



Australian
CURRICULUM
Review

ENGLISH

CONSULTATION CURRICULUM

Comparative information 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN ENGLISH

Content descriptions: Year 7 to Year 8

Strand: Language

Sub-strand: English as a language that varies and changes	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
Proposed	understand how language has evolved over time and how technology and the media have influenced language use and forms of communication (AC9E7L01)	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (AC9E8L01)
Sub-strand: Language for interacting with others	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)
Proposed	understand how language features, including styles of speech and idioms, express and create personal and social identities (AC9E7L02)	understand how the features of written and spoken texts adopted by groups and communities contribute to their identities (AC9E8L02)
Original	understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
Proposed	understand how language is used to evaluate texts and how	understand how rhetorical devices are used to persuade and how different

	evaluations about a text can be substantiated by reference to the text and other sources (AC9E7L03)	layers of meaning are developed through the use of metaphor, irony and parody (AC9E8L03)
Sub-strand: Text structure and organisation	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)	analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
Proposed	understand and explain how text structures and language features become more complex in informative and persuasive texts, and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (AC9E7L04)	analyse how the structures and language features of texts vary according to the medium and mode of communication (AC9E8L04)
Original	understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
Proposed	understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs, topic sentences, and indexes, site maps and breadcrumb trails for online texts (AC9E7L05)	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs by using examples, quotations and substantiation of claims (AC9E8L05) understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (AC9E8L06)
Original	understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)

Proposed	<i>Moved to Language: Expressing and developing ideas</i>	<i>Moved to Language: Expressing and developing ideas</i>
Sub-strand: Language for expressing and developing ideas	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA 1534)	analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)
Proposed	recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (AC9E7L06)	examine and analyse how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (AC9E8L07)
Original	understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
Proposed	understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (AC9E7L07)	understand the effect of nominalisation in texts (AC9E8L08)
Original	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
Proposed	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (AC9E7L08)	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (AC9E8L09)
Original	investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification,	recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

	description and generalisation in building specialised knowledge through language (ACELA1537)	
Proposed	investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge (AC9E7L09)	recognise how vocabulary choices contribute to the specificity, abstraction and style of texts (AC9E8L10)
Original	<i>Original is in Language: Text structure and organisation</i>	<i>Original is in Language: Text structure and organisation</i>
Proposed	understand the use of punctuation including colons, semicolons, dashes and brackets to support meaning in compound and complex sentences (AC9E7L10)	understand and use punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E8L11)

Sub-strand: Phonics and word knowledge	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling	
Proposed	continue to apply alphabet and phonic knowledge when reading, writing and spelling (AC9E7L11)	
Original	understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
Proposed	understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (AC9E7L12)	understand how to apply learned knowledge to spell accurately and to learn new words including nominalisations (AC9E8L12)

Content descriptions: Year 7 to Year 8

Strand: Literature

Sub-strand: Appreciating literature and contexts	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)
Proposed	identify and explore ideas, perspectives, characters, events, and issues represented in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E7LE01)	explore the ways that ideas and perspectives may reflect or challenge the values of individuals and groups in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E8LE01)
Original		explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
Proposed		<i>Removed</i>

Sub-strand: Engaging with and responding to literature	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
Proposed	reflect on and develop ideas and opinions about characters, settings, events and points of view in texts, identifying areas	share, reflect on, clarify and evaluate opinions and arguments about aspects of texts including characterisation, setting, plot and point of view (AC9E8LE02)

	of agreement and difference with others and justifying a point of view (AC9E7LE02)	
Original	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628) recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
Proposed	compare the ways that language and images in different types of texts are used to create character, and to influence emotions and opinions (AC9E7LE03) discuss aspects of literary texts that contribute to their aesthetic and social value (AC9E7LE04)	explain how language and/or images in texts are used to variously represent identities, cultures, time, places and ideas, and position readers to respond (AC9E8LE03)

Sub-strand: Examining literature	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)
Proposed	recognise and explain the ways that characters, settings and events are combined in narratives, and identify the purposes and appeal of different approaches (AC9E7LE05)	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (AC9E8LE04)
Original	understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)	identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
Proposed	recognise and explain how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example couplets, haiku, tankas, free	analyse elements such as sentence patterns, dialogue and imagery in poetry, short stories, plays and visual texts to interpret the use of wordplay, innuendo, parody and humour, and the creation of tone (AC9E8LE05)

verse and verse novels (AC9E7LE06)

Sub-strand: Creating literature	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
	experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)
Proposed	create literary texts, for particular purposes and audiences, that adapt or experiment with text structures and literary devices for example rhythm and sound effect, and the styles of authors including point of view encountered in texts (AC9E7LE07)	create literary texts that draw upon and experiment with text structures, language features, literary devices and visual choices from other texts, for particular purposes, audiences and effects (AC9E8LE06)

Content descriptions: Year 7 to Year 8

Strand: Literacy

Sub-strand: Texts in context	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)
Proposed	analyse the effect of technological change on reading, creating and responding to texts including media texts (AC9E7LY01)	explain the ways authors combine different modes and media when creating texts for a particular audience and purpose, and the impact of these choices on the viewer/listener (AC9E8LY01)

Sub-strand: Interacting with others	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	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)	interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
	use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
Proposed	use understanding of purpose, audience and elements of spoken language such as vocal effects when listening to, and discussing and evaluating points of view, information or the lyrical qualities of spoken texts (AC9E7LY02)	use interaction skills and features of language and spoken language, including modulating voice, for identified purposes and audiences, for example when supporting or challenging the stated or implied meanings of spoken texts (AC9E8LY02)
Original	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)
Proposed	<i>Moved to Literacy: Creating texts</i>	<i>Moved to Literacy: Creating texts</i>

Sub-strand: Analysing, interpreting and evaluating texts	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

Proposed	analyse the ways in which text structures and language features of print and visual/digital texts, and their use in combination, shape meaning and vary according to audience and purpose (AC9E7LY03)	analyse and evaluate the ways that text structures and language features of print and visual/digital texts vary according to the purpose and audience of the text, and the ways that referenced sources add authority to a text (AC9E8LY03)
Original	use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
Proposed	identify and compare text processing strategies used to evaluate a range of types of texts (AC9E7LY04)	apply increasing knowledge of vocabulary, text structures and language features to understand the content of a range of texts (AC9E8LY04)
Original	use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)
Proposed	use comprehension strategies when listening, viewing and reading to analyse, interpret and synthesise information and ideas from a variety of texts (AC9E7LY05)	use comprehension strategies when listening, viewing and reading to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources (AC9E8LY05)
Original	compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
Proposed	<i>Removed</i>	<i>Removed</i>

Sub-strand: Creating texts	Year 7 <i>Students learn to:</i>	Year 8 <i>Students learn to:</i>
Original	plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
Proposed	plan, create, draft and publish texts, selecting aspects of subject matter and particular language, digital elements, and visual and audio features to convey information, ideas and points of view in ways that may be imaginative, reflective, informative, persuasive and analytical (AC9E7LY06)	plan, create, draft and publish texts using deliberate textual and language choices for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and analytical, selecting text and language features for effect (AC9E8LY06)

Original	<i>Original is in Literacy: Interpreting, analysing and evaluating</i>	<i>Original is in Literacy: Interpreting, analysing and evaluating</i>
Proposed	plan, create, rehearse and deliver presentations for particular purposes and audiences by selecting multimodal elements, and using voice, volume, tone, pitch and pace in ways that may be imaginative, reflective, informative, persuasive and analytical (AC9E7LY07)	plan, create, rehearse and deliver spoken and multimodal presentations for a particular audience and purpose, recognising formality of interaction in ways that may be imaginative, reflective, informative, persuasive and analytical using vocal effects (AC9E8LY07)
Original	edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
Proposed	edit for meaning by removing unnecessary repetition, reordering sentences to refine ideas, and adding or substituting words for impact (AC9E7LY08)	edit for meaning by experimenting with different order of ideas, sentence structures and vocabulary to clarify meaning (AC9E8LY08)
Original	consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
Proposed	consolidate a personal handwriting style that is legible, fluent and automatic, and supports writing for extended periods (AC9E7LY09)	<i>Removed</i>
Original	use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	
Proposed	<i>Removed</i>	

Achievement standard Year 7 to Year 8

	Year 7	Year 8
Original	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.</p> <p>Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.</p> <p>Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.</p> <p>Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.</p> <p>Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>

<p>Proposed</p>	<p>By the end of Year 7, students listen to and discuss texts, identifying their purpose and audience, and explaining the use of text structures, language features and literary devices in the presentation of ideas and points of view. They create spoken texts that may be imaginative, reflective, informative, persuasive and analytical, structuring content using language features and literary devices, and using tone and multimodal and vocal effects for purpose and audience.</p> <p>They read and view a wide range of texts and analyse, interpret and synthesise information and ideas. They explain how ideas are shaped by text structures and language features in print and visual/digital texts and their combination. They identify an author's perspective and the features of literary texts and explain their influences on audiences. They select specific details from texts to develop their own responses.</p> <p>They create written and/or multimodal texts that may be imaginative, reflective, informative, persuasive and analytical for particular purposes and audiences. They control language features including vocabulary, evaluative language, modality, sentence structure and punctuation to develop ideas for purpose and audience. They use cohesive devices and structural features such as paragraphs to maintain the relationship between ideas. They spell accurately and make appropriate editorial choices.</p>	<p>By the end of Year 8, students listen to texts and analyse stated and inferred meanings. They analyse the selection of text structures, language and multimodal features, and literary devices influenced by purposes and audiences. They create spoken texts that may be imaginative, reflective, informative, persuasive and analytical, selecting and sequencing content, language features, literary devices, and multimodal and vocal effects to influence audience response.</p> <p>They read and view a wide range of texts and explain the use of text and language features to represent ideas, identities, times and places. They question and use evidence when analysing texts and challenging ideas and perspectives. They explain an author's perspective and analyse the features of literary texts and their influence on audiences.</p> <p>They create written and/or multimodal texts that may be imaginative, reflective, informative, persuasive and analytical for particular purposes and audiences. They control language features including vocabulary, literary devices, evaluative language, sentence structure and punctuation to develop ideas for purpose and audience. They use cohesive devices, including lexical cohesion and grammatical theme, and structural features to maintain the relationship between ideas, such as paragraphs strengthened by example and evidence, for purpose and audience. They spell accurately and make editorial choices.</p>
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Content descriptions: Year 9 to Year 10

Strand: Language

Sub-strand: English as a language that varies and changes	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)
Proposed	understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (AC9E9L01)	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (AC9E10L01)

Sub-strand: Language for interacting with others	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)
Proposed	understand that roles and relationships are developed and challenged through language and interpersonal skills (AC9E9L02)	understand how features of written and spoken language can have inclusive and exclusive social effects, and can empower or disempower people (AC9E10L02)
Original	investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
Proposed	understand how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (AC9E9L03)	understand how people's evaluations of texts are influenced by the context, purpose and mode of communication, as well as the individual's value system (AC9E10L03)

Sub-strand: Text structure and organisation	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
Proposed	understand that authors innovate on text structures and language features for specific purposes and variation in subject matter, audience and mode (AC9E9L04)	compare the audience for, and purposes, structures and language features of traditional and contemporary adaptations of texts in different media (AC9E10L04)
Original	compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
Proposed	compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas such as cause and effect (AC9E9L05)	understand how paragraphs can be organised cohesively, and images can be arranged for different purposes, audiences and effects (AC9E10L05)
Original	understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	understand conventions for citing others, and how to reference these in different ways (ACELA1568)
Proposed	<i>Moved to Language: Expressing and developing ideas</i>	<i>Moved to Language: Expressing and developing ideas</i>

Sub-strand: Language for expressing and developing ideas	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)
Proposed	explain how authors vary sentence structures creatively for particular effects (AC9E9L06)	analyse and evaluate the effectiveness of multiclausal sentence structures used by authors to express ideas and craft texts (AC9E10L06)
Original	understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)	analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
Proposed	understand how abstract nouns and nominalisation can be used to summarise preceding or preview subsequent sequences of ideas in text (AC9E9L07)	analyse how concepts are conveyed in complex texts through language features including nominalisation and extended noun groups, and technical and abstract vocabulary (AC9E10L07)
Original	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
Proposed	analyse the use of symbols and icons in still and moving images and how these augment meaning (AC9E9L08)	evaluate the impact of choices in features of still and moving images on representations and audience responses (AC9E10L08)
Original	identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
Proposed	analyse how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (AC9E9L09)	understand how vocabulary choices can be used in discriminating ways to have effects on audiences (AC9E10L09)
Original	<i>Original is in Language: Text structure and organisation</i>	<i>Original is in Language: Text structure and organisation</i>
Proposed	understand that authors use and experiment with punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E9L10)	understand the punctuation conventions for referencing and citing others for formal and informal purposes (AC9E10L10)

Sub-strand: Word knowledge	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)	understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)
Proposed	understand how spelling is used creatively in texts for particular effects, for example characterisation, humour and to represent accents and styles of speech (AC9E9L11)	understand how to use knowledge of the spelling system to spell unusual and technical words and to manipulate standard spelling for particular effects (AC9E10L11)

Content descriptions: Year 9 to Year 10

Strand: Literature

Sub-strand: Appreciating literature and contexts	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)
Proposed	analyse and compare the representations of people and places in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E9LE01)	analyse and evaluate a range of representations of individuals, groups and places in different historical, social and cultural contexts in literary texts by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E10LE01)

Sub-strand: Engaging with and responding to literature	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)
Proposed	present a response to a literary text based on initial impressions and subsequent analysis of the whole text (AC9E9LE02)	reflect on, extend, endorse or refute others' interpretations of and responses to literature (AC9E10LE02)
Original	reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634) explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641) evaluate the social, moral and ethical positions represented in texts (ACELT1812)
Proposed	analyse how the selection of language features, text structures and literary devices influences notions of literary value, and influences readers in their response to human experiences and values represented in texts (AC9E9LE03)	analyse how text structures, literary devices, language features and visual features of literature, and the context in which these texts are experienced, may influence audience response (AC9E10LE03) evaluate the social, moral and ethical positions represented in literature (AC9E10LE04)

Sub-strand: Examining literature	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
Proposed	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (AC9E9LE04)	analyse how text structure, language features and literary devices shape different interpretations of texts (AC9E10LE05)

Original	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643) analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)
Proposed	analyse the effect of text structure, language features and literary devices including extended metaphor, metonymy, allegory, icons and symbolism in texts (AC9E9LE05)	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts, such as poetry and novels, to evoke particular emotional responses (AC9E10LE06) analyse and evaluate text structures, language features and literary devices of texts, making relevant thematic and intertextual connections with other texts (AC9E10LE07)

Sub-strand: Creating literature	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
	experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)	create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)
Proposed	create literary texts, including hybrid texts, that experiment with and innovate on text structures, language features and literary devices, for example using parody, allusion, appropriation, humour and pun for purpose and audience (AC9E9LE06)	create literary texts for a specific purpose and audience, making intertextual connections, and selecting and adapting appropriate text structures, language features, literary devices and multimodal features (AC9E10LE08)

Content descriptions: Year 9 to Year 10

Strand: Literacy

Sub-strand: Texts in context	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
Proposed	analyse how people, places, events, objects and concepts are represented in different contexts, including popular media (AC9E9LY01)	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through choices made in structure and language features, and features of spoken, auditory and visual modes (AC9E10LY01)

Sub-strand: Interacting with others	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)
	use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
Proposed	listen to spoken texts constructed for different purposes and audiences, analysing how language features of these texts position listeners to respond in particular ways, and present and discuss opinions regarding these texts using vocal effects (AC9E9LY02)	interact purposefully with others using understandings of purpose, audience, spoken text structures, language features and relevant multimodal resources (AC9E10LY02)

Original	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)
Proposed	<i>Moved to Literacy: Creating texts</i>	<i>Moved to Literacy: Creating texts</i>

Sub-strand: Analysing, interpreting and evaluating texts	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
Proposed	analyse and evaluate how different perspectives of ideas, events, situations, individuals or groups are constructed to serve specific purposes in print and visual/digital texts (AC9E9LY03)	identify and analyse implicit or explicit values, beliefs and assumptions in print and visual/digital texts and how these are influenced by purposes and likely audiences (AC9E10LY03)
Original	apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)
Proposed	apply an expanding understanding of text structures and language features including vocabulary to navigate texts (AC9E9LY04)	select and justify a reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (AC9E10LY04)
Original	use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
Proposed	use comprehension strategies when listening, viewing and reading to compare and contrast information within and between texts, and identify, analyse and evaluate representations (AC9E9LY05)	use comprehension strategies when listening, viewing and reading to analyse and interpret representations of characters, settings, events or issues in different texts and evaluate supporting evidence (AC9E10LY05)

Original	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	
Proposed	<i>Removed</i>	

Sub-strand: Creating texts	Year 9 <i>Students learn to:</i>	Year 10 <i>Students learn to:</i>
Original	create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)
Proposed	plan, create, draft and publish written and multimodal texts for purposes and audiences, including texts that integrate visual, print and/or audio features in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E9LY06)	plan, create, draft and publish written and/or multimodal texts for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY06)
Original	<i>Original is in Literacy: Interpreting, analysing and evaluating</i>	<i>Original is in Literacy: Interpreting, analysing and evaluating</i>
Proposed	plan, create, rehearse and deliver spoken and multimodal presentations in ways that may be imaginative, reflective, informative, persuasive, critical and analytical using rhetorical features and using volume, tone, pitch and pace according to purpose and audience (AC9E9LY07)	plan, create, rehearse and deliver spoken/multimodal presentations to engage audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY07)
Original	review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)
Proposed	review and edit their own and others' texts so they achieve particular purposes and address specific audiences, editing to improve clarity and control of content, organisation,	review, edit and refine their own and others' texts so they achieve particular purposes and address specific audiences through control of content, organisation, sentence structure, vocabulary, and/or visual features

	paragraphing, sentence structure, vocabulary and audio/visual features (AC9E9LY08)	(AC9E10LY08)
Original	use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)
Proposed	<i>Removed</i>	<i>Removed</i>

Achievement standard Year 9 to Year 10

	Year 9	Year 10
Original	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.</p> <p>They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.</p> <p>Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing</p>	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.</p> <p>They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.</p> <p>Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to</p> <p>class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar,</p>

	and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.	vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
Proposed	<p>By the end of Year 9, students listen to texts analysing and evaluating how text structures, language features and literary devices are used to influence an audience. They create spoken texts that may be imaginative, reflective, informative, persuasive, critical and analytical for purpose and audience by selecting and sequencing content, language and multimodal features using vocal effects.</p> <p>They read and view a wide range of texts and analyse the use of text and language features to represent ideas, identities, times and places. They analyse how literary devices shape meaning. They analyse how visual/digital features, language features and literary devices are used to influence responses and distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations.</p> <p>They create written and multimodal texts that may be imaginative, reflective, informative, persuasive, critical and analytical for a range of purposes and audiences. They control language features including vocabulary, evaluative language, literary devices, sentence structure and punctuation to develop and extend ideas for purpose and audience. They use cohesive devices for semantic association and structural features including paragraphs responsively for purpose and audience. They spell accurately and make editorial choices.</p>	<p>By the end of Year 10, students listen for and evaluate the way text structures and language features are used for purpose and effect in spoken texts. They create spoken texts that may be imaginative, reflective, informative, persuasive, critical and analytical for purpose and audience. They select and sequence content, language features, rhetorical devices and multimodal features to present a point of view and influence a course of action. They use vocal effects.</p> <p>They read and view a wide range of texts including adaptations, and analyse and evaluate the use of text and language features to represent ideas, identities, times and places. They analyse and evaluate how voice and other literary devices shape meaning and responses. They analyse how text structures can be used in innovative ways. They analyse and evaluate how visual/digital features, language features and intertextual references are used to influence audience responses. They develop and justify their own interpretations of texts.</p> <p>They innovate on and create written and multimodal texts to articulate complex ideas in ways that may be imaginative, reflective, informative, persuasive, critical and analytical for a range of purposes and audiences. They control language features including discriminating vocabulary, literary devices, sentence structures and punctuation, as well as visual and auditory features, to develop and extend ideas for purpose and audience. They use cohesive devices for semantic association and structural features including paragraphs that include substantiation responsively for purpose and audience. They spell accurately and make editorial choices.</p>