How content is presented in the draft English Years 7–10 Syllabus

Content:
- is presented in stages
- includes Australian curriculum content descriptions for English and NSW content
- describes what students are required to learn about and to do from Years 7–10.

**Objective**
Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world.

**Outcome 6**
A student:
- demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

**Students learn to:**
6.1 compose texts that reflect their broadening world and their relationships within it by considering the ways in which their experiences and perspectives shape their responses to texts [CCT]
6.2 explore the role of ‘story’ in shaping their experience of, response to and composition of texts [CCT]
6.3 draw on experience to consider the ways ‘the real world’ is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts [CCT]
6.4 compare and contrast texts that present alternative views of their own world [CCT]
6.5 explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups

**Students learn about:**
6.6 how particular perspectives of the same event can be portrayed through the combination of images and words in various media texts [L, ICT]
6.9 the ways in which ‘story’ creates a world within which characters interact and shape action [CCT]
6.10 the ways that language features such as modality are used to represent individual, shared or disparate views of the world [L, IU]
6.11 the ways narrative techniques in filmmaking and the media are used to represent alternative views of the world, people, places and events [CCT]

**ESL scales links to the English syllabus**
Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication and Language and cultural understanding** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.