to interact with a range of audiences LS.5 recognises visual texts in a range of contexts LS.6 uses visual texts in a range of contexts LS.7 reads and responds to short written texts LS.8 responds to increasingly complex written texts LS.9 writes short texts for everyday purposes LS.10 composes increasingly complex written texts LS.11 views and responds to a range of visual texts, media and multimedia
• use language appropriately and effectively	LS.12 communicates for a variety of purposes LS.13 communicates in a range of contexts LS.14 communicates with a range of audiences
• think in ways that are imaginative, interpretive and critical	LS.15 draws on background and experiences to respond to texts in ways that are imaginative, interpretive or critical
• express themselves and their relationships with others and the world	LS.16 explores social and cultural issues through texts
• learn and reflect on their learning through their study of English.	LS.17 uses individual and collaborative skills in the learning process.

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all the content to demonstrate achievement of an outcome. The examples provided are suggestions only.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.1: A student responds to auditory cues in a range of contexts.

Students learn to:	**Students learn about:**
1.1 respond to auditory cues through body language or gesture eg turn head towards an alarm, look at person who is talking 1.2 respond to verbal cues eg wave to a friend who calls 'goodbye', smile in response to favourite music, say 'hello' when greeted 1.3 make an appropriate response to auditory cues and signals eg answer ringing telephone or alert someone else to answer, cease activity when lunch bell rings.	1.4 the various auditory cues found in the environment eg fire alarms, shark warnings, traffic lights, auditory signals 1.5 the non-verbal indicators associated with listening eg eye contact, body posture and positioning, nodding, smiling, gesturing 1.6 appropriate responses to auditory cues 1.7 the role and purpose of non-verbal indicators in communication.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.2: A student listens for a variety of purposes in a range of contexts.

Students learn to:	**Students learn about:**
2.1 respond to directions involving a single step eg 'wait', 'stop', 'stand up' 2.2 respond to directions involving more than one step eg 'Take out your workbook and open it at a new page', 'Have a look at that picture and tell me what you see' 2.3 demonstrate appropriate listening behaviours eg listen to peer presentation, watch movie without interrupting, listen to a musical or dramatic performance and applaud at appropriate time 2.4 listen with focus to answer questions eg listen to a radio advertisement for specific information such as product name 2.5 listen for the main idea eg listen to a guest speaker to learn about a particular topic 2.6 listen to speakers on an issue and then express preference and reasons for a particular point of view.	2.7 the skills involved in appropriate listening 2.8 appropriate listening behaviours to suit a purpose eg listen to a story or poem to determine the main idea 2.9 the skills involved in appropriate listening for different purposes eg predicting changes in mood and action in a film signaled by background music 2.10 listening actively and responsively 2.11 language forms and features used to shape meaning in spoken texts eg tone, pitch, volume, intonation, eye contact, body language, gesture.

<table>
<tr><td colspan="2">Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.3: A student uses technology and aids to communicate with a range of audiences.</td></tr>
<tr><td>Students learn to:
3.1 recognise technology and personalised aids for communication
3.2 use technology, personalised aids and strategies for communication
3.3 communicate basic needs and wants eg use communication device to indicate need for assistance
3.4 use technology and personalised aids to indicate preference and convey meaning in a range of contexts and with a variety of audiences
3.5 use technology and personalised aids to communicate for a variety of purposes, audiences and contexts.</td><td>Students learn about:
3.6 the use of technology, personalised aids and strategies for communication
3. communicating for a range of purposes, audiences and contexts.</td></tr>
</table>

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.4: A student uses spoken language to interact with a range of audiences.

Students learn to:	**Students learn about:**
4.1 communicate basic needs and choices eg ask a question to locate a toilet facility, indicate a preference for a picture book, poem or film 4.2 provide personal information to appropriate people eg name, date of birth, address, phone number 4.3 greet and farewell people in an appropriate manner 4.4 converse with peers and adults in an appropriate manner eg enter and leave conversations, maintain conversations, remain on topic 4.5 use appropriate pitch, tone and vocabulary to converse with different audiences in a variety of contexts 4.6 make requests for services eg seek assistance in class, order a pizza 4.7 use technology to communicate for a variety of purposes eg use a range of telephones, leave a message on an answering machine, use a microphone 4.8 contribute to and provide an opinion on familiar topics in class and small group discussions 4.9 contribute to class discussions using a range of skills including turn taking, questioning, rephrasing for clarification 4.10 deliver a presentation using appropriate skills eg recount from a personal point of view, drama performances, vote of thanks.	4.11 the language conventions for communicating needs and wants in a range of contexts 4.12 using spoken language to communicate for a variety of purposes 4.13 using technology to communicate 4.14 techniques for effective conversations 4.15 language forms and features used to shape meaning in spoken texts eg tone, pitch, volume 4.16 the ways in which purpose, context and audience shape spoken language eg speak to the principal differently than to a peer 4.17 matching language choice to specific audiences and purposes eg formal, colloquial, slang.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.5: A student recognises visual texts in a range of contexts.

Students learn to:	**Students learn about:**
5.1 recognise individual photographs, pictures or symbols of familiar people or objects 5.2 recognise signs and logos eg toilet, poison, exit, brands in supermarket, computer icons 5.3 use photographs, pictures, symbols, visual organisers for a variety of purposes eg to respond to story.	5.4 the universal meaning of signs and symbols 5.5 the ways information and meaning is conveyed in visual texts.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.6: A student uses visual texts in a range of contexts.

Students learn to:	**Students learn about:**
6.1 exercise personal choice in selecting a photograph, picture or symbol to communicate information for a variety of purposes eg express personal response to a story, poem or film 6.2 use visual texts to communicate with a variety of audiences eg symbol for name, signs, maps, feelings chart 6.3 use a range of visual texts to develop background knowledge of settings, events or characters eg pictures of costumes used in a Shakespearian play 6.4 use photographs, pictures, signs or symbols to convey information in a sequential manner eg arrange pictures in sequence to indicate narrative flow 6.5 create visual texts eg picture storybooks, pictorial ads, illustrations, cartoons 6.6 use a range of technology to create visual texts eg scanner, digital camera.	6.7 the ways information is conveyed in visual texts 6.8 using visual texts to convey messages eg direction, information, recount 6.9 using visual texts to indicate sequencing, narrative flow 6.10 using technology processes and strategies to create visual texts for particular purposes, contexts and audiences.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.7: A student reads and responds to short written texts.

Students learn to:	**Students learn about:**
7.1 recognise and interpret single words or simple instructions in context to meet a need eg exit, no entry, out of bounds, danger, 'enter password', 'close program' 7.2 use skills and strategies to read texts with accuracy and understanding 7.3 read instructions for a variety of purposes eg instructions for operating an appliance, dosage labels on medication, instructions for completing a response to visual text 7.4 interpret written information eg software menu, movie titles, monitors on railway stations 7.5 predict meaning in written texts, eg advertising, back cover of a book, reviews 7.6 read a variety of short written texts for enjoyment or information eg cartoons, recipes, magazine articles, sports results 7.7 use a dictionary 7.8 answer questions about texts to demonstrate understanding.	7.9 phonological, graphological, semantic and grammatical cues used to read texts 7.10 reading behaviours such as looking at pictures, predicting, self-correcting, re-reading, reflecting 7.11 the function of a variety of texts eg school diary, electronic texts, media texts 7.12 reading for factual comprehension.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.8: A student responds to increasingly complex written texts.

Students learn to:	**Students learn about:**
8.1 read a variety of texts for enjoyment and information 8.2 identify and use textual organisers eg index, title page, table of contents, menu tool bar 8.3 recognise the difference between types of texts eg cookbook, safety manual, drama scripts, web pages, novels, film and television 8.4 identify the main idea and specific information in texts 8.5 express point of view/opinion about a text 8.6 distinguish between fact and opinion in texts eg newspaper editorials, advertisements, sport results.	8.7 the language features of different texts 8.8 the structures of different texts 8.9 the purposes of different texts 8.10 the audiences of different texts 8.11 reading for literal and inferential meaning in text 8.12 genre models eg science fiction, horror, romance, tragedy, comedy, fantasy, myths and legends 8.13 the ways a writer's purpose affects their choice of language 8.14 the ways language is selected and changed for different audiences.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.9: A student writes short texts for everyday purposes.

Students learn to:	**Students learn about:**
9.1 copy own name 9.2 write own name 9.3 write with symbols using technology 9.4 write signature in consistent form 9.5 copy personal details in appropriate formats eg filling in forms 9.6 transfer information from one source to another eg copy timetable to school diary 9.7 complete personal details appropriately in a range of formats for a variety of purposes 9.8 write short texts eg notes, cards, lists, messages.	9.9 the range of conventions used in written texts eg capital letters, full stops, letter shape 9.10 the formats for recording various types of personal information 9.11 the characteristics of short written texts 9.12 the ways language structures and features can be used in a variety of simple texts for everyday purposes.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.10: A student composes increasingly complex written texts.

Students learn to:	**Students learn about:**
10.1 write on familiar topics for known audiences eg description of familiar people or things 10.2 use strategies to structure and compose written texts for wider audiences eg advertisements, simple web pages, procedures, letters, narratives, reports, acrostic poems, resume, journal, diary, learning log 10.3 draft, edit and proof read texts for publication eg word choice, tone, punctuation, spelling 10.4 publish texts in an appropriate format to suit audience, purpose and context.	10.5 building knowledge of the topic to assist with writing 10.6 the range of conventions used in written texts eg textual, visual, structural: sentence structure, paragraphs, complex punctuation, grammar (grammatical features) 10.7 the use of written texts for specific audiences 10.8 the formats for various types of correspondence 10.9 strategies to structure written texts eg scaffolding, graphic and diagram organisers 10.10 text types eg recount, narrative, procedures, report, explanations 10.11 aspects of publication eg multimedia, fonts, calligraphy, layout.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to speak, listen, read, write, view and represent.
Outcome LS.11: A student views and responds to a range of visual texts, media and multimedia.

Students learn to:	**Students learn about:**
11.1 view and respond to a range of visual texts, media and multimedia for personal enjoyment eg read picture books, photographs, and magazines, select and view television programs, video programs, video games, CD-ROMS	11.10 the variety of formats in which visual texts, media and multimedia may be presented
11.2 view and respond to a range of visual texts, media and multimedia for understanding and interpretation	11.11 the ways in which meaning can be conveyed through visual texts, media and multimedia
11.3 indicate preferences in regard to a variety of media and multimedia eg choose to use a CD-ROM rather than a television program	11.12 the ways in which a range of visual texts, media and multimedia, including the internet, may be accessed to suit a variety of purposes
11.4 predict meaning from visual texts eg cover of story book, video, CD-ROM or DVD, posters, advertisements	11.13 the ways in which text can be used to convey a particular point of view and to persuade others.
11.5 explore a range of visual texts, media and multimedia for a variety of purposes in a range of contexts	
11.6 recount the storyline of a text shown on a film or video eg a drama, a work of fiction	
11.7 express a point of view in relation to the content or presentation of a film or video eg plot, storyline, characters, setting, costumes, props, special effects	
11.8 make judgments about the nature and accuracy of the content of a variety of material eg magazines, supermarket or store catalogue, TV programs, commercials, internet advertisements, billboards	
11.9 use a range of media and multimedia to obtain information eg use the internet to obtain information on the background to a play or novel and write a short report on the findings.	

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language appropriately and effectively.
Outcome LS.12: A student communicates for a variety of purposes.

Students learn to:	**Students learn about:**
12.1 use individualised strategies including smiles, nods, blinks, claps, vocalisations, communication boards, gestures, to indicate a preference for a text or activity, to respond or to express an opinion 12.2 identify the purposes of communication eg explaining, describing, discussing, recounting, arguing 12.3 match appropriate strategies to purpose 12.4 use recognised conventions when communicating for a variety of purposes eg appropriate gesture to attract attention, make a telephone call or fax, to ask for information, send an email to friend and attach a photograph 12.5 select appropriate form of communication to match the purpose eg choose to write a letter of complaint rather than make a telephone call, send a card rather than write a letter.	12.6 the language structures and features used to achieve the different purposes of communication 12.7 the effects of emotive and persuasive language.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language appropriately and effectively.
Outcome LS.13: A student communicates in a range of contexts.

Students learn to:	**Students learn about:**
13.1 use individualised strategies including standard/recognised signs and symbols eg pictographs, vocalising, gesturing 13.2 identify the context for communication eg home, school, community, cultural 13.3 identify the features of language that are affected by context eg word choice, the difference between formal and informal language 13.4 match appropriate strategies to context 13.5 use recognised conventions when communicating in a variety of contexts eg formal greetings as opposed to colloquialisms 13.6 select appropriate form of communication to match the context eg read a presentation at assembly rather than give an impromptu speech.	13.7 appropriate communication strategies for different contexts 13.8 the features of language that are affected by context.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to use language appropriately and effectively.
Outcome LS.14: A student communicates with a range of audiences.

Students learn to:	**Students learn about:**
14.1 use individualised strategies including recognised signs and symbols 14.2 identify the audience for the communication eg peers, known and unknown adults, writers, guests, assemblies, authority figures, employers 14.3 identify the features of language that are affected by audience eg content, word choice, level of language 14.4 match appropriate strategies to audience 14.5 use recognised conventions when communicating with a range of audiences eg a text message is different to a job application 14.6 select appropriate form of communication for the audience eg tell the types of stories or jokes suitable for peers as opposed to adults, write a formal letter rather than a note.	14.7 the features of language that are affected by audience 14.8 the effect of emotive and persuasive language.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, interpretive and critical.
Outcome LS.15: A student draws on background and experiences to respond to texts in ways that are imaginative, interpretive or critical.

Students learn to:	**Students learn about:**
15.1 relate a personal experience, thought or feeling in relation to the characters, events, setting or themes of a text 15.2 draw on personal experiences to speculate on texts eg behaviours of characters, cause and effect, plot direction, writing style 15.3 respond with empathy to characters, situations and issues in texts eg imagine how they would react if they were the hero in the story 15.4 critically respond to texts to recognise the difference between fact and opinion, reality and fantasy.	15.5 cause and effect in texts 15.6 exploring real and imagined worlds 15.7 the use of bias 15.8 how writers relate to their audiences 15.9 how texts represent the perspective of others.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and the world.
Outcome LS.16: A student explores social and cultural issues through texts.

Students learn to:	**Students learn about:**
16.1 identify culturally specific vocabulary in texts eg sidewalk/footpath, jumper/ pullover/sweater 16.2 identify the use of clichés or non-literal language eg 'Get your act together', 'That CD is so cool' 16.3 identify culturally specific body language eg thumbs up, eye contact 16.4 engage in a text to identify the main social and cultural perspectives 16.5 describe and discuss social and cultural issues in texts eg texts about Aboriginal cultures or gender issues 16.6 draw on personal experiences in responding to texts 16.7 compose texts reflecting their own personal beliefs about social or cultural issues in texts eg picture showing how they feel about an issue, text about how issues have caused them to form an opinion.	16.8 how social and cultural issues are represented through texts eg gender, ethnicity, religion, youth, age, sexuality, disability, cultural diversity, social class, work and recreation 16.9 how language can be inclusive or exclusive 16.10 the way cultural influences shape texts 16.11 acknowledging the value of their own personal experiences in responding to texts.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English.
Outcome LS.17: A student uses individual and collaborative skills in the learning process.

Students learn to:	**Students learn about:**
17.1 ask questions to assist their learning eg to clarify understanding, to seek direction 17.2 recognise the nature of the task 17.3 recognise the steps involved in achieving the task 17.4 find, select and use information from a variety of sources 17.5 plan, organise and present their ideas and information 17.6 take on responsibilities as a learner both individually and as part of a group eg collect books from library, contribute to group discussion 17.7 discuss the achievements and difficulties associated with a particular task.	17.8 personal learning strengths and needs 17.9 research techniques eg books, internet, video, oral history 17.10 learning individually and as part of a group 17.11 organising their time 17.12 reviewing and reflecting on their learning.

9 Continuum of Learning in English K–12

As students move from Stage 3 to Stage 4, their focus moves beyond the single modes of talking, listening, reading (which includes viewing) and writing to the ways in which 'meaning is achieved through responding and composing, which are typically interdependent and ongoing processes' (Board of Studies NSW, 1999, *English Stage 6 Syllabus*, p 7).

This continuum uses the course outcomes to map the transition from Stage 3 to Stage 4, from the single mode structure of the *English K–6 Syllabus* to the multimodal structure of responding and composing in this syllabus and in the *English Stage 6 Syllabus*.

The following sections describe the continuum of learning in English from Kindergarten to Year 12.

Section 9.1 gives advice about engaging students in Years 7 to 10 who have not yet achieved Stage 3 outcomes. Years 7–10 teachers can obtain more specific detail of content to guide their students in the achievement of Stage 3 (or earlier stage outcomes) by reference to the Content, Scope and Sequence section of the *English K–6 Syllabus* (Board of Studies NSW, 1997, pp 49–74):
- Content Overviews pp 50–65
- Scope and Sequence of Text Types pp 66–71
- Scope and Sequence of Grammar pp 72–75
- Scope and Sequence of Phonological and Graphological Processing pp 76–83.

Section 9.2 demonstrates the continuum of outcomes from Stage 3 to Stage 6.

Section 9.3 lists outcomes in English from Early Stage 1 to Stage 3.

Section 9.4 demonstrates the continuum of learning in English K–12 through Stage Statements from Early Stage 1 to Stage 6.

9.1 Teaching students in Years 7 to 10 who have not yet achieved Stage 3 outcomes

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. The syllabus for Stage 4 and Stage 5 in English has been designed to build on and beyond Stages 1–3 while providing opportunities for revising, reinforcing and extending the skills, knowledge and understanding developed at these earlier stages.

Teachers need to build on the foundations already laid through the study of English K–6. At the same time, however, it is important to engage students at a new phase in their lives. One approach is to affirm the new start by focusing on areas of newness at Stage 4 and to use these as the context in which to re-introduce key knowledge and skills from earlier stages and increase students' competence in these areas.

A principle underlying the study of English at Stage 4 is that through responding to and composing texts we may gain understanding of the self, others and our place in the world. Programs intended to support students at a key transitional point in their school lives should acknowledge their desire to know, understand and operate in the world. As well as developing physically, students grow intellectually, socially and emotionally and, importantly, they develop an understanding of their own learning.

To experience success in secondary school, students need a wide range of purposeful learning experiences that include different interests, styles and abilities. They also need engagement with the full range of modes and media to allow them to express their understanding of themselves and the world.

There may be students moving into Year 7 who have not achieved some or all of the Stage 3 outcomes. The K–10 Continuum of Learning in English allows teachers to track areas where students are experiencing difficulty.

Students need to experience the stage of schooling of their cohort while working to achieve earlier stage outcomes.

In order to best support the learning of students, teachers should:
- use the K–10 Continuum of Learning in English to track the outcomes where students are experiencing difficulty
- be aware of the recursive nature of learning in English
- select suitable texts that are of high interest and appropriate complexity in order to assist students to experience the stage of schooling of their cohort while working to achieve earlier stage outcomes
- program activities in different contexts to assist students to understand the concepts involved in the outcomes
- develop explicit teaching strategies to develop understanding and skills in targeted outcomes
- vary teaching and learning approaches to enable a clear understanding of what is expected and to create a rich learning environment
- allow adequate time and opportunities for students to demonstrate outcomes.

Teachers should be aware that they may have students from an ESL background, from intensive language centres or directly from overseas who will not have had the opportunity to engage with English at earlier stages. These students may have different learning experiences and needs to those who have not achieved earlier stage outcomes.

For most students with special education needs, the outcomes and content in the *English Years 7–10 Syllabus* will be appropriate.

For some students with special education needs, particularly those students with an intellectual disability, the individual planning process may determine that the *English Years 7–10 Syllabus* outcomes and content are not appropriate. For these students Life Skills outcomes and content will provide a relevant and meaningful program.

(See Board of Studies NSW, *Assessment, Certification and Examination Manual*, 7.3 Areas Outside the Board's Guidelines.)

9.2 Continuum of Outcomes in English from Stage 3 to Stage 6

Stage 3 Outcomes	Stage 4 Outcomes	Stage 5 Outcomes
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 4. A student evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features. (*Learning about talking and listening*) 5. A student reads independently an extensive range of texts with increasing content demands and responds to themes and issues. (*Learning to read*) 7. A student critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. (*Learning about reading*) 9. A student produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. (*Learning to write*) 13. A student critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader. (*Learning about writing*)	1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.	1. A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.
2. A student interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively. (*Learning to talk and listen*) 3. A student discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. (*Learning about talking and listening*) 6. A student uses a comprehensive range of skills and strategies appropriate to the type of text being read. (*Learning to read*) 7. A student critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. (*Learning about reading*) 10. A student uses knowledge of sentence structure, grammar and punctuation to edit own writing. (*Learning to write*) 11. A student spells most common words accurately and uses a range of strategies to spell unfamiliar words. (*Learning to write*) 13. A student critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader. (*Learning about writing*) 14. A student critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. (*Learning about writing*)	2. A student uses a range of processes for responding to and composing texts.	2. A student uses and critically assesses a range of processes for responding and composing.

Stage 6 (Standard) Outcomes	**Stage 6 (ESL) Outcomes**	**Stage 6 (Advanced) Outcomes**
6. A student engages with the details of texts in order to respond critically and personally. 7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts. 8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.	8. A student adapts a variety of textual forms to different purposes, audiences and contexts in all modes. 9. A student engages with the details of text in order to develop a considered and informed personal response.	6. A student engages with the details of text in order to respond critically and personally. 7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts. 8. A student articulates and presents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.

Stage 3 Outcomes	Stage 4 Outcomes	Stage 5 Outcomes
3. A student discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. (*Learning about talking and listening*) 6. A student uses a comprehensive range of skills and strategies appropriate to the type of text being read. (*Learning to read*) 8. A student identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts. 0(*Learning about reading*) 12. A student produces texts in fluent and legible style and uses computer technology to present these effectively in a variety of ways. (*Learning to write*) 14. A student critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. (*Learning about writing*)	3. A student responds to and composes texts in different technologies.	3. A student selects, uses, describes and explains how different technologies affect and shape meaning.
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 4. A student evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features. (*Learning about talking and listening*) 6. A student uses a comprehensive range of skills and strategies appropriate to the type of text being read. (*Learning to read*) 8. A student identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts. (*Learning about reading*) 10. A student uses knowledge of sentence structure, grammar and punctuation to edit own writing. (*Learning to write*) 14. A student critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. (*Learning about writing*)	4. A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.	4. A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.

Stage 6 (Standard) Outcomes	Stage 6 (ESL) Outcomes	Stage 6 (Advanced) Outcomes
5. A student analyses the effect of technology and medium on meaning.	7. A student analyses the effect of technology on meaning.	7. A student analyses the effect of technology on meaning.
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.	4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.

Stage 3 Outcomes	Stage 4 Outcomes	Stage 5 Outcomes
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 4. A student evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features. (*Learning about talking and listening*) 6. A student uses a comprehensive range of skills and strategies appropriate to the type of text being read. (*Learning to read*) 8. A student identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts. (*Learning about reading*) 9. A student produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. (*Learning to write*) 14. A student critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. (*Learning about writing*)	5. A student makes informed language choices to shape meaning with accuracy, clarity and coherence.	5. A student transfers understanding of language concepts into new and different and contexts.
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 5. A student reads independently an extensive range of texts with increasing content demands and responds to themes and issues. (*Learning to read*) 9. A student produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. (*Learning to write*)	6. A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.	6. A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 3. A student discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. (*Learning about talking and listening*) 5. A student reads independently an extensive range of texts with increasing content demands and responds to themes and issues. (*Learning to read*) 7. A student critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. (*Learning about reading*) 9. A student produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. (*Learning to write*) 13. A student critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader. (*Learning about writing*)	7. A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.	7. A student thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts.

Stage 6 (Standard) Outcomes	Stage 6 (ESL) Outcomes	Stage 6 (Advanced) Outcomes
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.	4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.	12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.	11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.	11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.

Stage 3 Outcomes	Stage 4 Outcomes	Stage 5 Outcomes
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 3. A student discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. (*Learning about talking and listening*) 5. A student reads independently an extensive range of texts with increasing content demands and responds to themes and issues. (*Learning to read*) 7. A student critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. (*Learning about reading*) 9. A student produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. (*Learning to write*) 13. A student critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader. (*Learning about writing*)	8. A student makes connections between and among texts.	8. A student investigates the relationships between and among texts.
1. A student communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. (*Learning to talk and listen*) 5. A student reads independently an extensive range of texts with increasing content demands and responds to themes and issues. (*Learning to read*) 9. A student produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. (*Learning to write*)	9. A student demonstrates understanding that texts express views of their broadening world and their relationships within it	9. A student demonstrates understanding of the ways texts reflect personal and public worlds.
3. A student discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. (*Learning about talking and listening*) 7. A student critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. (*Learning about reading*) 14. A student critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts. (*Learning about writing*)	10. A student identifies, considers and appreciates cultural expression in texts.	10. A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
2. A student interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively. (*Learning to talk and listen*) 6. A student uses a comprehensive range of skills and strategies appropriate to the type of text being read. (*Learning to read*) 10. A student uses knowledge of sentence structure, grammar and punctuation to edit own writing. (*Learning to write*)	11. A student uses, reflects on and assesses individual and collaborative skills for learning.	11. A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.

Stage 6 (Standard) Outcomes	Stage 6 (ESL) Outcomes	Stage 6 (Advanced) Outcomes
2. A student demonstrates understanding of the relationships among texts.	2. A student describes and explains different relationships among texts.	2. A student explains relationships among texts.
1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	1. A student explains and evaluates the effects of different contexts of responders and composers on texts. 2A. A student recognises different ways in which particular texts are valued.
1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	1. A student explains and evaluates the effects of different contexts of responders and composers on texts. 2A. A student recognises different ways in which particular texts are valued.
12. A student reflects on own process of responding and composing. 13. A student reflects on own process of learning.	13. A student reflects on own process of responding and composing. 14. A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.	12. A student reflects on own processes of responding and composing. 12A. A student explains and evaluates different ways of responding to and composing text. 13. A student reflects on own processes of learning.

9.3 Outcomes in English from Early Stage 1 to Stage 3

TALKING AND LISTENING OUTCOMES

Substrands	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Learning to Talk and Listen *These outcomes will be used to plan and assess students' talking and listening and the development of associated talking and listening skills and strategies.*				
Talking and Listening	TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.	TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.	TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.	TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
Skills and Strategies	TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.	TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.	TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.	TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
Learning about Talking and Listening *These outcomes will be used to plan and assess the development of explicit knowledge of how spoken language works in context and of how to talk about the structures and features of spoken language.*				
Context and Text	TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.	TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.	TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.	TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
Language Structures and Features	TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.	TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.	TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.	TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

READING OUTCOMES

Substrands	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Learning to Read *These outcomes will be used to plan and assess students' reading of a range of texts and the development of associated reading skills and strategies.*				
Reading and Viewing Texts	RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.	RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.	RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.	RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
Skills and Strategies	RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.	RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.	RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.	RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
Learning about Reading *These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context and of how to talk about the structures and features of written language.*				
Context and Text	RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.	RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.	RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.	RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
Language Structures and Features	RES1.7 Identifies some basic language structures and features of texts.	RS1.7 Identifies the text structure and basic grammatical features of a limited range of text types.	RS2.7 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.	RS3.7 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

WRITING OUTCOMES

Substrands	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Learning to Write *These outcomes will be used to plan and assess students' writing and the development of associated writing skills and strategies.*				
Producing Texts	WES1.9 Engages in writing texts with the intention of conveying an idea or message.	WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.	WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.	WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
Skills and Strategies Grammar and punctuation	WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.	WES1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.	WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.
Spelling	WES1.11 Begins to use letters to represent known words when spelling.	WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.	WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.	WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
Handwriting and computer technology	WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.	WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.	WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.
Learning about Writing *These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context and of how to talk about the structures and features of written language.*				
Context and Text	WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.	WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.	WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.	WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
Language Structures and Features	WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.	WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.	WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

9.4 Stage Statements for English K–12

Early Stage 1
Students who have achieved Early Stage 1 show a growing awareness of the many purposes for using spoken and written texts in and outside the classroom and school.

Students use spoken language to mix informally with teachers, peers and known adults in the classroom. Using their home variety of English, they ask and respond to questions and contribute to class or group discussions. Students try to express themselves clearly using various forms of communication to understand others, and correct themselves or indicate when they cannot understand.

Students demonstrate a growing understanding of the reading process, which involves integrating a range of skills and strategies while independently reading and viewing texts.

Students recognise literary and factual texts. In responding to and discussing texts read aloud by the teacher, they relate what they know about the world and their own experiences to the ideas, events and information in texts.

Students show an emerging awareness of the nature, purposes and conventions of written language. They know the letters of the alphabet and most of the sounds these letters represent. They produce texts of one or more sentences, using most upper-case and lower-case letters appropriately. They recognise some common computer icons and use these to perform elementary tasks. (Board of Studies NSW, 1997, *English K–6 Syllabus*, p 12)

Stage 1
Students who have achieved Stage 1 use English in ways that reflect their foundational competence in spoken and written texts.

Through their familiarity with using spoken English for school purposes, students mix with others in more complex ways. They are developing some awareness of how they and other people adjust their talking and listening to suit their purposes and audience. Students draw on what they are learning about language to experiment with their own talking and listening. They also adopt new ways to improve their communication with others.

Students read short literary and factual texts. They recognise the structure and grammar of several types of text. Students can now interpret and discuss the meanings they find in written and visual texts. They understand that texts are produced by people for different purposes and different audiences and that texts represent real and imaginary experiences in different ways.

Students produce brief written texts that are understood by others and that include related ideas and information. They are aware that writing can be planned, reviewed and changed, and can discuss these processes.

Students use computer technology to construct texts. They understand that texts constructed in this way can be manipulated to cater for additions and alterations in style. They spell correctly many frequently used words and use what they know about letter–sound correspondences to help them spell. They write legibly in NSW Foundation Style. They attempt to use correct punctuation (capital letters, full stops). (Board of Studies NSW, 1997, *English K–6 Syllabus*, p 12)

Stage 2
Students who have achieved Stage 2 interpret and communicate proficiently ideas and information for different purposes and audiences. They explore the features of different types of spoken, written and visual texts and experiment with ways of shaping their ideas to suit topics, purposes and audiences.

Students use spoken language to interact confidently and effectively in a variety of contexts (home, class, school, community) and with a range of audiences (familiar, less familiar, small group of peers, whole class). Students listen attentively for both general ideas and specific detail. They can give a short prepared oral presentation on a familiar topic.

Students can read independently a wide range of texts on challenging topics. They recognise and discuss relationships between ideas, information and events in these texts. They have a grasp of simple symbolic meanings and stereotypes and of the purposes and characteristics of different types of texts. They can discuss different interpretations of visual texts.

Students produce longer texts with well-developed stages, using ideas and information about a range of topics. They recognise, discuss and can use many of the structures and grammar of a range of text types. Students experiment with ways of planning, reviewing and proofreading their writing as demonstrated by the teacher, and usually spell familiar words correctly. They can use the edit functions of word processors to alter, format and organise their texts. They use joined letters when writing in NSW Foundation Style. They usually use correct punctuation (capital letters, full stops, quotation marks, commas). (Board of Studies NSW, 1997, *English K–6 Syllabus*, p 13)

Stage 3
Students who have achieved Stage 3 have a sound basic knowledge of how to use English. This enables them to experiment with their talking, listening, reading and writing on different topics for an increasing range of purposes and a variety of audiences.

Students are aware of the ways in which the considered use of spoken language can entertain, inform and influence others. They plan, rehearse and reflect on the ways they listen and speak.

Students read independently a wide range of texts with increasing complexity. Students try to understand written and visual texts containing unfamiliar concepts and topics, and texts that use language in relatively complex ways. They recognise points of view. They justify their own interpretations by referring to the text and to their own knowledge and experience.

Students structure their written texts coherently according to the social purpose of the text type. They write well-structured sentences and use a variety of grammatical features effectively. They try to adjust their writing to meet readers' needs and plan, review and proofread their writing. They can construct texts for different purposes and audiences, using computer technology. They spell most common words accurately and use a variety of strategies to spell less common words. They consistently use correct punctuation and write in a fluent, legible style. (Board of Studies NSW, 1997, *English K–6 Syllabus*, p 13)

Stage 4
Students who have achieved Stage 4 respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts; they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing, and representing, students shape meaning through the thoughtful selection and ordering of appropriate content, and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings, and compose logical argument. They experiment with form and language in different modes and technologies to produce spoken, written and visual texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.

Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learnt, effective ways to learn and what they need to learn next.

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film, electronic texts and interactive texts with an informed awareness of the language forms and features, and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Stage 5
Students who have achieved Stage 5 respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations in regard to content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process including planning, researching, drafting, conferencing, editing and

publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained, supportable interpretations and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their skills, knowledge and understanding to new contexts.

Stage 6
By Stage 6, students are developing or have developed an understanding of themselves, and the ways that they relate to learning and the value of learning in their lives. They bring to their learning a range of perspectives and experiences. Students' choices of study are broadened to recognise their growing independence as learners and the diversity of their needs, interests, abilities, goals, pathways and intentions. Study in English at Stage 6 is characterised by students' increased awareness of the ways in which they organise and participate in learning, and by greater self-direction.

At Stage 6, students are more specific and articulate in their study of how meanings are shaped in and through texts. Students extend their skills in reading, writing, listening, speaking, viewing and representing, by refining their imaginative and interpretive skills and by applying their analytical abilities to increasingly complex texts. They develop their awareness of personal, social, historical, cultural and workplace contexts, their notions of value and their understanding of self and others. They engage in responding to and composing texts, and consider the diverse processes involved in this through their wide reading, and through close analysis of texts. They develop knowledge and understanding of the ways that the linguistic, structural, contextual and thematic interrelationships among texts shape meaning. They develop and apply a knowledge and understanding of the role and function of literary conventions and devices. Students analyse the relationships between texts and technologies of production and evaluate the ways in which the medium itself influences the shape and nature of meaning. Their skills in composition are further developed.

In Stage 6, as students explore more complex texts, as well as simple texts in more complex ways, they refine their knowledge of language forms and features, and of the structures of texts. They apply this knowledge to develop communication skills in specific post-secondary contexts for personal, academic, workplace and social purposes.

Students value and appreciate their own and others' use of language. They enjoy the diversity of language and literature and appreciate the role of English in their lives and in learning. (Board of Studies NSW, 1999, *English Stage 6 Syllabus*, pp 11–12)

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:
- outcomes and content in syllabuses showing what is to be learned
- and descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in English present a developmental sequence in which students are challenged to acquire new skills, knowledge and understanding.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in English as a reference point for planning teaching and learning programs and for assessing and reporting student progress. Standards in English will help teachers and students to set targets, monitor achievement, and as a result make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in English is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their skills, knowledge and understanding. Assessment for learning involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of English will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, assessment for learning:
- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

  In practice, this means:
  – teachers reflect on the purposes of assessment and on their assessment strategies
  – assessment activities allow for demonstration of learning outcomes
  – assessment is embedded in learning activities and informs the planning of future learning activities
  – teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

  In practice, this means:
  – students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  – students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

  In practice, this means:
  – teachers use tasks that assess, and therefore encourage, deeper learning
  – feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  – assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

  In practice, this means:
  – feedback is directed to the achievement of standards and away from comparisons with peers
  – feedback is clear and constructive about strengths and weaknesses
  – feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

  In practice, this means:
  – assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

  In practice, this means:
  - assessment against standards provides opportunities for all learners to achieve their best
  - assessment activities are free of bias.

Making judgements about student achievement

Assessment for learning in the *English Years 7–10 Syllabus* is designed to give students opportunities to produce the work that leads to development of their knowledge, skills and understanding. It involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment. Teachers of Years 7–10 English provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Gathered evidence can also be used for *assessment of learning* that takes place at key points in the learning cycle, such as the end of a year or stage, when schools may wish to report differentially on the levels of skill, knowledge and understanding achieved by students. Descriptions of levels of achievement for Stage 4 and Stage 5 in English have been developed to provide schools with a useful reporting tool that they can use to report consistent information about student achievement to students and parents, and to the next teacher, to help to plan the next steps in the learning process.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Descriptions of levels of achievement will provide a common language for reporting. This can make it easier for students, parents and teachers to understand how a student is progressing and to set expectations for the next steps in learning.

Levels of achievement have been written for English Years 7–10. These describe observable and measurable features of student achievement, at the end of a stage within the indicative hours of study.

At Stage 5 there are six levels of achievement. Level 6 describes excellent achievement in relation to course objectives and outcomes. Level 2 describes basic achievement, while the level 1 description will help identify students who have not met the expected standard by the end of the stage and who may require additional time or different strategies to consolidate their learning.

At the end of Year 10, teachers of English Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a high level of achievement; levels 2 and 3 describe satisfactory/proficient achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who have not met the expected standard by the end of the stage and who may require additional time or different strategies to consolidate their learning.

10.4 Choosing Assessment Strategies

Assessment is a fundamental element of the teaching and learning cycle. In a standards-referenced framework teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts.

In assessing students, teachers employ a range of strategies for designing and managing tasks, collecting and recording assessment data, and providing appropriate feedback.

In English these tasks allow students to demonstrate their language growth through responding to and composing a range of types of text. Students are assessed on their ability to compose texts for a range of purposes, audiences and contexts. In responding to texts students demonstrate their understanding of how meaning is shaped in texts.

During Stages 4 and 5, assessment of English syllabus outcomes should take a variety of forms and use a range and combination of modes. Students gain information about their learning through feedback from teachers and from self, peer and collaborative assessment using techniques such as observation and conferencing. The challenge and complexity of assessment tasks increase to allow for developing student independence and skills of reflection. Assessment tasks enable students to develop evaluative independence as they assess their own skills, knowledge and understanding and determine ways to improve their learning.

Planning for assessment is integral to programming for teaching and learning. Teachers review the syllabus and standards materials and describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learned what they needed to learn. In English, this means that opportunities must be provided to assess all the language modes.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what the learning looks like.

The assessment cycle is continuous; students receive and give themselves feedback on what they have learned, and what needs to be done to continue their learning.

Assessment is used to determine the students' initial understanding and skills, to monitor student progress and to collect information to report student achievement.

When planning assessments English teachers should ensure that:

- assessment activities are clearly related to the outcomes
- each assessment activity or series of activities allows for discrimination of student achievement
- activities and tasks provide authentic opportunities for students to demonstrate their levels of achievement in relation to the outcomes
- a variety of assessment strategies is used so that students have the opportunity to show in different ways what they know and can do
- a manageable range of assessment strategies is selected.

For each assessment task English teachers:

- decide the outcomes and components to be assessed
- ensure the task type chosen will enable the outcomes to be assessed effectively
- ensure the task allows each student to demonstrate his or her level of achievement
- check that:
  - the task is valid and reliable
  - the instructions are clear
  - the language level is appropriate
  - the task is the right length
  - the level of difficulty is appropriate
  - the task is free from bias
- develop a set of criteria for judging and appropriately rewarding the quality of performance. Criteria for judging performance reflect the nature and intention of the task and will be expressed in terms of the knowledge and skills demanded by the task. The wording of outcomes and the descriptions of levels of achievement can help with developing criteria for judging performance
- share their expectations in relation to the criteria for judging the quality of performance with students.

In planning for assessment English teachers need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student by the end of the stage.

Teachers use the collected information for planning the next steps in learning and for providing feedback to students. Feedback in this context can be viewed as an indication of what students should be aiming for; the standard against which students can compare their own work. Students are thus involved in decisions about their own learning and are able to reflect on their own learning.

The evidence collected should enable English teachers to make consistent judgements to meet the various reporting requirements that the system, school and community may have. Consistency of teacher judgement relies on a shared framework for describing student learning outcomes, a shared understanding of what those learning outcomes mean and a shared understanding of what student performance looks like at each stage and level of achievement. It involves adhering to the same principles or standards to form an opinion, estimate or conclusion based on evidence.

Consistency occurs when a teacher's judgement accords with:
- those previously made for the individual student
- those made for all other students in a range of contexts
- those judgements made by other teachers for all students within a class, across classes and throughout the system.

Assessment tasks in English will include tasks with a specified time limit and tasks to be accomplished over a longer period. They include:
- responses presented in a different type of text and through a combination of modes: for example, converting prose to script, or using information from a factual text to compose a literary or imaginative text
- prepared and impromptu oral presentations
- written or spoken, short or extended, responses
- listening and viewing tasks: for example, responses to taped stories, films and television programs
- research tasks using information drawn from library, internet, databases and spreadsheets
- reflective tasks: for example, completing a written text, explaining the processes used to produce the text and self-assessing the text
- oral and written critical responses to texts using given or learnt criteria (for example, the strengths and weaknesses of website designs and functions) and assessing balance and objectivity in texts
- limited-time composition of texts in particular forms for specific contexts (for example, preparation of a twenty-second radio news bulletin)
- extended research, composition and presentation (for example, development of multimedia texts and presentations)
- identification and analysis of the components of multimodal texts (for example, how sound and visual components work together in a film)
- reading tasks requiring skimming, scanning or close reading
- drafts and completed versions of written texts or representations
- editing texts to remove errors, improve style, shorten, lengthen, or adjust for a different purpose, audience and context
- collecting portfolios or folders of work with negotiated content and reflections on the learning processes used
- directed reading strategies (for example, cloze)
- imaginative re-creation or extension from a text (for example, writing as a character, creating an additional incident, interviewing the composer)
- self-assessment of the achievement of outcomes during a series of tasks (for example, collaborative presentations of an advertising campaign)
- evaluating and challenging views through group discussions of issues (for example, gender in the workplace)
- composition of a folder of everyday and workplace texts such as reports, letters of application, record of interview
- peer evaluation of performance for particular audiences
- composing a visual representation that emphasises a particular point of view
- a multistage task with opportunities for teacher observations at key stages.

11 Glossary

Aboriginal English: The first language, or home language, of many Aboriginal people. In subtle ways this language, a distinctively Aboriginal kind of English, is a powerful vehicle for the expression of Aboriginal identity. (See Diane Eades, 1995, *Aboriginal English*, Board of Studies NSW, Sydney.)

Aesthetics: Commonly the appreciation of beauty, an aesthetic experience is generated in the encounter between specific texts and specific readers, audiences and viewers in specific conditions.

Alternative readings: Interpretations of a text that vary from the most widely understood or traditional interpretations. For example, *Wuthering Heights* is traditionally read as a novel about intense human relationships but contemporary alternative readings include a political reading (seeing it as a novel of social class and bourgeois exploitation in Victorian England) and a gendered reading (seeing it as a novel of sexual domination and exploitation).

Appropriation: Taking an object or text from one context and using it in another context. The process can allow new insights into the original text and emphasise contextual differences. Writers of television commercials frequently appropriate images and icons from other cultural contexts, and movie scriptwriters have been known to appropriate the plots of fairy stories. Texts can also be appropriated for satirical purposes; for example, *Frontline* appropriates and parodies the genre of tabloid television current affairs.

Cohesion: That quality in a text determined by its parts being related and contributing to the text's theme or central purpose. Cohesion is achieved through shaping the form, creating a structure that the responder can recognise and use to navigate the text, and using features of language that link the various parts of the text into a complete whole. These features can include connectives such as 'furthermore' and 'therefore', cross-references to different parts of the text, and reiteration of the title or terms of the topic or question being addressed in the text.

Collaborative learning: An interactive approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to mutually defined problems.

Composing: The activity that occurs when students produce written, spoken, or visual texts. Composing typically involves:

- the shaping and arrangement of textual elements to explore and express ideas, emotions and values
- the processes of imagining, drafting, appraising, reflecting and refining
- knowledge, understanding and use of the language forms, features and structures of texts.

Context: The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.

Conventions: Accepted practices or features which help define textual forms and meaning.

Critical literacy: The ability to question, challenge and evaluate the meanings and purposes of texts. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as gender, ethnicity and class. A critical literacy approach to teaching English has students composing, responding to, analysing and evaluating written, spoken, visual and multimedia texts from various perspectives in order to learn how they operate as cultural products.

Cultural assumption: Beliefs or attitudes about such things as gender, religion, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture. Cultural assumptions underlie cultural expressions in texts and may also be embedded in texts in various ways.

Cultural expression: The articulation or representation of beliefs, practices or attitudes pertaining to a particular culture.

Cultural heritage: That approach to teaching that focuses on transmitting to students the established knowledge and values of high culture, expressed through literary texts. In the case of English teaching, a cultural heritage model places high value on the literature of the Western canon and involves detailed analytical treatment of texts in order to uncover the meanings intended and communicated by the author.

Cultural literacy: Knowledge and understanding of how language, history, values and traditions shape and are reflected in literature, the media, popular culture and everyday and workplace contexts. Cultural literacy requires an ability to respond to and compose texts with an awareness of such cultural contexts.

Culture: The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.

Electronic media: Media technology, such as television, the internet, radio, teletext and email, that communicates with large numbers of people.

Evaluate: To estimate the worth of a text in a range of contexts and to justify that estimation and its process.

Everyday and workplace texts: Texts that communicate in everyday situations and workplaces. Everyday and workplace texts are composed with a sensitivity to the broad range of language competencies among the intended audience, and the contexts within which they are placed. Examples of everyday texts include road signs, information texts provided by government departments and instructions on appropriate behaviour in places like schools, restaurants and parks. Examples of workplace texts include safety signs, information texts relating to workplace procedures, and texts that use the jargon of the workplace.

Explore: To examine closely and experiment with texts.

Genre: A category of texts that can be recognised by specific aspects of its subject matter, form and language.

Icon: An image or likeness that carries meaning beyond its literal interpretation. The cross is an icon that represents Christianity; the Sydney Opera House is an icon that represents Sydney or Australia. The meaning of 'icon' has also broadened to refer to an image or likeness that is admired and valued because of the qualities inherent in what it represents. So, for example, leading figures in popular culture enjoy iconic status when they are seen as representing admired qualities such as intelligence, creativity, leadership, courage, talent, physical strength, grace or endurance.

Imaginative text: A text that represents ideas, feelings and mental images in words or visual images. An imaginative text might use metaphor to translate ideas and feelings into a medium that can be communicated effectively to an audience. Imaginative texts also make new connections between established ideas or widely recognised experiences in order to create new ideas and images. Imaginative texts are characterised by originality, freshness and insight.

Interactive text: A text that the user can manipulate in some way; for example, by manipulating the sound, words or graphics, by selecting text, and sometimes by changing or adding to, the content.

Intertextuality: The associations or connections between one text and other texts. Parody and plagiarism are clear and extreme forms of intertextuality. An overt reference to another text, as in a direct quote from another text, is another example of intertextuality. More subtle forms of intertextuality include the intertextual use of iconic or well-known images (for example, an image of a sports star in an Australian tourism advertisement). There are also intertextual connections that responders might make between texts, connections unintended by the composer; for example, a description of a seascape that conjures up a particular song or visual image in the mind of a responder.

Language forms and features: The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production and can include written, spoken, nonverbal or visual communication of meaning.

Language modes: Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning. It is important to realise that:

- any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts
- the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.

Literacy: A synthesis of language, thinking and contextual practices through which meaning is shaped. 'Effective literacy is intrinsically purposeful, flexible and dynamic' (Dawkins, J, 1991, *Australia's Language: The Australian Literacy and Language Policy*, AGPS) and involves interactions in a range of modes and through a variety of mediums.

Media: Modern technologies used to communicate with large numbers of people over distances. Characteristically the media are newspapers, magazines, television and radio, and aspects of the internet are now viewed as media.

Medium: The physical form in which the text exists or through which the text is conveyed.

Medium of communication: Means of carrying a message or transmitting meaning from one person to another; major media of communication are print, film, electronic means and sound.

Metalanguage: Language (which can include technical terms, concepts, ideas or codes) used to describe and discuss a language. The metalanguage will often be in the same language as the object language (ie English). The language of grammar and the language of literary criticism are two examples of metalanguage.

Modality: The selection of words used by a writer or speaker to express different shades and degrees of meaning.

Mode: See *language modes*.

Multimedia: Those texts that use more than one medium; for example, combining visual media such as words and images, with sound. Television, the internet and developments in computer and digital technology have resulted in multimedia texts becoming increasingly rich and complex. Multimedia texts now generally feature moving images, sophisticated and complex graphics, and interactivity. Examples of multimedia texts include texts delivered on CD-ROM and DVD, music videos, cartoons, video games, and internet texts.

Multimodal: Comprising more than one mode. A multimodal text uses more than one mode to communicate meaning. Examples of multimodal texts include films and computer games.

Personal growth: An approach to teaching English that focuses on the development of students' personal responses to texts, their enjoyment of reading, and the fostering of individual creativity. It is particularly concerned with students' social needs and personal interests and explicitly values students' own experiences. Through its exploration of personal experience and its acceptance of the language of everyday communication, a personal growth model allows for the incorporation of a wide range of texts and media.

Perspective: A way of regarding situations, facts and texts.

Picture book: A book, traditionally produced for children and now also being composed for older readers, in which words and illustrations complement each other to tell a story that might have some allegorical or moral level of significance.

Point of view: The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.

Popular culture: Cultural experiences widely enjoyed by members of various groups within the community.

Positioning: The composing technique of causing the responder to adopt a particular point of view and interpret a text in a particular way. Composers position responders by selectively using detail or argument, by carefully shaping focus and emphasis, and by choosing language that promotes a particular interpretation and reaction.

Reflection: The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.

Representing: The language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a webpage, or enacting a dramatic text.

Responding: The activity that occurs when students read, listen to, or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves:

- reading, listening and viewing that depend on, but go beyond, the decoding of texts
- identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

Rhetorical devices: Strategies used by writers and speakers to achieve particular effects; for example to stimulate the audience's imagination or thought processes, to draw attention to a particular idea, or simply to display wit and ingenuity in composition. Examples of rhetorical devices are irony, paradox, rhetorical question, contrast and appropriation.

Social view of language: An approach to literacy education that recognises that acts of communication (texts) are socially constructed. Texts vary according to different situations and cultural factors. The effectiveness of a text is judged according to how well it fulfils its social, personal or academic purpose.

Standard Australian English: English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community. Standard Australian English adheres to broadly accepted rules of syntax and pronunciation, and uses vocabulary that is more formal than colloquial. Standard Australian English operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English. Standard Australian English is a valuable and empowering communicative tool for use in contexts where it is the preferred mode of communication.

Structures of texts: The relationships of different parts of a text to each other and to the text as a complex whole.

Subvert: To compose or respond to a text in ways that are different from the widely accepted reading or different from the conventional genre. For example, Roald Dahl's *Revolting Rhymes* provides a subverted reading of *Cinderella*. The purpose of producing a subverted reading of a text might be to entertain or to raise questions about the meaning or inherent values in the original text.

Technology: The knowledge, tools and processes used to create the medium in which the text exists or through which the text is conveyed.

Texts: Communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal or visual communications of meaning. They may be extended unified works or series of related pieces.

Theoretical perspectives and models: Theoretical perspectives and models present significant views on the teaching of English. They incorporate different ways of considering texts to assist students to engage with the full scope of, and relationship between, meaning and texts. They include various teaching methods. Perspectives and models include 'personal growth', 'critical literacy', 'cultural literacy', 'cultural heritage' and the 'social view of language'. (Definitions of these perspectives and models can be found in this glossary.)

Visual literacy: The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text such as an advertisement or a film shot, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use images in a creative and appropriate way to express meaning.

Visual texts: Texts in which meaning is shaped and communicated by images rather than words. Visual texts use techniques such as line, shape, space, colour, movement, perspective, angle and juxtaposition to shape meaning. Examples of visual texts include cartoons, billboards, photographs, artworks, webpages and illustrations.

Voice: In reference to a text, *voice* means the composer's voice – the idea of a speaking consciousness, the controlling presence or 'authorial voice' behind the characters, narrators and personae in a text. It is also described as the implied composer. The particular qualities of the composer's voice are manifested by such things as her or his method of expression (such as an ironic narrator) and specific language.

Grammatically, *voice* refers to the way of indicating who is doing the action. Active voice is where the 'doer' of the action comes before the verb (eg Ann broke the vase). Passive voice is where the 'receiver' of the action is placed before the verb (eg The vase was broken by Ann).

Youth cultures: The shared beliefs, knowledge, creative activities, customs and lifestyle of young people, particularly teenagers, within a culture. Youth cultures develop in those societies which differentiate teenagers as a group separate from children and adults. In Australia, the dominant youth culture identifies closely with popular culture, and finds expression in the music and multimedia texts of popular culture.