

The Australian Bush Poetry Classics, Education package, provides activities that can cover all of the three strands in the new National English Curriculum. As the three strands are designed to be interwoven together and can address any activity or sequence of work. As the Language strand will often support the Literature Strand and the Literature strand the Literacy Strand.

5.9 Years 7 – 10 (typically 12–15 years of age)

5.9.1 *Language Strand:* Students extend their understandings of how language works and learn to transfer understandings of language to different contexts. To achieve this, students develop understandings of the requirements of different types of texts. Building on earlier learning, students continue to represent both personal and increasingly abstract ideas in a variety of ways.

5.9.2 *Literature Strand:* Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts. They continue to apply what they have learnt about literature when creating their own texts. Students are given opportunities to engage with a variety of texts, including texts of their own choosing, and they explain why they made that choice. The notion of 'valuing' of certain texts as 'literature' is discussed. Students develop understandings of how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

5.9.3 *Literacy Strand:* Students apply their emerging understandings of what makes a text valuable and appropriate when they create texts of sociocultural and personal importance. Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students continue to be given opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

5.10 Years 11 – 12 (typically 15–18 years of age)

5.10.1 The English curriculum in the senior secondary years continues to provide a range of choice of more specialised courses to meet students' needs and interests. Some examples of options may include the study of film or literature, a general English studies program oriented to vocational uses of English and English as an Additional Language or Dialect (EAL/D).

5.10.2 *Language Strand:* Students apply their knowledge about language to a variety of disciplines and purposes. In doing so, they demonstrate a sophisticated understanding of grammar and language features from the textual to the word level, and the ability to identify and analyse how language is used, and

implement this understanding for different purposes and audiences.

5.10.3 *Literature Strand*: Students will better understand literary texts and discuss and debate the elements that make a text culturally valuable. Students engage in extensive analysis of literary texts, in terms of contextual aspects such as social impact, purpose and message. They also analyse literature texts for technical aspects such as language, plot and character development. (Students compare past and present texts in relation to themes, purposes or language features, in order to discuss issues of form, content, and structure). Students compose texts that show informed appreciation of plot and character development, effective language use, and representation and manipulation of ideas.

5.10.4 *Literacy Strand*: Students produce a growing range of creative expository, persuasive and other texts under various circumstances with a variety of stimuli, and demonstrate an ability to create written, spoken and multimodal texts both individually and with peers.

5.10.5 There will be further advice for writers about the nature of the curriculum in the senior secondary years and key considerations in the development of the curriculum.

Sourced from:

Shape of the Australian Curriculum: English

http://www.acara.edu.au/verve/_resources/Australian_Curriculum_-_English.pdf