

# Links to NSW English Syllabus for the Australian Curriculum: Stage 4 Ethical Issues

## Objective A: Outcome 1

**A student:** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> <li>consider and analyse the ways their own experience affects their responses to texts</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</li> </ul>

## Objective B: Outcome 3

**A student:** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-3B

Engage personally with texts	<ul style="list-style-type: none"> <li>engage with the language and structures of texts in meaningful, contextualised and authentic ways</li> <li>identify, discuss and reflect on the ideas and information in a range of texts</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>recognise and use appropriate metalanguage in discussing a range of language forms, features and structures</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)</li> </ul>

## Objective C: Outcome 6

**A student:** identifies and explains connections between and among texts EN4-6C

Sub-strands	Content descriptions
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<b>Develop and apply contextual knowledge</b>	<ul style="list-style-type: none"> <li>explain the similarities and differences in meaning and language between texts created for different purposes or audiences</li> </ul>
<b>Understand and apply knowledge of language forms and features</b>	<ul style="list-style-type: none"> <li>categorise texts by content, composer and genre considering language forms, features and structures of texts</li> <li>understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts</li> </ul>
<b>Respond to and compose texts</b>	<ul style="list-style-type: none"> <li>identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts</li> <li>identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation</li> </ul>
<b>Objective D: Outcome 7</b> <b>A student:</b> demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D	
<b>Sub-strands</b>	<b>Content descriptions</b>
<b>Engage personally with texts</b>	<ul style="list-style-type: none"> <li>explore and analyse the ways in which personal experiences and perspectives shape their responses to texts</li> <li>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</li> </ul>
<b>Develop and apply contextual knowledge</b>	<ul style="list-style-type: none"> <li>compare and contrast texts that present alternative views of their own world</li> </ul>
<b>Respond to and compose texts</b>	<ul style="list-style-type: none"> <li>respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it</li> </ul>
<b>Objective E: Outcome 9</b> <b>A student:</b> uses, reflects on and assesses their individual and collaborative skills for learning EN4-9E	
<b>Engage personally with texts</b>	<ul style="list-style-type: none"> <li>articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning</li> </ul>
<b>Understand and apply knowledge of language</b>	<ul style="list-style-type: none"> <li>develop and use vocabulary for describing, analysing and reflecting on their learning experiences</li> </ul>

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<b>forms and features</b>	
<b>Respond to and compose texts</b>	<ul style="list-style-type: none"><li>• discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced</li></ul>

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 116-133

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