The Australian Curriculum

Exploring the Australian Curriculum: English

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Organisation of Australian Curriculum: English

• Rationale
• Aims of the learning area
• Organisation of the learning area
• Content descriptions (and elaborations)
• Achievement standards (with work samples)
• Glossary
Rationale

• The *Australian Curriculum: English* involves learning about English language, literature and literacy
• The *Australian Curriculum: English* contributes to both nation-building and internationalisation
• Students learn to listen, read and view, speak, write and create increasingly complex and sophisticated texts
• Helps students to extend and deepen their relationships, understand their identities and their place in a changing world
Aims

The Australian Curriculum: English aims to ensure that students:

• listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts
• appreciate, enjoy and use the English language in all its variations
• understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication
• develop an informed appreciation of literature
Strands

The Australian Curriculum: English F–10 is organised into three interrelated strands:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage
## Strands and sub-strands

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>LITERATURE</th>
<th>LITERACY</th>
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<tbody>
<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Texts in context</td>
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<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
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<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
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<tr>
<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating texts</td>
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<tr>
<td>Sound and letter knowledge K-2</td>
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Texts

• Teachers choose texts at each year level tailored to the needs of students provided that the following categories are covered across F to year 10:
  – Asian
  – Aboriginal and Torres Strait Islander texts
  – World

• Links to websites will be provided that contain lists of texts to support teachers in their selection of Asian and Indigenous and Torres Strait Islander texts
Year Level Descriptions

Describe:

• the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from across the strands

• learning contexts that are appropriate at each year for learning across the strands

• a description of the types of texts to be studied and created (includes wider reading texts)

• they appear at every year for F, 1 and 2 and then 3 and 4, 5 and 6, 7 and 8, 9 and 10
Content descriptions

Content descriptions are specified for every learning area by year of schooling and include:

– what students will be taught
– discipline knowledge, skills and understanding; general capabilities; and cross curriculum dimensions
– supported with examples (elaborations)
Content Elaborations

- Illustrate and/or clarify details of the content descriptions
- Designed to assist teachers to develop a common understanding about what is to be taught to students
Assessment and Reporting

• Proposed transition strategy to move from current practices to more nationally consistent assessment and reporting arrangements (to avoid a dual approach) over three consecutive time periods.

• Revise and publish content and achievement standards with work samples

• Mid Oct 2010 – Dec 2011: validate achievement standards; build range of work samples

• From 2013: longer term policy on assessment and reporting
Diversity of Students in a Class

In each class there will be a range of prior achievement

• Teachers will identify where students are at in their learning and then select the most appropriate content (possibly from across several year levels) to teach individual and/or groups of students
Students for whom EAL/D

- EAL/D learners enter Australian schools at different ages and with various educational backgrounds
- They require additional time and support and informed teaching that explicitly addresses their language needs
- A national EAL/D resource has been developed and is published online
- It is a reference for teachers that will allow them to identify the language levels of EAL/D learners and address their specific learning requirements
Australian Curriculum and Students with Disability

• Students with disability can engage with F-10 curriculum

• Adjustments
  o provision of accommodations eg assistive technology
  o instructional processes
  o content
  o assessment – how learning is demonstrated, reference to different achievement standards
  o learning environment
ACARA’s work

Students whose learning is progressing to Foundation level of achievement

• Unpacking of the Foundation level of achievement

• Not alternative curriculum for students with disability

• English and mathematics initially
The Three Curriculum Dimensions in Content Descriptions

Learning area

Cross curriculum priority

General capability
# General Capabilities and Cross Curriculum Priorities

<table>
<thead>
<tr>
<th>General capabilities</th>
<th>Cross curriculum priorities</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>Aboriginal and Torres Strait Islander histories and cultures</td>
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<tr>
<td>Numeracy</td>
<td>Asia and Australia’s engagement with Asia</td>
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<td>Information and communication technology competence</td>
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<td>Critical and creative thinking</td>
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<td>Ethical behaviour</td>
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<td>Personal and social competence</td>
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<td>Intercultural understanding</td>
<td>Sustainability</td>
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</table>
### English / Year 6 / Literacy / Texts in context

<table>
<thead>
<tr>
<th>Content description</th>
<th>Elaborations</th>
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<tbody>
<tr>
<td>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches</td>
<td>• identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers</td>
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<td>• using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)</td>
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<tr>
<th>Code</th>
<th>General capabilities</th>
<th>Cross-curriculum priorities</th>
<th>Modes</th>
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<tr>
<td>ACELY1708</td>
<td>Critical and creative thinking</td>
<td>Asia and Australia's engagement with Asia</td>
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<td>Topics</td>
<td>Literacy</td>
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<td>Text types</td>
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Cross Curriculum Priorities Consultation

**General capabilities**
10 June – 7 August 2011

**Cross-curriculum priorities**
20 July – 9 September

To provide feedback go to: [http://consultation.australiancurriculum.edu.au/](http://consultation.australiancurriculum.edu.au/)
Curriculum content
Handwriting

- The English curriculum specifies that students will be taught to handwrite fluently and legibly using correct letter formation.

- It does not recommend a specific style of handwriting.

- State and territory education authorities will identify the style of writing to be taught in schools.
Curriculum Content: Early Reading and Writing

- Explicit content is provided for early reading and writing acquisition, supported by detailed content elaborations.
- The Language strand includes the fundamental skills of phonological and phonemic awareness, sound-letter correspondences as well as development in using semantic and syntactic clues to make meaning.
- The Literacy strand focuses on application of these skills.
- These skills are progressively developed across the years of schooling.
Curriculum Content: Grammar

• Students learn about the use of grammar, understand why it is used, develop a shared language to discuss their understanding, and apply that understanding in their comprehension of spoken and written material, their own speech and their written work.

• The curriculum mainly uses standard grammatical terminology. The selection of terminology is based on an analysis of contemporary reference grammars and chosen in terms of usefulness for school-aged students.

• The glossary and content elaborations support teacher understanding.
Type of Grammar

To avoid grammatical items being taught as ends in themselves and out of context, most items have been accompanied by a reference to their ‘everyday function’ For example, from year 4 Language, Text structure and organisation:

• Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives
Achievement standards

• Achievement standards describe for each year, the quality of learning (the depth of understanding, the extent of knowledge and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

• Comprise a written description and student work samples.

• Draw on content across strands.

• The first paragraph is organised around listening, reading and viewing (receptive modes), while the second is organised around speaking, writing and creating (productive modes).

• Sequence across F–10 describes and illustrates progress
Achievement Standards for Year 6 in current web version

• By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others’ opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

• Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.
Revised Achievement Standards for Year 6

Receptive modes (listening, reading and viewing)
By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.

Productive modes (speaking, writing and creating)
Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.
Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.
Work sample: Narrative – Disaster at the beach

Relevant part of the achievement standard
By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences. They compare, contrast and evaluate their own responses to texts and different interpretations presented by others.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes. They use a variety of strategies to participate effectively in conversations, discussions and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations. They connect and organise ideas and information in logically sequenced texts. They use a variety of text structures and language features for particular purposes, and effects. They select relevant subject matter to logically advance arguments to persuade others. They make vocabulary choices that contribute effectively to the precision, and persuasiveness of texts. They use a variety of appropriate punctuation to support meaning in complex sentences.

Summary of task
Students were asked to write a short story (300–400 words). They were given the following instructions:

Your story will:
• focus on a particular topic (gleaned from the stimulus provided by the teacher)
• include a specific setting in time and place
• feature one or two main characters
• have a clear plot line, including orientation, complication, climax and resolution

The students were given feedback by the teacher on the first draft

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.
Work sample: Narrative – Disaster at the beach

Final draft

Disaster at the Beach

Sam, John, Daniel and I were as excited as we headed off for our annual camping trip at a beach camping ground near the Gold Coast. As we were driving down the beautiful coastal road, little did we know that the trip would nearly end in disaster.

When we arrived at the camping ground, we decided not to go surfing that day because the wind was too strong. Instead, we sat on the sand and enjoyed a picnic. It was a lovely day, and we talked about the ocean's beauty.

The next morning we all woke up early and prepared to go surfing, but Daniel thought that it was a really bad idea because the beach had so many birds, and only the professional surfers were in the water. However, we all went to go surfing, and we had a blast! We had to keep our energy levels high because we wouldn’t get hungry yet in the sea.

As we walked back to the beach, we noticed that everyone was staring to know, but they didn't worry us at the time as we were intent on surfing. We pointed out to some beautiful scenes that could have developed from the storm last night.

After a short time in the water, the wave crested gracefully fat and green and before we could think, we noticed that we were being pulled into a powerful rip. The current was too strong, and we were being taken off an elevator, with no way to get out, to rip. We were floundering like the current, and the more we struggled, the further we became. We looked back to the beach, we noticed the last car was leaving the carpark. We were alone and scared.

We huddled up feeling of panic and loneliness and tried to stick together. By this time, we were far out to sea. We began to tire and our muscles were cramping up and aching. We all witnessed a bit of the seawater.

After 2 hours of swimming in these force waters, Sam disappeared in a large wave and the rest of us started crying thinking that one of our best friends were gone forever and we could not be next. Slowly after, the tide seemed to ebb, and we started to move closer back to the beach. We finally reached the shore but saw Sam was no where to be seen.

We went back to the tent to check if our best friend was there. We heard the boat and found Sam sitting on his surfboard. We woke him up and hugged him because we were so relieved that everything wasn't over. Afterwards, we learnt that Sam had paddled ashore exhausted, couldn’t find us and returned back to the tents and collapsed from exhaustion.

This trip would always be remembered as the one that nearly ended in disaster.

Annotation summary

This work sample creates an effective description of a dramatic day at the beach. The piece opens with a description of the trip and moves chronologically through the events of the next day. Each paragraph considers a different aspect of what happened and all paragraphs are united by the intent of the piece. The choice of language and structure is considered and used for effect. The piece is clearly expressed and illustrates several key elements of the standard at this level.

Annotations

Sets the scene and creates a personal and engaging opening.

Organises ideas logically by explaining events that lead up to the climax.

Uses complex sentences to develop ideas and slow the pace of the description.

Selects vocabulary to build drama.

Uses shorter sentences for impact.

Varies and controls sentence structure for effect throughout the piece.

Uses correct spelling throughout and uses commas appropriately.

Resolves the piece effectively and creates coherence by including reference to the title, and the similar phrase in the introduction.
Using the curriculum

• Can view the curriculum in different ways (eg by strand; by year level or across year levels; with particular capabilities or cross curriculum dimensions highlighted)
• Content descriptions can also be viewed by reading, writing, listening, speaking
• Can download or print in preferred view/s
• Chart of content sequenced for each substrand will be available
• Resources linked to elaborations
• Links to websites containing texts to support teachers in the selection of Asian and Indigenous and Torres Strait Islander texts
Challenges for implementation

• The three strands introduce a new way of organising content from Reading and viewing, Writing and Designing and Speaking and Listening

• Grammar is an important component of the Language strand. Some teachers may never have taught it or the terminology may be different

• Primary teachers approach to teaching Literature

• Secondary teachers accepting the responsibility of Literacy
A range of useful information sheets are available at:

www.acara.edu.au/curriculum/resources

www.australiancurriculum.edu.au

Thank you
Australian Curriculum Website & Australian Curriculum Connect
Australian Curriculum website

• Information
• Links
• Tags
• Views, downloads
• Work Samples
• Access
• Updates, revisions
• Curriculum review
How do the national digital learning resources get to the teachers and students?

Catholic and independent schools
Jurisdictional sharing

WestOne (WA)

Centre for Learning Innovation (NSW)

Learning Place (QLD)
Interactive resources

Through the interview, learning activities and study of Lester’s books, students have the opportunity to: ....

Select appropriate content to base a teaching learning program upon
National and international cultural agencies

United States
Library of Congress
Smithsonian Institute
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