

WHAT HAS CHANGED AND WHY?

Proposed revisions to the Foundation – Year 10 (F–10) Australian Curriculum: English

Overview

This document summarises the proposed revisions to the F–10 Australian Curriculum: English presented in the consultation version and provides an explanation for the changes.

The proposed revisions make clear the essential English knowledge, understanding and skills students need to be confident and creative individuals, successful lifelong learners and active, informed members of the community. These revisions make the curriculum more manageable for teachers while also ensuring it remains world class.

The current F–10 Australian Curriculum: English is well regarded. It has comparable content and standards to first language curricula in other countries and provinces, including Finland, New Zealand, Singapore and British Columbia, Canada. The structure of the curriculum, which is strongly supported by Australian teachers, has not changed as a result of the Review. The three strands of *language*, *literature* and *literacy* have been retained. The order and organisation of sub-strands have been maintained, with six sub-strands renamed to more appropriately reflect the content and to ensure consistent use of language and terminology.

Many of the proposed revisions to the F–10 Australian Curriculum: English have improved the clarity of content descriptions, so skills, knowledge and understanding are described concisely and consistently. Some content has been removed, such as use of software, because it is not essential learning in English and it duplicates content in the Australian Curriculum: Technologies. In the main, content has been strengthened and streamlined to provide a clear and precise developmental pathway that supports students' progress to become effective users and creators of a wide variety of texts in diverse contexts. Complementary skills are addressed at each year level across the three strands. Ambiguous and repetitive content has been removed or rewritten. Some threads of complementary content have been consolidated into a single thread. This has been done to declutter the content and make the connections between interdependent content visible and accessible for teachers.

The current representation of modes in achievement standards has been retained, as this remains well supported. The Review focused attention on refining the achievement standards to reflect a clear progression of learning, in each of the modes across year levels, and to improve their quality and alignment with the content descriptions. Revisions to the progression of learning in English were also informed by the National Literacy Learning Progression (version 3).

Content elaborations have been improved to ensure they more clearly illustrate and exemplify the content descriptions and guide teachers to authentically incorporate the general capabilities and cross-curriculum priorities.

The consultation version of the F–10 Australian Curriculum: English does not include:

- the glossary, student work samples and other support resources – these materials will be revised once the consultation process has been completed
- ‘tagging’ to show where general capabilities and cross-curriculum priorities are incorporated in the content descriptions and elaborations – these connections will be made explicit when the updated curriculum is published on the website.

The terms of reference for the Australian Curriculum Review also directed ACARA to improve the digital presentation of the Australian Curriculum in line with agreed revisions and teachers’ user experience. In parallel with the content review process, ACARA is undertaking a redesign to improve the functionality of the current [Australian Curriculum website](#). The aim is for the updated version of the F–10 Australian Curriculum to be available on a new Australian Curriculum website for the start of 2022. The current Australian Curriculum website will also remain live to support jurisdictions and teachers to plan for transition to the updated curriculum.

Watch a short preview [LINK] of the design of the new Australian Curriculum website.

Proposed revisions to the introductory sections of the F–10 Australian Curriculum: English

| | Nature of the revision | Rationale for the revision |
|--|--|--|
| Rationale | Minor editorial changes | The current rationale has been updated with minor changes to reflect revisions to the language used in the revised curriculum. |
| Aims | Minor editorial changes | The current aims have been updated with minor changes to reflect revisions to the language used in the revised curriculum. |
| Organisation of the learning area | This section still describes how the curriculum is structured. It now also includes an overview of the learning area core concepts – those big ideas, understandings, skills or processes central to the English curriculum. | The terms of reference for the Review required ACARA to refine and reduce content by identifying core concepts. In the review process, core concepts helped identify the essential English content students should learn to develop increasingly sophisticated understanding and skills. While the primary purpose of the core concepts in the Review was to help make decisions about essential content, the core concepts also represent the inter-connected nature of the English curriculum. |
| Key connections | This is a new section in the introduction. It replaces the learning area-specific information sheets on general capabilities and the learning area-specific advice for the cross-curriculum priorities, currently published separately from the English curriculum. This section also outlines key connections to other learning areas. | This new section makes transparent the connections across the three dimensions of the Australian Curriculum. It provides teachers with clear information to the key relationships of English to the general capabilities and cross-curriculum priorities, specifically highlighting those that have the most authentic fit and provide meaningful learning through the learning area content. It also highlights the important opportunities to connect English with other learning areas' content, which is particularly useful for primary teachers. |
| Key considerations | This section contains similar information to what exists under the 'key ideas' section in the current introduction to the curriculum. | This section has been retitled to more accurately reflect that the information contained is about the key aspects teachers should consider when planning for and teaching the curriculum. In the case of English, these key considerations relate to texts, the English language, the appreciation of literature and understanding that literacy is language in use. |

What has changed and why?

Proposed revisions to the F–10 Australian Curriculum: English

Proposed revisions to the curriculum content of the F–10 Australian Curriculum: English

| | Nature of the revision | Rationale for the revision |
|--------------------------------|--|---|
| Year level descriptions | Some revisions and refinements have been made to the current descriptions, providing guidance for each year level. | The year level descriptions have been improved to ensure they provide teachers with a clear overview of the learning that students should experience at each year, reflecting the language that has been revised in the content. |
| Achievement standards | The achievement standards have been revised to improve their quality and alignment to the content descriptions. | The revised achievement standards have better cognitive alignment with the content descriptions and reflect the language used in the content descriptions. They also have improved in their consistency and clarity of language while maintaining their organisation through the modes. The achievement standards clearly describe the expected quality of learning students should typically be able to demonstrate by the end of each year. |
| Content descriptions | <p>Many of the content descriptions have been revised and refined to ensure they specify the essential English content that students should learn and to give greater clarity to teachers about what to teach.</p> <p>Some content has been removed, moved to a more appropriate sub-strand or consolidated.</p> <p>The clarity and consistency of language has been improved in the content descriptions.</p> | <p>The revised content descriptions clearly specify the essential knowledge, understanding and skills in each year.</p> <p>They have been improved to:</p> <ul style="list-style-type: none"> • provide clarity to teachers where content was ambiguous • remove unnecessary repetition • ensure consistency and clarity of language • more effectively align the cognitive demand of the content descriptions to that in the achievement standards • reflect current language and terminology in English and align with the evidence base of the National Literacy Learning Progression. <p><i>Details of the specific content changes are presented separately in Table 1.</i></p> |
| Content elaborations | Content elaborations have been revised or deleted and new elaborations that align with revised content descriptions have been developed. | The revised content elaborations provide teachers with improved suggestions and illustrations of ways to teach the content descriptions. They illustrate the content descriptions with diverse relevant examples, clearly unpacking the content description. They target the general capabilities and cross-curriculum priorities that provide the most appropriate and authentic opportunities to enrich the content of English. |

What has changed and why?

Proposed revisions to the F–10 Australian Curriculum: English

Table 1: Details of proposed content revisions to the F–10 Australian Curriculum: English

| Nature of the content revision | Rationale for the revision |
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| Content removed or reduced | |
| F–10 Use of software content has been removed from the <i>literacy</i> strand | Eleven content descriptions that required students to learn to use software programs have been removed from the <i>literacy</i> strand. This is not essential learning in English and it duplicates content in the Australian Curriculum: Technologies. It also helps reduce the overall content of the English curriculum. |
| Years 6–9 Analysing and evaluating texts content has been removed from the <i>literacy</i> strand | These four content descriptions have been removed from the <i>literacy</i> strand to eliminate duplication with similar content descriptions in the <i>analysing, interpreting and evaluating</i> sub-strand in the <i>literacy</i> strand and help reduce the overall content of the English curriculum. |
| F–6 Personal responses to the ideas, characters and viewpoints in texts, and expressing preferences and evaluating texts have been consolidated in the <i>literature</i> strand | Twelve content descriptions have been consolidated to six in the <i>literature</i> strand to remove repetition. In the <i>engaging with and responding to literature</i> sub-strand, the threads related to 'personal responses to the ideas, characters and viewpoints in texts' and 'expressing preferences and evaluating texts' have been combined to remove repetition. |
| F–10 Creating literary texts and experimentation and adaptation have been consolidated in the <i>literature</i> strand | Twenty content descriptions have been consolidated to 10 in the <i>literature</i> strand to remove repetition. In the <i>engaging with literature</i> sub-strand, the threads related to experimentation and adaptation duplicated skills and understanding in the <i>creating texts</i> sub-strand. |
| F–10 The two listening and speaking interactions threads in the <i>interacting with others</i> sub-strand have been consolidated in the <i>literacy</i> strand | Twenty content descriptions have been consolidated to 10 in the <i>literacy</i> strand to remove repetition. The current <i>interacting with others</i> sub-strand had two threads of content descriptions named 'listening and speaking interactions'. These have been consolidated into the one thread of content descriptions to ensure students develop the core skills and understanding, while removing content duplication. |
| Content moved | |
| F–10 Punctuation has been moved from one sub-strand to another sub-strand in the <i>languages</i> strand. | The punctuation content descriptions have been moved from the <i>text structure and organisation</i> sub-strand to the <i>expressing and developing ideas</i> sub-strand in the <i>language</i> strand. This is a more appropriate position in the curriculum to reflect the processes of expressing and developing ideas in written texts. |

What has changed and why?

Proposed revisions to the F–10 Australian Curriculum: English

| Nature of the content revision | Rationale for the revision |
|--|--|
| <p>F–10</p> <p>Oral presentations have been moved from one sub-strand to another in the <i>literacy</i> strand.</p> | <p>The content descriptions have been moved to a more appropriate position in the curriculum. The oral presentations thread has been moved from the <i>interacting with others</i> sub-strand to the <i>creating texts</i> sub-strand in the <i>literacy</i> strand to fit logically with the content descriptions related to the creation of texts.</p> |
| <p>Content emphasised</p> | |
| <p>F–10</p> <p>In the <i>appreciating literature and contexts</i> sub-strand of the <i>literature</i> strand, content descriptions have been given more emphasis to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority</p> | <p>The content descriptions have been enhanced through the reference to First Nations Australian authors (and illustrators, where appropriate) to authentically reflect the cross-curriculum priority. Additional content elaborations have also been added to provide more authentic ways to integrate the cross-curriculum priority.</p> |