

English (page 1 of 3)

The key features of the draft senior secondary Australian Curriculum for English

The draft senior secondary Australian Curriculum for English offers four differentiated courses designed to meet students' needs and interests.

Essential English focuses on further development of literacy and language skills that enable effective participation in society and the workforce.

English as an Additional Language (EAL) provides a variety of language, literature and literacy experiences as well as pathway options to accommodate a range of starting points for learning English as an additional language.

English is designed to extend students in the use of language and skills for a variety of disciplines and purposes.

Literature is designed for students who choose to study literature at a more intensive level.

Each course can be offered independently or in conjunction with other English courses.

English Strands

The three strands that are evident in the K-10 English curriculum underpin the senior English courses. The three strands are:

- **Language:** involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.
- **Literature:** students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online texts.
- **Literacy:** students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing list of texts.

Course organisation

Each senior secondary English course has a common set of key elements organised under the three strands. They form an integral part of the key learning in each unit and provide a link to the K-10 curriculum.

Each course has four sequential semester units. The units across the courses have broad areas in common. This increases flexibility for students moving between courses as each course covers similar concepts, although in different contexts and with differing emphasis. The units are:

- Unit 1 – language, texts and contexts
- Unit 2 – representation
- Unit 3 – making connections
- Unit 4 – perspectives.

Short unit descriptions introduce each unit. Content descriptions further integrate the strands and develop the concepts in the unit descriptions.

Key elements of English build on the knowledge, skills and understanding developed in K-10 and are organised by the three interrelated strands of language, literature and literacy. These elements apply variably across units 1 to 4 in every senior secondary English course and students should be given the opportunity to develop and demonstrate them in a variety of contexts.

Text selection requirements

The senior secondary English courses comprise four units of work, one for each semester. A range of types of texts should be included across the four units so that students have experience of:

- fiction, non-fiction, plays, poetry, film and other multimodal and digital texts
- Australian literature, including traditional and contemporary Indigenous literature
- world literature

English (page 2 of 3)

- texts drawn from a range of literary traditions
- texts drawn from a range of historical and cultural contexts, including texts from an Asian perspective.

Text requirements for Units 1 and 2

For Units 1 and 2, teachers will choose texts for study.

Text requirements for Units 3 and 4

For Units 3 and 4, ACARA, in collaboration with the states and territories, will develop and regularly review prescribed text lists in accordance with the requirements outlined above. There will be a wide range of texts from which teachers will choose.

For further information, refer to the *Text Selection Requirements* that accompany the units.

The general capabilities and cross-curriculum dimensions addressed within the draft senior secondary Australian Curriculum for English

Good teaching in each of the subjects will always contribute to students' development of general capabilities and understanding of the cross curriculum dimensions. The Australian Curriculum reinforces this expectation by incorporating the general capabilities and cross-curriculum dimensions into the content descriptions in ways appropriate to each subject.

The draft Australian Curriculum: English for senior years has explicitly addressed the following general capabilities:

literacy, information and communication technologies (ICT), thinking skills, creativity, and intercultural understanding, ethical behaviour, teamwork, self management and social competence. Numeracy will be addressed through the materials students study, for example, analysis of data or graphical representations in media articles.

The senior secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal people and Torres Strait Islanders. Text

requirements for all senior secondary English courses specify the selection of texts from Aboriginal and Torres Strait Island literature thus building on the knowledge, skills and understanding developed in K-10. The aim in the senior courses is to strengthen and develop respect for and understanding of Aboriginal and Torres Strait Island literature, culture and perspectives.

There are strong economic, social and cultural reasons for Australian students to engage with Asia. Through knowledge of a broad range of texts students are provided with opportunities to read about and develop understanding of the diversity of Asia's peoples, environments and cultures.

The draft senior secondary English curriculum will contribute to the cross-curriculum dimension of sustainability through the development of students' capacity to become informed and engaged citizens, capable of independent thought and adaptable problem solving in a variety of contexts. The senior secondary English curriculum aims to develop the ability of young people to use language successfully to understand and interact effectively with others, and show the way for lifelong learning. In the senior secondary courses, emphasis is placed on the analysis of a range of texts in social and work-related contexts. The courses focus on problem solving, discussion, research and the development of informed and reasoned points of view. Teachers are encouraged to select texts that focus on issues connected with sustainability.

The national and international curriculum and research used in developing the draft senior secondary Australian Curriculum for English

English curriculum documents in all Australian states and territories have been taken into account during the development of the senior secondary curriculum. Senior English courses in Australian states and territories prescribe content similar to that proposed by the draft senior secondary English courses. Main differences identified between state/territory curricula and that of the draft senior secondary

English (page 3 of 3)

Australian Curriculum for English centre on the emphasis on the cross-curriculum dimensions, and the degree of specificity in text requirements.

Key international reference points that have guided the development of the senior secondary English curriculum have been the United Kingdom, Canada (Ontario), Finland, South Africa, Singapore, New Zealand and Ireland.