

## COMPARISON OF OUTCOMES (2011 AND 2012 DRAFT SYLLABUSES) AND CONTINUUM STAGE 3 – 5 (FEBRUARY 2012)

| Current proposed syllabus: February 2012  |   |   | Draft Syllabus August 2011   |  |
|---|---|---|--|--|
| Stage 3 outcomes<br>A student:  | Stage 4 outcomes<br>A student:  | Stage 5 outcomes  | Stage 4 draft<br>A student:  | Stage 5 draft<br>A student:  |
| EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features            | EN4-1A responds to and composes texts for understanding. Interpretation, critical analysis, imaginative expression and pleasure                                   | EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure                              | 1. engages imaginatively and creatively, critically and interpretively with experience, information, ideas and arguments to respond to and compose texts               | 1. engages imaginatively and creatively, critically and interpretively, with experience, information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts                   |
|   |   |   | 2. responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  | 2. responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   |
| EN3-2A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies              | EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies | EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies | 3. uses a range of processes for responding to and composing texts in different mediums and technologies   | 3. uses and critically assesses a range of processes for responding to and composing texts in different mediums and technologies   |
| EN3-3B discusses how language is used in their own writing to achieve a widening range of purposes, audiences and contexts  | EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts                             | EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.              | 4. selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence | 4. selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence and describes and explains their effects on meaning |
| EN3-4B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |   |   |  |  |
| EN3-5B draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts   |   |   |  |  |

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| EN3-6B composes. edits and presents well-structured and coherent texts  | EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence                                      | EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts  |  |   |
| EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and the connections between texts when responding to and composing texts | EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts | EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts |  |   |
|   | EN4-6C identifies and explains connections between and among texts  | EN5-6C investigates the relationships between and among texts  | 5. makes connections between and among texts   | 5. investigates the relationships between and among texts   |
| EN3-8D identifies and considers how different viewpoints of the world, including aspects of culture. are represented in texts   | EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it                | EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds   | 6. demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it | 6. demonstrates understanding of the diverse ways texts can represent personal and public worlds  |
|   | EN4-8D identifies. considers and appreciates cultural expression in texts   | EN5-8D questions. challenges and evaluates cultural assumptions in texts and their effects on meaning  | 7. identifies and understands the ways aspects of culture are expressed in texts   | 7. questions, challenges and evaluates how aspects of culture are represented in texts and the effects on meaning                               |
| EN3-9E recognises. reflects on and assesses their strengths as a learner  | EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning  | EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness  | 8. uses, reflects on and assesses their individual and collaborative skills for learning                                   | 8. uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness |