



Australian
CURRICULUM
Review

ENGLISH

CONSULTATION CURRICULUM

All elements 7–10

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F–10 AUSTRALIAN CURRICULUM: ENGLISH

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: English has been developed on the basis that all students will study English in each year of schooling from Foundation to Year 10.

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The study of English plays a key role in the development of literacy, which helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Australia is a linguistically and culturally diverse country, with links to Asia. Participation in many aspects of Australian life is dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature from a range of historical, cultural and social contexts to expand their social, emotional and cultural understanding. The traditional and contemporary literature of First Nations Australian Peoples is communicated in distinctive ways and is shaped by lived experiences, knowledge, traditions and connections. The Australian Curriculum: English explores the richness of First Nations Australian voices.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- appreciate, enjoy, evaluate and use the richness and power of the English language to evoke feelings, form ideas, facilitate interaction with others, inform, entertain and persuade

- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature.

Organisation of the learning area

Content structure

The Australian Curriculum: English is presented in year levels from Foundation to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year level.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

Content in the Australian Curriculum: English is organised under three interrelated strands:

- Language
- Literature
- Literacy.

Language strand

In the Language strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries. They learn how language enables people to interact effectively, to build and maintain relationships, and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts, and understand language in use and language as a system.

The Language strand has five sub-strands:

- **English as a language that varies and changes:** Students learn that languages evolve owing to historical, social and cultural changes, and technological innovations.
- **Language for interacting with others:** Students learn that language varies according to relationships, social setting, purpose and audience.
- **Text structure and organisation:** Students learn how texts are structured for different audiences and contexts and to achieve particular purposes. They learn the techniques that authors use to support and influence the reader or viewer.
- **Language for expressing and developing ideas:** Students learn how authors control and use a range of clause structures and word groups. They learn how to understand and use words and vocabulary according to context.
- **Phonics and word knowledge:** Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet (graphemes) and how to represent spoken words by using combinations of these letters.

Literature strand

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experiences. It builds students' knowledge of the interrelationship of language and culture, and stimulates creative thinking. Students appreciate, analyse, interpret and evaluate a range of literary texts, which comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia. They create texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms.

The Literature strand has four sub-strands:

- **Appreciating literature and contexts:** Students learn how characters, events and issues in literary texts are shaped by the historical, social and cultural contexts in which they were created.

- **Engaging with and responding to literature:** Students learn to make personal responses to literary texts and make connections to their own lives, other texts and the responses of others.
- **Examining literature:** Students learn how to explain and analyse the ways in which stories, ideas, experiences, opinions and settings are reflected in texts.
- **Creating literature:** Students learn how to create a range of literary texts whose main purpose is to entertain or to elicit an emotional response through a creative use of language.

Literacy strand

The Literacy strand aims to develop students' ability to listen to, read, create, view, analyse, interpret and perform a range of spoken, written and multimodal texts. These texts include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The language features and text structures of these texts may function as models for students' own created work.

The Literacy strand has four sub-strands:

- **Texts in context:** Students learn that texts are influenced by historical, social and cultural contexts, and particular purposes and audiences.
- **Interacting with others:** Students learn how language is used to express ideas and to develop arguments. They learn how to express ideas and opinions in spoken and written presentations by selecting and using language and multimodal features.
- **Analysing, interpreting and evaluating:** Students learn to comprehend what they read and view by applying growing phonic, contextual, semantic and grammatical knowledge.
- **Creating texts:** Students plan, create, draft and publish a range of spoken, written, visual and multimodal texts, using text and language features for various purposes and audiences. They learn how to edit for enhanced meaning and clarity. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing.

Table 1: Australian Curriculum: English strands and sub-strands

Strands			
Sub-strands	Language	Literature	Literacy
	English as a language that varies and changes	Appreciating literature and contexts	Texts in context
	Language for interacting with others	Engaging with and responding to literature	Interacting with others
	Text structure and organisation	Examining literature	Analysing, interpreting and evaluating
	Language for expressing and developing ideas	Creating literature	Creating texts
	Phonics and word knowledge		

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the English curriculum. They give clarity and direction about what content matters most in the learning area. Core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of English across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The Australian Curriculum: English uses core concepts to connect essential content across the three strands of Language, Literature and Literacy. The core concepts of English are:

- Language and texts reflect and respond to historical, social and cultural contexts.
- Language is used to interact with others by listening, speaking and signing, and to respond to, develop and present opinions and ideas.
- The features of texts, language and literary devices are used to read, understand, analyse, interpret and evaluate texts.
- The understanding of language and processes to express and develop ideas is used when creating a range of texts.
- Oral language, early reading and writing skills provide a foundation for meaning making and communication.

Figure 1 gives an overview of the English core concepts.



Figure 1: Overview of the relationship between the core concepts and strands in the Australian Curriculum: English

Australian Curriculum: English – All elements 7–10
Consultation curriculum

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

While literacy and numeracy are fundamental to all learning, literacy development is core to the English curriculum. In addition to Literacy, the general capabilities of most relevance and application to English are Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Digital Literacy.

Read more

Literacy

In the Australian Curriculum: English, literacy is developed through the study of the English language in all its spoken, written and visual forms. Literacy equips students with the skills to confidently listen to, read, view, speak, write and create texts in all Learning Areas. As students develop literacy skills, they understand how language use is determined by different contexts, audiences and specific purposes, and they develop the skills to acquire and build knowledge and understanding, and to communicate their thoughts and ideas with others. Through analysing, interpreting and evaluating a range of texts, students develop an understanding of and ability to use grammatical and language features and conventions, and they acquire a wide vocabulary. They learn about language and how it works in the Language strand, and gradually develop and apply this knowledge in the Literacy strand in English, where they systematically and concurrently apply phonic, contextual, semantic and grammatical knowledge to engage with, analyse, interpret, evaluate and create spoken, print, visual and multimodal texts.

Critical and Creative Thinking

In the Australian Curriculum: English, students develop critical and creative thinking through listening to, reading, viewing, creating and presenting texts, interacting with others, recreating and experimenting with literature, and discussing the aesthetic or social value of texts. Through close analysis of text and through reading, viewing and listening, students critically analyse the opinions, perspectives and unstated assumptions embedded in texts. They develop critical thinking as they share personal responses and express preferences for specific texts, state and justify their points of view, and respond to the views of

others. When creating their own written, visual and multimodal texts, students develop creative thinking skills by considering the innovations of authors, planning, exploring and creating ideas for imaginative texts, and using language in innovative ways to represent novel ideas.

Personal and Social Capability

Through the Australian Curriculum: English, students develop personal and social capabilities as they learn that language is central to personal and social identity. When engaging with a range of texts, students have the opportunity to explore diverse perspectives and the ways in which these shape different interpretations and responses by readers. Interacting with others in formal and informal settings assists students' personal and social development as they become effective communicators, able to articulate their opinions and collaborate with others. Through close reading and discussion of texts, students experience and evaluate a range of personal and social behaviours and perspectives, and develop connections and empathy with characters in different contexts.

Intercultural Understanding

Through the Australian Curriculum: English, students develop intercultural understanding as they study texts drawn from different historical, social and cultural contexts, and learn that the English language has been influenced by different cultural groups, languages, speakers and writers. By engaging with the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia, students explore cultural perspectives and worldviews from the past and present. Through interpreting and analysing authors' ideas and perspectives represented in traditional and contemporary texts in a range of media, students learn to appreciate issues of intercultural meaning and sensitivity.

Digital Literacy

The Australian Curriculum: English develops students' ability to use digital tools as key ways to communicate, collaborate, create and edit content, read and access information. They may use a range of tools to create digital and multimodal texts and presentations.

Numeracy

In the Australian Curriculum: English, students develop numeracy by communicating with others, using numbers as they share information about themselves, family and friends, such as date of birth, age, address and telephone number, or describe relationships involving quantities. They use numerical skills and pattern recognition as they reference an index, analyse texts, identify the number of syllables in a line of poetry or in verse novels to ascertain patterns in rhythm. Students apply numeracy skills to comprehend and interpret texts, including timetables and maps. They use statistics, tables and statistical data displays as they reason and present an evidenced-based argument.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. The cross-curriculum priority of most relevance and meaning to the English learning area is Aboriginal and Torres Strait Islander Histories and Cultures. This cross-curriculum priority is embedded in content descriptions where it is core to the delivery of the content in English. It is also identified in content elaborations where it offers opportunities to add depth and richness to student learning.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

In the Australian Curriculum: English, students explore First Nations Australian Peoples' cultural knowledge, traditions and experiences represented and communicated through traditional, modern and contemporary literature and literary works. The histories and cultures are also reflected within the Language and Literacy strands to showcase a responsiveness to the importance and significance of First Nations Peoples of Australia.

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority within English provides culturally relevant and engaging contexts for all students to:

- appreciate literature created by First Nations Australian authors and illustrators.
- engage with and respond to literature about Aboriginal and Torres Strait Islander histories, cultures and perspectives.
- examine texts that include characters, events, Country/Place, identities and languages of First Nations Australian Peoples.
- identify and discuss the representation of First Nations Australian Peoples' histories and cultures.
- recognise the importance of language and connection to Country/Place for First Nations Australian Peoples.
- understand history and contemporary events through literature while reflecting on different perspectives and points of view of First Nations Australian Peoples.
- identify, examine and discuss a range of texts that have been written by First Nations Australian authors.
- explore oral narrative traditions of First Nations Australian Peoples and the importance these stories have for their connections to people, Country/Place and cultural identity.

Learning areas

The Australian Curriculum: English provides opportunities to integrate and connect content to other learning areas; in particular, The Arts, Languages, and Humanities and Social Sciences.

Read more

English and Languages

English and Languages share a focus on interacting with others and creating spoken, written and multimodal texts with an awareness of purpose and audience. Both learning areas help students to understand the relationship between spoken and written language, and how cultural context shapes meaning. They develop students' understanding of and ability to use grammatical and language features.

English and Humanities and Social Sciences

English and Humanities and Social Sciences share a focus on analysing, interpreting and evaluating information and texts, considering the ways in which perspectives and points of view shape texts. Both learning areas help students to develop written, visual, digital and multimodal texts by selecting text and language features for a range of purposes and audiences.

English and The Arts

English and The Arts share a focus on communicating ideas and perspectives in spoken, written and visual modes with an awareness of purpose and audience. Both learning areas help students develop speaking and listening skills as they work individually, and collaborate with others, to create texts, presentations and performances.

Key considerations

Texts

Texts provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital forms. Texts include augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative, persuasive, reflective, analytical and critical texts, in media, everyday and workplace contexts. The distinctions between types of texts need not be sharply defined or formulaic.

Creating texts involves understanding, experimenting with, adapting and manipulating language and textual features and forms, for the purpose and audience of the text. The choices that authors make in language features, visual features and text structure combine to define the type of text and create certain meanings and effects that shape the way that texts are interpreted, analysed and evaluated by their audiences.

The English language

The Australian Curriculum: English provides students with a broad conceptual understanding of what a language is, and its importance for learning at school and participating in the broader community. Language as a body of knowledge represents both language in use and language as a system, drawing from both history and linguistics, which emphasise how languages change and are shaped by different historical and diverse social and cultural contexts. Language operates within a contextual framework, in which choices vary according to topics, the nature and proximity of relationships and modes of communication.

Oral language is the foundation of learning and is an essential component of exploring ideas, expressing viewpoints, forming arguments, and learning and understanding new words and ways of expressing ideas. Language users pay attention to structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text.

The appreciation of literature

Literature is a body of work comprising a dynamic and evolving range of texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts that are valued and appreciated for their form and style, and have enduring or artistic value that is personal, social, cultural and aesthetic. These texts have the potential to enrich, engage and inspire enjoyment in the scope of experiences relating to the personal, the interpersonal and the world. Interactions with, reflections on, critical appreciation and creation of texts develop an understanding of language, how it is used, its effects and the uniqueness of expression.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non–First Nations Australian literature and world literature including texts from and about Asia. The Australian Curriculum: English supports a variety of approaches to the study of literature:

- enjoyable encounters with a wide variety of literary texts
- the different ways in which literature is significant in everyday life
- close analysis of literary works and the key ideas and values on which they are based
- comparisons of works of literature from different historical, social and cultural contexts
- study of the origins, authorship, readership and reception of literary texts
- exploration of the relationships between historical, cultural and literary traditions.

Teachers and schools make decisions about the selection of texts to address the content in the Australian Curriculum: English while also meeting the needs of the students in their classes.

Literacy is language in use

The Australian Curriculum: English holds that literacy serves everyday communication purposes in a range of contexts and refers to the ability to read, view, listen to, speak about, write and create texts for learning and communicating. Literacy is the capacity to interpret, use and transfer language features, forms, conventions and text structures in ways that may be imaginative, reflective, informative, persuasive, critical and analytical. Literacy uses increasingly fluent language and communication skills, including the ability to give and receive information and interact with ideas, which build increasingly sophisticated and complex social, cultural and critical knowledge.

The Australian Curriculum: English draws broadly from a range of approaches and emphasises:

- fluency in grapheme–phoneme (letter–sound) correspondences of English
- an expanding vocabulary and grasp of grammar and text patterns
- fluency and innovation in listening, reading, viewing and creating texts for different purposes and contexts
- the skills needed to analyse and understand the contextual and aesthetic bases on which many texts are built
- an interest in expanding the range of texts listened to, viewed and read, and in experimenting with ways of expressing increasingly complex ideas to create effective and innovative texts.

CURRICULUM ELEMENTS

Year 7

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 7, students communicate with others in a range of contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret and perform a range of spoken, written and multimodal texts. Texts include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances influenced by context, purpose and audience. The features of these texts may be used by students as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres, and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Year 7 students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts for a range of purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language English as a language that varies and changes	understand how language has evolved over time and how technology and the media have influenced language use and forms of communication (AC9E7L01)	investigating changes in word use and meaning over time and some of the reasons for these changes; for example, the influence on spelling and vocabulary of new forms of communication including texting, emoticons and email (AC9E7L01_E1)

Language for interacting with others	understand how language features, including styles of speech and idioms, express and create personal and social identities (AC9E7L02)	building a database of local idioms and their meanings, accents and styles of speech for different contexts; exploring the possibilities of these choices in drama and role-play; and discussing their connection with personal and social identities (AC9E7L02_E1) developing dialogue authentic to characters in comics, cartoons and animations (AC9E7L02_E2)
	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 (AC9E7L03)	building knowledge about words of evaluation, including words to express emotional responses to texts, judgement of characters and their actions, and appreciation of the aesthetic qualities of text (AC9E7L03_E1) analysing how evaluative language can be used to assess the qualities of a narrative text; for example, its impact on the reader; the author's skill in the use of language; the use of emotion or example to evoke empathy with the characters, or to build tension or to create a mood; the author's appeal to social values; for example, in choice of theme; judgement of behaviour; for example, in terms of characters' capability, courage, morality; and whether these are positive or negative evaluations (AC9E7L03_E2)
Text structure and organisation	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)	examining the structures of book or film reviews and how they might move from description of context to summary of the text and then to judgement of the text (AC9E7L04_E1)

	<p>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)</p>	<p>comparing and analysing the structure of media texts such as digital news sites or print media, evaluating their coherence for the intended purpose and audience (AC9E7L05_E1)</p>
Language for expressing and developing ideas	<p>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)</p>	<p>identifying and experimenting with a range of clause structures and discussing the effect of these in the expression and development of ideas (AC9E7L06_E1)</p> <p>consolidating knowledge of simple, compound and complex sentences, recognising that a simple sentence can express quite sophisticated ideas and a complex sentence need not express 'complex' ideas (AC9E7L06_E2)</p>
	<p>understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (AC9E7L07)</p>	<p>identifying and discussing how a sense of certainty, probability and obligation is created in texts (AC9E7L07_E1)</p> <p>noting how degrees of possibility are opened up through the use of modal verbs; for example, 'It may be a solution' as compared to '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' (AC9E7L07_E2)</p>

analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (AC9E7L08)	comparing choices of point of view in animations, advertisements and other persuasive texts (AC9E7L08_E1)
	comparing how different advertisements use visual elements to advertise the same product (AC9E7L08_E2)
	analysing the illustrations in young adult picture books, graphic novels and advertisements in terms how the use of gaze, size, colour, angle, salience, vector and proximity have an impact on the reader (AC9E7L08_E3)
investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge (AC9E7L09)	identifying representations of First Nations Australian Peoples in advertisements, in news media and in other texts, and the representation of characters, perspectives and points of view (AC9E7L08_E4)
	recognising vocabulary used to represent high utility, abstract academic concepts; for example, factor, hypothesise, issue, critique as well as technical language specific to the English learning area; for example, haiku, characterisation, clause (AC9E7L09_E1)
understand the use of punctuation including colons, semicolons, dashes and brackets to support meaning in compound and complex sentences (AC9E7L10)	examining the impact of information added to sentences when semicolons, colons, brackets or dashes are used in clauses (AC9E7L10_E1)

Phonics and word knowledge	continue to apply alphabet and phonic knowledge when reading, writing and spelling (AC9E7L11)	
	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)	

Literature	Appreciating literature and contexts	<p>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)</p>	<p>exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex texts where the hero may be flawed (AC9E7LE01_E1)</p> <hr/> <p>establishing forums for discussing the relative merits of novels and film texts (AC9E7LE01_E2)</p> <hr/> <p>building knowledge and understanding of the histories, cultures and literary heritage of First Nations Australian Peoples; understanding the changing and evolving sociocultural environments of First Nations Australian Peoples; recognising historical and cultural stories about Aboriginal and Torres Strait Islander peoples (AC9E7LE01_E3)</p>
	Engaging with and responding to literature	<p>reflect on and develop ideas and opinions about characters, settings, events and points of view in texts, identifying areas of agreement and difference with others and justifying a point of view (AC9E7LE02)</p>	<p>establishing forums and criteria for discussing the relative merits of fiction and film texts (AC9E7LE02_E1)</p> <hr/> <p>comparing personal viewpoints on texts and justifying responses in face-to-face and virtual discussions (AC9E7LE02_E2)</p>

	compare the ways that language and images in different types of texts are used to create character, and to influence emotions and opinions (AC9E7LE03)	identifying stereotypes, prejudice and oversimplifications in texts and their impact on audience emotions and opinions (AC9E7LE03_E1)
	discuss aspects of literary texts that contribute to their aesthetic and social value (AC9E7LE04)	determining criteria for the aesthetic and social value of a literary text and share opinions (AC9E7LE04_E1) comparing the aesthetic and social value of a film adaptation of a literary text (AC9E7LE04_E2)
Examining literature	recognise and explain the ways that characters, settings and events are combined in narratives, and identify the purposes and appeal of different approaches (AC9E7LE05)	analysing and explaining the structure and features of short stories, discussing the purposes and appeal of different authorial choices for structure and language (AC9E7LE05_E1)
		exploring traditional stories from Asia and discussing their features; for example, use of the oral mode, visual elements, verse, use of puppets to convey the narrative (AC9E7LE05_E2)
		discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose (AC9E7LE05_E3)
		analysing writers' representations of characters and their experiences in texts by First Nations Australian authors (AC9E7LE05_E4)
	recognise and explain how language is	explaining the sound and rhythm of poetry using metalanguage; for example, 'end and internal rhyme', 'refrain' and 'chant', and discussing how layers of meaning are created (AC9E7LE06_E1)

Literacy	Creating literature	compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example couplets, haiku, tankas, free verse and verse novels (AC9E7LE06)	viewing or reading First Nations Australian films, shows, plays and poetry, and recognising the relationship between words, sounds, imagery and language patterns (AC9E7LE06_E2)
		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)	using aspects of texts in imaginative recreations such as re-situating a character from a text into a new situation (AC9E7LE07_E1)
			creating a prequel using an imagined series of life events of a character presented as a series of flashbacks in a scripted monologue (AC9E7LE07_E2)
			creating chapters for an autobiography, short story or diary (AC9E7LE07_E3)
			experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives (AC9E7LE07_E4)
			experimenting with imagery, sentence variation, metaphor and word choice when creating a literary text (AC9E7LE07_E5)
	transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode (AC9E7LE07_E6)		
Texts in context	analyse the effect of technological change on reading, creating and responding to texts including media texts (AC9E7LY01)	investigating the influence of communicative technologies such as SMS, text, email and Twitter on written language (AC9E7LY01_E1)	
		analysing the impact of interactive elements of digital texts on texts such as magazines read in a digital form (AC9E7LY01_E2)	

Interacting with others	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)	participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (AC9E7LY02_E1)
		using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others (AC9E7LY02_E2)
		identifying key evidence supporting an argument in a discussion between two speakers (AC9E7LY02_E3)
		choosing vocabulary and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs (AC9E7LY02_E4)
		ensuring that cultural protocols and ways of communicating for First Nations Australian Peoples are acknowledged and respected (AC9E7LY02_E5)
Analysing, interpreting and evaluating texts	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)	explaining the relationship between text structures and language features, and audience and purpose, such as identifying which group would be the most likely target audience for the information in an advertisement and justifying why, based on textual features (AC9E7LY03_E1)
		examining historical and contemporary texts that include representations of Aboriginal and Torres Strait Islander histories and cultures, discussing structures and features that shape meaning (AC9E7LY03_E2)
	identify and compare text processing strategies used to evaluate a range of types of texts (AC9E7LY04)	identifying cause and effect in explanations and how these are used to convince an audience of a course of action (AC9E7LY04_E1)
	use comprehension strategies when	comparing the features of formal and informal speeches and determining the reasons for the differences (AC9E7LY05_E1)

Creating texts	listening, viewing and reading to analyse, interpret and synthesise information and ideas from a variety of texts (AC9E7LY05)	analysing visual features including choice of image, colour, composition and font in covers of different editions of books and determining the impact on the reader's first impressions (AC9E7LY05_E2) determining and synthesising the key idea(s) of paragraphs and extended text (AC9E7LY05_E3)
	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)	compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience; for example, a class anthology of poems or stories (AC9E7LY06_E1) using appropriate textual conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections including vlogs (AC9E7LY06_E2)
	plan, create, rehearse and deliver	preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own (AC9E7LY07_E1)

	<p>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)</p>	<p>selecting vocal effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement (AC9E7LY07_E2)</p>
	<p>edit for meaning by removing unnecessary repetition, reordering sentences to refine ideas, and adding or substituting words for impact (AC9E7LY08)</p>	<p>using collaborative technologies to jointly construct and edit texts (AC9E7LY08_E1)</p>
	<p>consolidate a personal handwriting style that is legible, fluent and automatic, and supports writing for extended periods (AC9E7LY09)</p>	

Year 8

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students communicate with others in a range of contexts and for a variety of purposes.

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate and perform a range of spoken, written and multimodal texts. Texts include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience, and understand how the features of these texts may be used as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres, and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Year 8 students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts for a range of purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	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)	exploring examples of Singlish (Singapore English) from a Singlish dictionary (AC9E8L0_E1) <hr/> investigating terms and language appropriated into English; for example, from French and Italian (AC9E8L01_E2)
	Language for interacting with others	understand how the features of written and spoken texts adopted by groups and communities contribute to their identities (AC9E8L02)	understanding that our use of language helps to create different identities; for example, teenage groups and sportspeople have adopted particular words and ways of communicating (AC9E8L02_E1) <hr/> exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names of First Nations Peoples and Countries, and how Aboriginal Peoples and Torres Strait Islander Peoples are connected to these places and identify with these structures (AC9E8L02_E2)

Text structure and organisation	<p>understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (AC9E8L03)</p>	<p>identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement) (AC9E8L03_E1)</p> <p>critically analysing how language can be used to persuade, manipulate and misinform in advertisements, social media and fake news, distinguishing between sites that use credible sources and factual information, and those that promote false claims, fabricated news and conspiracy theories, using devices such as hyperbole, heightened emotion, alarmist headlines, citing of dubious 'experts', distortion of statistics, charismatic spokespersons, intimidation through trolling, repetition of false claims and the use of bots to spread misinformation (AC9E8L03_E2)</p>
	<p>analyse how the structures and language features of texts vary according to the medium and mode of communication (AC9E8L04)</p>	<p>recognising how texts such as critical responses to texts, expositions, text interpretations and discussions are typically structured to achieve their purpose (AC9E8L04_E1)</p> <p>discussing how particular perspectives of the same event are portrayed through the combination of images and words in various texts including media texts (AC9E8L04_E2)</p>
	<p>understand how cohesion in texts is improved by strengthening the internal structure of paragraphs by using examples, quotations and substantiation of claims (AC9E8L05)</p>	<p>writing paragraphs of extended length that explain, substantiate and exemplify a particular viewpoint (AC9E8L05_E1)</p>
	<p>understand how coherence is created in complex texts through devices like lexical</p>	<p>investigating how the coherence of complex texts relies on devices that signal text structure and guide readers; for example, overviews, foreshadowing the organising concepts used to develop the text, initial and concluding paragraphs, topic sentences and sentence openers, and text connectives such as 'in particular', 'similarly', 'by way of contrast', 'to illustrate' (AC9E8L06_E1)</p>

Language for expressing and developing ideas	cohesion, ellipsis, grammatical theme and text connectives (AC9E8L06)	highlighting and examining cohesive devices in a selected text noting the range used and their effect (AC9E8L06_E2)
	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)	evaluating how speechmakers influence audiences through specific language features such as the use of embedded clauses to add information (AC9E8L07_E1) recognising conventions for referencing others and knowing how to use verbs when citing sources; for example, 'suggests', 'claims', 'refutes', 'argues', 'asserts' and interpreting meanings; for example, 'shows', 'reveals', 'means', 'indicates' (AC9E8L07_E2)
	understand the effect of nominalisation in texts (AC9E8L08)	highlighting examples of nominalisation in a range of texts including informative texts and explaining the impact on content and tone (AC9E8L08_E1) nominalising relevant verbs in a series of sentences and discussing the impact of the change in tone on potential audiences (AC9E8L08_E2)
	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (AC9E8L09)	analysing characterisation and setting or technical elements such as position, size, colour, angle, framing and point of view in a series of images or combinations of words and images in a picture book, or connecting these elements in other texts such as popular film, and discussing how they support meaning and influence an audience (AC9E8L09_E1)
	recognise how vocabulary choices contribute to the	experimenting with vocabulary choices in a range of written and spoken texts, and assessing the different effects these choices generate (AC9E8L10_E1) identifying vocabulary choices used prominently in social media sites that promote bias, misinformation and clickbait (AC9E8L10_E2)

		specificity, abstraction and style of texts (AC9E8L10)	acknowledging the choice of language written and spoken by First Nations Australian Peoples and understanding why this is important; for example, showcasing identity and connection to Country/Place and acknowledging First Nations Australian Peoples (AC9E8L10_E3)
		understand and use punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E8L11)	creating dialogue in drama showing interruptions, asides and pauses for effect (AC9E8L11_E1)
	Phonics and word knowledge	understand how to apply learned knowledge to spell accurately and to learn new words including nominalisations (AC9E8L12)	understanding the different ways complex words are constructed and drawing on morphemic knowledge and knowledge of unusual letter combinations when spelling these words (AC9E8L12_E1) understanding the construction and spelling of Aboriginal and Torres Strait Islander language words, names of groups and peoples' names; noting that Standard Australian English may not support the spelling of these words and understanding where to obtain the spelling of these words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, the local community (AC9E8L12_E2)
Literature	Appreciating literature and contexts	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)	comparing representations of different social groups in texts drawn from different modes and media; for example, comparing contemporary representations of homeless people with romantic representations of the swagman and the impact of these representations on the audience (AC9E8LE01_E1) comparing attitudes and ideas in texts drawn from contexts that are different to their own (AC9E8LE01_E2)

Engaging with and responding to literature	share, reflect on, clarify and evaluate opinions and arguments about aspects of texts including characterisation, setting, plot and point of view (AC9E8LE02)	comparing reviews of a literary text and evaluating opinions that challenge or support personal opinions (AC9E8LE02_E1)
	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)	discussing the similarities and differences between types of texts; for example, a complex picture book, to understand how different combinations of words and images position readers to respond to representations of ideas, identities, times and places (AC9E8LE03_E1) understanding First Nations Australian Peoples' identities, cultures, time and place as they relate to Dr Ernie Grant's Holistic Framework (AC9E8LE03_E2)
Examining literature	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)	identifying intertextual references through allusion or quotation in written texts and discussing how knowledge of other texts influences the reader's understanding and appreciation (AC9E8LE04_E1)
	analyse elements such as sentence patterns, dialogue and imagery in poetry, short stories,	recognising that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers or listeners, who can identify or judge tone through past experience and language clues in the text (AC9E8LE05_E1) selecting an aspect of a text such as a sentence pattern, image or word and adapting it for a new context, explaining how the change will affect meaning (AC9E8LE05_E2)

		plays and visual texts to interpret the use of wordplay, innuendo, parody and humour, and the creation of tone (AC9E8LE05)	<p>examining how writers use terse and relatively simple language choices or more elaborate and complex syntax, and how these influence readers (AC9E8LE05_E3)</p> <p>understanding how First Nations Australian Peoples use words and language to set the tone identifying the types of tones that may be used by First Nations Australian Peoples when writing or speaking about specific themes; for example, Country/Place (AC9E8LE05_E4)</p>
	Creating literature	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)	<p>creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure, layers of meaning, themes, point of view and style (AC9E8LE06_E1)</p> <p>combining visual and digital elements to create layers of meaning in texts; for example, using dramatic performance for serious and humorous purposes (AC9E8LE06_E2)</p>
Literacy	Texts in context	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)	<p>identifying and explaining how social media influences language uses and structures (AC9E8LY01_E1)</p> <p>analysing the ways that identity may be created and manipulated in digital contexts (AC9E8LY01_E2)</p> <p>exploring how social media has become a positive platform, using a shared language, for First Nations Australian Peoples to create awareness about critical events and issues, to provide recognition of cultural identity and to reconnect with family if they or their family were part of the Stolen Generations (AC9E8LY01_E3)</p>

Interacting with others	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)	participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (AC9E8LY02_E1)
		listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation (AC9E8LY02_E2)
		using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas (AC9E8LY02_E3)
Analysing, interpreting and evaluating texts	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)	evaluating an author's use of textual structures and language features in achieving a representation of a perspective (AC9E8LY03_E1)
		analysing the sufficiency and adequacy of information or evidence and the credibility of sources (AC9E8LY03_E2)
		exploring texts that attempt to solve moral problems in a particular way; for example, by consideration of consequences, rights or duties, and by identifying strengths as well as problems that arise from this approach (AC9E8LY03_E3)
		exploring how First Nations Australian authors use language features to represent a perspective; for example, the use of persuasive language including rhetorical questions to represent components of historical and cultural narratives (AC9E8LY03_E4)
Analysing, interpreting and evaluating texts	apply increasing knowledge of vocabulary, text structures and language features to understand the content of a range of texts (AC9E8LY04)	identifying the meaning of a wide range of words, including technical and literary language in various contexts (AC9E8LY04_E1)
		using print and digital or online thesauruses and dictionaries of synonyms, antonyms and homonyms, and subject-specific dictionaries (AC9E8LY04_E2)

Creating texts	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)	reflecting on content by connecting and comparing information across and between texts (AC9E8LY05_E1)
		determining and applying criteria for evaluating the credibility of a website (AC9E8LY05_E2)
		explaining whether the author conveys meaning effectively, particularly in distinguishing fact from opinion (AC9E8LY05_E3)
		analysing the selection and composition of an image in a media text and evaluating its effect on the credibility of the story (AC9E8LY05_E4)
	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)	experimenting with text structures and language features; for example, paragraph order and content, language choices or mode of delivery, to refine and clarify ideas (AC9E8LY06_E1)
		selecting vocabulary to position and persuade the audience; for example, adjusting language to show or acknowledge power (AC9E8LY06_E2)
plan, create, rehearse and deliver spoken and multimodal presentations for a particular audience and	integrating multimodal features within a spoken presentation to support the audience's understanding (AC9E8LY07_E1)	
	choosing vocabulary, sentence structures and adapting language choices such as use of similes, metaphors and personification, to meet perceived audience needs; for example, when debating a topic or creating a voiceover for a media presentation (AC9E8LY07_E2)	

	<p>purpose, recognising formality of interaction in ways that may be imaginative, reflective, informative, persuasive and analytical using vocal effects (AC9E8LY07)</p>	<p>selecting vocal effects, such as tone, volume, pitch and pace, with particular attention to the effects these may have on audience reaction and acceptance of the ideas presented (AC9E8LY07_E3)</p>
	<p>edit for meaning by experimenting with different order of ideas, sentence structures and vocabulary to clarify meaning (AC9E8LY08)</p>	

Year 9

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss and perform a wide range of literary texts. Texts include various types of media texts including film, digital and online texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Year 9 students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews for a range of purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Language	English as a language that varies and changes	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)	<p>identifying some of the changes in the grammar of English over time; for example, from 'thee' and 'thou' to 'you' (AC9E9L01_E1)</p> <p>exploring examples of the ways in which popular culture has influenced English (AC9E9L01_E2)</p>
	Language for interacting with others	understand that roles and relationships are developed and challenged through language and interpersonal skills (AC9E9L02)	<p>identifying the various communities to which students belong and how language reinforces membership of these communities; for example, the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom (AC9E9L02_E1)</p> <p>identifying First Nations Australian Peoples using the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia; specifying the Aboriginal or Torres Strait Islander Country/Place that the community or school is on; exploring language used by Aboriginal or Torres Strait Islander peoples to describe Country/Place and to engage with others; for example, 'Hello' in Turrabul language is 'Galang nguruindhau', which is pronounced 'Ga-lung ngoo-rroo-win-dha-woo' (AC9E9L02_E2)</p>

Text structure and organisation	<p>understand how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (AC9E9L03)</p>	<p>comparing texts that use evaluative language in different ways; for example, print advertisements, editorials, talkback radio, podcasts and poetry, and identifying wording that appraises indirectly, through evocative language, similes and metaphors that direct readers' views in particular ways (AC9E9L03_E1)</p>
	<p>understand that authors innovate on text structures and language features for specific purposes and variation in subject matter, audience and mode (AC9E9L04)</p>	<p>comparing the use of linear and non-linear narratives in a range of short stories, and determining the purpose and effect of the different structures (AC9E9L04_E1)</p> <p>comparing the opening paragraphs of different public texts such as feature articles, and determining the purpose and effect of the different structures (AC9E9L04_E2)</p>
	<p>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)</p>	<p>sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'moreover' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if ... then') (AC9E9L05_E1)</p>

Language for expressing and developing ideas	explain how authors vary sentence structures creatively for particular effects (AC9E9L06)	examining how effective authors control a variety of sentence structures (including simple, compound and complex sentences with embedded clauses, interrupting clauses, non-finite clauses, non-defining relative clauses and clause fragments), deliberately choosing a particular structure for effect (AC9E9L06_E1)
	understand how abstract nouns and nominalisation can be used to summarise preceding or preview subsequent sequences of ideas in text (AC9E9L07)	exploring sections of academic and technical texts and analysing the use of abstract nouns; for example, 'the previous argument', 'The Prologue', to summarise and distil information, structure the argument and summarise preceding explanations (AC9E9L07_E1)
	analyse the use of symbols and icons in still and moving images and how these augment meaning (AC9E9L08)	investigating the use of symbols; for example, specific seasons, colours and weather in images in films and picture books, and evaluating their contribution to viewers' understanding of ideas and issues, recognising that visual and verbal symbols have different meanings for different groups and cultures (AC9E9L08_E1)
		understanding the use of symbols by First Nations Australian Peoples, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, looking at artwork enables First Nations Australian Peoples from a particular Country/Place to identify symbols and interpret a story (AC9E9L08_E2)
	analyse how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (AC9E9L09)	comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts (AC9E9L09_E1)
identifying and using words with similar denotations to create nuanced meaning (AC9E9L09_E2)		
understand that authors use and experiment	experimenting with the use of colons and semicolons in expositions and other extended texts to improve precision and clarity of expression (AC9E9L10_E1)	

		with punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E9L10)	investigating the use of colons and semicolons in expository texts and discussing their uses in elaborating on and clarifying ideas in complex sentences (AC9E9L10_E2)
	Word knowledge	understand how spelling is used creatively in texts for particular effects, for example characterisation, humour and to represent accents and styles of speech (AC9E9L11)	<p>analysing the spelling of nonsense words and their impact on characterisation: for example, analysing the spelling of words used to describe the Jabberwocky in Lewis Carroll's 'Jabberwocky' (AC9E9L11_E1)</p> <p>analysing how spelling is used to represent a style of speech of a character: for example analysing the speech in CJ Denis' 'Ave a Eart': 'Ere! 'Ave a 'eart!" 'e sez' (AC9E9L11_E2)</p>
Literature	Appreciating literature and contexts	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)	<p>exploring and comparing representations of values; for example, authority, community, curiosity, in literature drawn from different cultures and times (AC9E9LE01_E1)</p> <p>understanding the language of certain time periods in history, and how terms were used to describe First Nations Australian Peoples, and discussing how this language has changed and why; for example, evolution of language based on societal changes, cultural awareness and understanding, cultural sensitivities and cultural appropriateness of language (AC9E9LE01_E2)</p>

Engaging with and responding to literature	present a response to a literary text based on initial impressions and subsequent analysis of the whole text (AC9E9LE02)	interrogating and making judgements about a text, comparing others' ideas against the student's own and reaching an independent decision or consensus about the interpretations and ideas expressed (AC9E9LE02_E1)
	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)	reflecting on and discussing responses to literature including characterisation, setting details, plot events, themes, and literary devices used to achieve particular effects, and collaboratively formulating a list of factors that distinguish merit (AC9E9LE03_E1)
		analysing, discussing and evaluating the cinematic qualities of a film in representing human experiences or contemporary values (AC9E9LE03_E2)
Examining literature	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (AC9E9LE04)	comparing texts created by the same author to determine literary style, assessing their appeal and presenting comparisons to others (AC9E9LE04_E1)
	analyse the effect of text structure, language	examining how different authors make use of devices such as icons and imagery, and explaining the effect of these choices on audiences (AC9E9LE05_E1)

		features and literary devices including extended metaphor, metonymy, allegory, icons and symbolism in texts (AC9E9LE05)	identifying examples of literary devices in a range of poems and considering how they contribute to meaning and influence the emotional responses of the audience (AC9E9LE05_E2)	
	Creating literature	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)	<p>choosing literary devices to achieve intended effects; for example, using symbolic names as a red herring (AC9E9LE06_E1)</p> <p>taking an existing short story, poem, play or speech in print form and creating a short visual text that is enhanced by a soundtrack (AC9E9LE06_E2)</p> <p>innovating on traditional and contemporary literature through textual intervention, prequel or sequel that employs devices such as metaphor, symbol, allegory and myth (AC9E9LE06_E3)</p> <p>creating literary texts with main ideas developed through the interconnections of characters, setting, plot events, the changing of chronological order and foreshadowing (AC9E9LE06_E4)</p>	
		Texts in context	analyse how people, places, events, objects and concepts are represented in different contexts, including popular media (AC9E9LY01)	<p>comparing the representation of contemporary events in popular media and recognising how these vary in different contexts (AC9E9LY01_E1)</p> <p>discussing how all texts build on other texts (AC9E9LY01_E2)</p> <p>analysing and identifying how sociocultural values, attitudes and beliefs are conveyed in texts; for example, comparing and analysing representations of an issue relating to Aboriginal and Torres Strait Islander peoples reported in the media (AC9E9LY01_E3)</p>
			Interacting with others	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)	understanding that representations of First Nations Australian Peoples should include the correct terminology when writing (AC9E9LY02_E3)
Analysing, interpreting and evaluating texts	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)	debating the reliability of the coverage of a contentious issue in a range of news and social media (AC9E9LY03_E1)
		evaluating techniques used in texts to evoke emotional responses, such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, and the expansion and compression of time (AC9E9LY03_E2)
		analysing how issues are debated and reported in the media in different countries, and the possible reasons for this (AC9E9LY03_E3)
		explaining how First Nations Australian authors write using their perspectives and cultural knowledge, to present information and convey their opinions in their texts (AC9E9LY03_E4)
	apply an expanding understanding of text structures and language features including vocabulary to navigate texts (AC9E9LY04)	recognising symbols used to separate the sections of a text; for example, using words instead of numbers for chapters (AC9E9LY04_E1)
use comprehension strategies when listening, viewing and reading to compare and contrast information within and between	comparing a range of advocacy, campaign or inspirational speeches from films or media and identifying features that influence the listener (AC9E9LY05_E1)	
	examining visual representations of ideas, issues or events in online news reporting, and analysing and evaluating the effects of visual features (AC9E9LY05_E2)	
	comparing the representation of an event in print and digital sources, synthesising their qualities, identifying their perspectives and analysing evidence (AC9E9LY05_E3)	

Creating texts	texts, and identify, analyse and evaluate representations (AC9E9LY05)	reviewing articles, transcripts and speeches from a range of films, news media, magazines representing First Nations Australian Peoples, examining how language is used (AC9E9LY05_E4)
	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)	developing an argument that has a series of sequenced and linked paragraphs, beginning with an outline of the position to be taken, followed by a series of supported points that develop a line of argument, and a conclusion that summarises the main line of argument (AC9E9LY06_E1)
		creating informative texts that explain and analyse complex phenomena using well-chosen facts, precise language and technical, topic-specific vocabulary (AC9E9LY06_E2)
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)	using graphics and text animations to accompany spoken text; for example, presenting a news item suitable for a current affairs program that aligns image to spoken text (AC9E9LY07_E1)	
	selecting vocal effects such as tone, volume, pitch and pace for their specific effects to put forward a perspective or to persuade an audience to take a course of action (AC9E9LY07_E2)	
	choosing text structures and adapting language choices such as use of similes, metaphors and personification to meet the perceived needs of an audience when debating a topic, creating a voiceover for a media presentation or presenting a seminar (AC9E9LY07_E3)	

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,
paragraphing, sentence
structure, vocabulary
and audio/visual
features
(AC9E9LY08)

checking for run-on sentences, eliminating unnecessary detail or repetition, and ensuring paragraphs are linked
(AC9E9LY08_E1)

Year 10

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss and perform a wide range of literary texts. Texts include various types of media texts including film, digital and online texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings, and represent a variety of perspectives.

Informative texts represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Year 10 students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews for a range of purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Language	English as a language that varies and changes	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (AC9E10L01)	<p>investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts (AC9E10L01_E1)</p> <p>understanding how and why spelling became standardised and how conventions have changed over time and continue to change through common usage, the invention of new words and creative combinations of existing words (AC9E10L01_E2)</p>
	Language for interacting with others	understand how features of written and spoken language can have inclusive and exclusive social effects, and can empower or disempower people (AC9E10L02)	<p>identifying language that seeks to align the listener or reader; for example, 'of course', 'obviously', 'as you can imagine' (AC9E10L02_E1)</p> <p>identifying the use of first person ('I', 'we') and second person ('you') pronouns to distance or involve the audience (AC9E10L02_E2)</p> <p>identifying references to shared assumptions (AC9E10L02_E3)</p> <p>identifying appeals to shared cultural knowledge, values and beliefs (AC9E10L02_E4)</p> <p>identifying examples of when language includes, distances or marginalises others (AC9E10L02_E5)</p>

	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)	considering whether ethical judgements of good, bad, right or wrong are absolute or relative through consideration of texts with varying perspectives and through discussion with others (AC9E10L03_E1) interpreting texts by drawing on knowledge of the historical context in which they were created (AC9E10L03_E2)
Text structure and organisation	compare the audience for, and purposes, structures and language features of traditional and contemporary adaptations of texts in different media (AC9E10L04)	reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations; for example, accounting for navigation and use of hyperlinks as structuring principles in hypertext narratives (AC9E10L04_E1) investigating the structure and language features of similar types of texts, such as information reports and narratives, to achieve their purpose and how these are influenced by different technological affordances; for example, hyperlinks as structuring principles in hypertext narratives in contrast to linear text sequencing principles in print narratives (AC9E10L04_E2)
	understand how paragraphs can be organised cohesively, and images can be arranged for different purposes, audiences and effects (AC9E10L05)	analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books to influence audience responses (AC9E10L05_E1)
Language for expressing and developing ideas	analyse and evaluate the effectiveness of multiclaue sentence structures used by authors to express ideas and craft texts (AC9E10L06)	recognising how the focus of a sentence can be changed through using the passive voice; for example, compare active 'The police had caught the thief' with passive 'The thief had been caught' (AC9E10L06_E1)
		recognising how authors sometimes use verbless clauses for effect; for example, 'And what about the other woman? With her dark glasses and briefcase' (AC9E10L06_E2)
		recognising that a sentence can begin with a coordinating conjunction for stylistic effect; for example, 'And she went on planning how she would manage it' (AC9E10L06_E3)

<p>analyse how concepts are conveyed in complex texts through language features including nominalisation and extended noun groups, and technical and abstract vocabulary (AC9E10L07)</p>	<p>considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit than other information (AC9E10L07_E1)</p>
	<p>analysing how logical relations between ideas are built up by combining main with 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 (concession), Keats' reputation grew substantially after his death' (AC9E10L07_E2)</p>
	<p>identifying 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' (AC9E10L07_E3)</p>
<p>evaluate the impact of choices in features of still and moving images on representations and audience responses (AC9E10L08)</p>	<p>considering 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 (AC9E10L07_E4)</p>
	<p>examining features of visual texts that create nuance in representations; for example, the use of shadow; evaluating the impact of light in representing duplicity (AC9E10L08_E1)</p>
<p>understand how vocabulary choices can be used in discriminating ways to have effects on audiences (AC9E10L09)</p>	<p>identifying the meaning of an increasing range of subtle vocabulary; for example, recognising how different connotations of words are used in advertising to influence the audience (AC9E10L09_E1)</p>

		understand the punctuation conventions for referencing and citing others for formal and informal purposes (AC9E10L10)	understanding who to and how to cite in essays, reviews and academic assignments, and when it is appropriate to use direct quotations or to report sources more generally (AC9E10L10_E1)
	Word knowledge	understand how to use knowledge of the spelling system to spell unusual and technical words and to manipulate standard spelling for particular effects (AC9E10L11)	using acronyms to represent an idea or an iconic institution, for example, CIA, FBI, KGB (AC9E10L11_E1)
Literature	Appreciating literature and contexts	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)	analysing the ways in which cultural stories may be retold and adapted across a range of contexts, such as the 'Cinderella' story or the story of the 'anti-hero' (AC9E10LE01_E1)
			exploring how stories written by First Nations Australian authors contemporise or modernise traditional stories from the past (AC9E10LE01_E2)

Engaging with and responding to literature	reflect on, extend, endorse or refute others' interpretations of and responses to literature (AC9E10LE02)	debating, whether a text possesses universal qualities and retains relevance (AC9E10LE02_E1)
		presenting arguments based on close textual analysis to support an interpretation of a text; for example, writing an essay or creating a set of director's notes (AC9E10LE02_E2)
		creating personal reading lists of a variety of genres and explaining why the texts qualify for inclusion on a particular list (AC9E10LE02_E3)
	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)	examining a range of texts and determining whether the use of literary devices; for example, the narrative position or perspective of a child, evokes reader sympathy towards an event or issue (AC9E10LE03_E1)
	evaluate the social, moral and ethical positions represented in literature (AC9E10LE04)	identifying and analysing ethical positions on a current issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented (AC9E10LE04_E1)
Examining literature	analyse how text structure, language features and literary devices shape different interpretations of texts (AC9E10LE05)	examining a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers (AC9E10LE05_E1)
		examining satirical representations of events or ideas and determining how satire shapes interpretations and responses (AC9E10LE05_E2)

	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)	comparing the 'voice' of protest in a range of poems or songs and evaluating how different voices evoke a response (AC9E10LE06_E1)
	analyse and evaluate text structures, language features and literary devices of texts, making relevant thematic and intertextual connections with other texts (AC9E10LE07)	using terms associated with literary text analysis; for example, stanza, figurative language, symbolism, soundtrack, when evaluating aspects that are valued and that contain aesthetic qualities (AC9E10LE07_E1)
		analysing and evaluating the use of literary devices; for example, symbolism, and comparing their use in other texts (AC9E10LE07_E2)
Creating literature	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)	experimenting with the aesthetic features of authors in own texts (AC9E10LE08_E1)
		creating a range of texts, experimenting with and manipulating 'voice' for particular purposes, audiences and contexts (AC9E10LE08_E2)
		using humour and drama as devices to entertain, inform and persuade (AC9E10LE08_E3)

Literacy	Texts in context	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)	questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on these representations (AC9E10LY01_E1) identifying and analysing satirised events, including events in other cultures; for example, depictions in political cartoons and short films (AC9E10LY01_E2) analysing the ways sociocultural values, attitudes and beliefs are presented Aboriginal and Torres Strait Islander media (AC9E10LY01_E3)
	Interacting with others	interact purposefully with others using understandings of purpose, audience, spoken text structures, language features and relevant multimodal resources (AC9E10LY02)	applying knowledge of spoken, visual, auditory, technical and multimodal resources; for example, sound and silence, camera shot types, lighting and colour for varying purposes and contexts (AC9E10LY02_E1)
	Analysing, interpreting and evaluating texts	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)	analysing social or political cartoons to identify the implicit and explicit values, beliefs and assumptions, and determining their likely audience and purpose (AC9E10LY03_E1)

	select and justify a reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (AC9E10LY04)	identifying the reading path intended by the author and determining its purpose and success; for example, how the eye is drawn across or down a webpage for a purpose (AC9E10LY04_E1)
	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)	designing a webpage that combines navigation, text, sound, and moving and still images for a specific audience (AC9E10LY04_E2)
		critiquing persuasive speeches from different historical events and determining the effectiveness of audible features such as vocal effects and rhetorical features such as repetition, and use of evidence to substantiate the argument (AC9E10LY05_E1)
		examining visual representations of ideas, issues or events in advertising, and analysing and evaluating the effect of visual features (AC9E10LY05_E2)
		comparing the representation of a character archetype in a range of texts, synthesising their qualities and evaluating their fulfillment of this role (AC9E10LY05_E3)
Creating texts	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)	presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument (AC9E10LY06_E1)
		creating written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied (AC9E10LY06_E2)
		designing a webpage that combines navigation, text, sound and moving and still images for a specific audience (AC9E10LY06_E3)
	plan, create, rehearse and deliver spoken/multimodal presentations to engage	presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument (AC9E10LY07_E1)

	<p>audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY07)</p>	<p>creating written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied (AC9E10LY07_E2)</p>
	<p>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 (AC9E10LY08)</p>	