**Changes to F-10 Australian Curriculum: English Content Descriptions and Content Elaborations**

| **Section** | **Location** | **Revisions** |
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| 1. Organisation
 | Content Structure | Revision required based on feedbackThere are many approaches to the study of literature. Each makes different assumptions about the purposes of literature study, the nature of literary texts and methods of analysis. ~~In t~~The Australian Curriculum: English draws on a number of approaches and emphasises ~~the sources drawn on most substantially include~~: * ~~cultural studies, with emphasis on~~ the different ways in which literature is significant in everyday life
* ~~structuralism, with its emphasis on~~ close analysis of literary works and the key ideas and values on which they are based; for example, the detailed stylistic study of differing styles of literary work
* ~~comparativism, with its emphasis on~~ comparisons of works of literature from different language, ethnic and cultural backgrounds
* historical study of the origins, authorship, readership and reception of texts

~~historicism, with its emphasis on exploring~~ exploration of the relationships between historical, cultural and literary traditions. |
| 1. Year Level description
 | Year 2 | Type of text – procedure is missingStudents create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions. |
| 1. Content descriptions
 | ACELA1452 Year 1 | Pronoun text requires revisionExplore differences in words that represent people, places and things (nouns, including ~~and~~ pronouns), happenings and states ~~actions~~ (verbs), qualities (adjectives) and details like when, where and how (adverbs) |
| 1. Content description
 | ACELA1495 Year 4 | Term ‘adverbial’ inappropriateUnderstand how ~~adverbials (~~adverb groups/ phrase and prepositional phrases~~)~~ work in different ways to provide circumstantial details about an activity  |
| 1. Content description
 | ACELA1523 Year 6 | Term ‘adverbial’ inappropriateUnderstand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of ~~adverbials~~ adverb groups/phrases |
| 1. Content description
 | ACELA1451Year 1 | Clause text requires revisionIdentify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is ~~doing or receiving the action~~? involved?’ and the circumstances ~~surrounding the action~~ |
| 1. Content description
 | ACELA1467 Year 2 | Clause text requires revisionUnderstand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a ~~and~~ coordinating conjunction |
| 1. Content description
 | ACELA1481 Year 3 | Clause text requires revisionUnderstand that a clause is a unit of grammar ~~meaning~~ usually containing a subject and a verb and that these need to be in agreement |
| 1. Content description
 | ACELA1507 Year 5 | Clause text requires revisionUnderstand the difference between main and subordinate clauses and ~~how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas~~ that a complex sentence involves at least one subordinate clause |
| 1. Content description
 | ACELA1522 Year 6 | Clause text requires revisionInvestigate ~~how clauses~~ how complex sentences can be ~~combined~~ used in a variety of ways to elaborate, extend ~~or~~ and explain ideas |
| 1. Content description
 | ACELA1534 Year 7 | Clause text requires revisionRecognise and understand that subordinate clauses embedded within noun groups/phrases ~~embedded clauses~~ are a common feature of written sentence structures ~~and contribute additional information to a sentence~~ and increase the density of information |
| 1. Content description
 | ACELA1545 Year 8 | Clause text requires revisionAnalyse and examine how effective authors control and use a variety of clause structures, including ~~embedded clauses~~ clauses embedded within the structure of a noun group/phrase or clause |
| 1. Content description
 | ACELA1557 Year 9 | Clause text requires revisionExplain how authors ~~experiment~~ creatively use the ~~with the~~ structures of sentences and clauses for ~~to create~~ particular effects |
| 1. Content description
 | ACELA1569 Year 10 | Clause text requires revisionAnalyse and evaluate the effectiveness of a wide range of sentence and clause ~~clause and sentence~~ structures as authors design and craft texts |
| 1. Content description
 | [ACELA1468](http://www.australiancurriculum.edu.au/Elements/ACELA1468) Year2  | Group/phrase text requires revisionUnderstand that [nouns](http://www.australiancurriculum.edu.au/Glossary?a=E&t=nouns) represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that [noun ~~groups~~](http://www.australiancurriculum.edu.au/Glossary?a=E&t=noun+groups) groups/phrases can be expanded using articles and ~~adjectives~~  adjectives |
| 1. Content description
 | [ACELA1493](http://www.australiancurriculum.edu.au/Elements/ACELA1493)Year 4 | Group/phrase text requires revisionUnderstand that the meaning of [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) can be enriched through the use of [noun](http://www.australiancurriculum.edu.au/Glossary?a=E&t=noun) groups/phrases and [verb groups](http://www.australiancurriculum.edu.au/Glossary?a=E&t=verb+groups)/phrases and [prepositional phrases](http://www.australiancurriculum.edu.au/Glossary?a=E&t=prepositional+phrases)  |
| 1. Content description
 | [ACELA1508](http://www.australiancurriculum.edu.au/Elements/ACELA1508) Year 5 | Group/phrase text requires revisionUnderstand how [noun](http://www.australiancurriculum.edu.au/Glossary?a=E&t=noun) groups/phrases and adjective ~~groups~~groups/phrasescan be expanded in a variety of ways to provide a fuller description of the person, thing or idea  |
| 1. Content description
 | ACELA1506 Year 5 | Punctuation text requires revisionUnderstand how the grammatical category of possessives ~~possession~~ is signalled through apostrophes and how to use apostrophes with ~~of possession~~ ~~for with with~~ common and proper nouns  |
| 1. Content description
 | ACELY 1703 | Change wording so the achievement standard is consistent with the content in terms of level of demand‘Use comprehension strategies to ~~in and interpret and~~ analyse information, integrating and linking ideas from a variety of print and digital sources’ |
| 1. Content description
 | ACELA1478 Year 3 | Text requires revisionUnderstand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense~~, mood,~~ and types of sentences  |
| 1. Content description
 | ACELA1513 Year 5 | Spelling text requires revisionUnderstand how to use banks of known words as well as word origins, prefixes, suffixes ~~and morphemes~~ to learn and spell new words  |
| 1. Content description
 | ACELA1570 Year 10 | Clause text requires revision ~~Understand~~ Analyse how higherorder concepts are developed in complex texts through language features, including nominalisation, ~~apposition and embedding of clauses~~ clause combinations, technicality and abstraction |
| 1. Content description
 | ACELA 1492Year 4 | Incorrect use of reported speechRecognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) ~~reported~~ speech |
| 1. Content elaboration
 | ELBE1028 Year 6 (for ACELA1615) | Modal verb text requires revisionnoting how degrees of possibility are opened up through the use of modal ~~auxiliaries~~ verbs (for example ‘It may be a solution’, ‘It could be a solution’) as well as through other resources such as adverbs (for example ‘It’s possibly/probably/certainly a solution’); adjectives (for example ‘It’s a possible/probable/certain solution’) and nouns (for example ‘It’s a possibility/probability’)~~(for example 'It may be a solution'...~~ |
| 1. Content elaboration
 | ELBE896 Year 4 (for ACELA1491) | Pronoun text requires revisionidentifying how a topic is described throughout a text by tracking noun groups/phrases especially ~~and~~ pronounsidentifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases |
| 1. Content elaboration
 | ELBE1018 Year 6(for ACELA1523) | Verb text requires revisionknowing that the simple present tense is typically used to talk about ~~actions that happen regularly in the~~ either present states (‘He lives in Darwin’) or actions that happen regularly in the present (for example 'He watches TV every night.') or that represent 'timeless' ~~actions happenings~~ as in information reports (for example 'Bears hibernate in winter.') |
| 1. Content elaboration
 | ELBE903 Year 4(for ACELA1495) | Term adverbial inappropriateinvestigating in texts how ~~adverbial~~ adverb groups/phrases and clauses can add significance to an action, for example ‘more desperately’, ‘he rose quietly and gingerly moved’ |
| 1. Content elaboration
 | ELBE1016 Year 6(for ACELA1523) | Term adverbial inappropriate and additional focus on different kinds of verbs requiredknowing that adverb~~ials~~ groups/phrases can provide important details about a happening or state a~~n action~~ (for example 'At nine o'clock the buzzer rang loudly throughout the school.') |
| 1. Content elaboration
 | ELBE1012 Year 6 (for ACELA1522) | Note included is confusing and clause text requires revisionknowing that a complex sentence typically consists of ~~an independent~~ a main clause and a ~~dependent~~  subordinate clause ~~connected by a subordinating conjunction (for example ‘because’, ‘when’, ‘after’, ‘if’, ‘while’, ‘although’).~~ introduced by a subordinating conjunction ~~Note: Dependent clauses of time, purpose, reason, concession, condition and so on are referred to as ‘adverbial clauses’~~  |
| 1. Content elaboration
 | ELBE656 Year 1 (for ACELA1481) | Term adverbial inappropriate and the explanation for verbs is too focused on actionknowing that, in terms of meaning, a basic clause represents: what is happening or a state (verb); who or what is participating (noun group/phrase); and the surrounding circumstances (~~adverbial~~ adverb group/phrase) |
| 1. Content elaboration
 | ELBE944 Year 4 (for ACELA1694) | Term adverbial inappropriate using grammatical features effectively including different types of verb groups/phrases, ~~adverbials~~ ~~adverb and~~ noun groups/phrases, adverb groups/phrases and prepositional phrases for ~~lengthier~~ effective descriptions as related to purpose and context (for example, development of a character’s actions or a description in a report) |
| 1. Content elaboration
 | ELBE994 Year 5 (for ACELA1704) | Term adverbial inappropriate using vocabulary, including technical vocabulary, appropriate to purpose and context ~~the type of text and purpose~~. Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, ~~adverbials~~ adverb and noun groups/phrases for ~~lengthier~~  effective descriptions |
| 1. Content elaboration
 | ELBE657 Year 1(for ACELA1451) | Need to clearly show the example as two separate sentencesunderstanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example 'A ~~kangaroo~~  tiger is a mammal.’ or ‘A mammal suckles its young' |
| 1. ‘Content elaboration
 | ELBE1007Year 6 (for ACELA1520) | Incorrect example in the content elaborations ‘noting how writers often ~~leave out words~~ substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (for example, ‘Look at those apples. Can I take these big ones?’, where ‘ones’ substitutes for apples) ~~that have already been mentioned (for example 'Tina ate three apples and Simon ate two. [apples]’)~~ |
| 1. Content elaboration
 | ELBE756 Year 2 (for ACELA1468) | Group/phrase text requires revisionexploring illustrations and noun groups/phrases in picture books to identify how the noun groups have been represented by an illustrator |
| 1. Content elaboration
 | ELBE758 Year 2(for ACELA1468) | Group/phrase text requires revision~~using selected nouns as a basis for~~ building extended noun groups/phrases that provide a clear description of an item |
| 1. Content elaboration
 | ELBE901 Year 4 (for ACELA1493) | Group/phrase text requires revisioncreating richer, more specific descriptions through the use of noun groups/phrases (for example in narrative texts, 'Their very old Siamese cat'; in reports, 'Its extremely high mountain ranges') |
| 1. Content elaboration
 | [ACELA1508](http://www.australiancurriculum.edu.au/Elements/ACELA1508) Year 5 | Additional content elaboration required for [ACELA1508](http://www.australiancurriculum.edu.au/Elements/ACELA1508) Year 5Observing how descriptive details can be built up around a noun or an adjective, forming a group/phrase, for example ‘this very smelly cleaning cloth in the sink’ is a noun group/phrase and ‘as fast as a speeding bullet’ is an adjective group/phrase |
| 1. Content elaboration
 | ELBE1079 Year 7 (for ACELA1619) | Group/phrase text requires revisionidentifying aspects of texts that convey details of information about a particular culture, for example words, groups/phrases, **~~phrases,~~** circumstances, facts |
| 1. Content elaboration
 | ELBE956 Year 5 (for ACELA1506) | Punctuation text requires revision~~examining how conventions of punctuation are used in written and digitally composed lists and~~ learning that in Standard Australian English regular plural nouns ending in ‘s’ form the possessive by adding just the apostrophe ~~it is not necessary to add another ‘s’ to the end of a plural noun to indicate possession,~~ (for example  ~~(‘James' house’/~~ ‘my parents' car’~~)~~learning that in Standard Australian English for proper nouns a variant form without the second ‘s’ is sometimes found (for example ‘Jame’s house’ or ‘James’ house’) |
| 1. Content elaboration
 | ACELT1806Year 8 | Current Elaboration 1. selecting an aspect of a text and adapting it for a new context
2. explaining how individual interpretations of texts are influenced by students’ own knowledge, values and cultural assumptions

change to 1. identifying and describing the ways films suggest Country/Place and Identity through language features such as image, soundtrack and narrative control
2. selecting ~~an~~ aspects of a text related to Country and Place, People, Identity and Culture and adapt~~ing~~ it for a new context, noting if changes in one aspect will result in changes in another
3. explaining how individual interpretations of these aspects ~~texts~~ are influenced by students’ own knowledge, values and cultural assumptions
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| 1. Content elaboration
 | ACELT1628 | recognising the similarities and differences between text types (for example a complex picture book and a feature film) in order to appraise how readers are influenced to interpret visual texts in particular ways, according to audience, purpose and contextchange Elaboration to Recognising the similarities and differences between types of texts ~~text types~~ (for example a complex picture book and a feature film) in order to understand ~~appraise~~ how different combinations of words and images lead readers ~~are influenced~~ to interpret visual texts in particular ways, according to audience, purpose and context |
| 1. Content elaboration
 | ACELT1767 | ~~identifying and describing the ways films suggest place and identity through language features such as image, soundtrack and narrative control~~Replace Elaboration with select an aspect of a text such as a sentence pattern or an image or word and adapt it for a new context explaining how the change will affect meaning  |
| 1. Content elaboration
 | ACELY1730 | exploring values in texts that are explained in terms of other values, for example the relationship between beautiful and good, or good and happinessReplace elaboration with 1. listen to a conversation or speech and identify the point being made and explain the tone and manner of presentation. Change the focus of the conversation or speech and identify how meaning has changed
2. change the tone in which the speech or conversation is presented and discuss how interpretations can also change.
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| 1. Content elaboration
 | ACELY1735 | comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagmanchange to comparing representations of different social groups in texts drawn from different modes and media ~~contexts~~, for example comparing contemporary representations of homeless people with romantic representations of the swagman and the impact of these representations on the audience |
| 1. Content elaboration
 | ELBE1250 Year 10(for ACELA1569) | Elaboration requires examplerecognising how the focus of a sentence can be changed through the use of the passive voice (for example ‘The police had caught the thief’ compared with ‘The thief had been caught’) |
| 1. Content elaboration
 | ELBE1249 Year 10(for ACELA1156) | Elaboration requires examplerecognising how emphasis in sentences can be changed by re-ordering clauses (for example ‘She made her way home because she was feeling ill’ as compared with ‘Because she was feeling ill, she made her way home’) or parts of clauses (for example ‘The horses raced up from the valley’ as compared with ‘Up from the valley raced the horses’) |
| 1. Content elaboration
 | ACELA1569 Year 10 | Additional elaborations requiredobserving how authors sometimes use verbless clauses for effect (for example ‘And what about the other woman? With her long black eyelashes and red lipstick’)understanding that a sentence can begin with a coordinating conjunction for stylistic effect (for example ‘And she went on planning to herself how she would manage it’) |
| 1. Content elaboration
 | ACELA1570Year 10 | Additional elaborations requiredanalysing how logical relations between ideas are built up by combining main and subordinate clauses indicating cause, result, manner, concession, condition, and so on (for example ‘Although his poems were not generally well received by critics during his life, Keats’ reputation grew substantially after his death’)noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field, (for example ‘The Romantic poetry of Keats is characterised by sensual imagery, most notably in the series of odes’)observing how abstraction allows for greater generalisation at a higher level (for example ‘the political, religious, social and economic features of the society’ – which is an abstract noun group/phrase) |
| 1. Content elaboration
 | ACELA 15701491 | Additional elaboration requiredknowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link to something previously mentioned; determiners (for example ‘this’, ‘that’, ‘these’, ‘those’, ‘the’); text connectives that create links between sentences (for example ‘however’, ‘therefore’, ‘nevertheless’, ‘in addition’, ‘by contrast’, ‘in summary’) |