

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	<i>Text cohesion</i> Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	<i>Language variation and change</i> Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return
	<i>Text cohesion</i> Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims	<i>Punctuation</i> Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	
	<i>Sentence and clause level grammar</i> Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	<i>Word level grammar</i> Understand the effect of nominalisation in the writing of informative and persuasive texts	
Sub-strand	<i>Vocabulary</i> Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Phonics and word knowledge	
	<i>Visual language</i> Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	<i>Spelling</i> Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	
Sub-strand	Language for interaction		Language for interaction
	<i>Evaluative language</i> Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody		<i>Language for social interactions</i> Understand how conventions of speech adopted by communities influence the identities of people in those communities
Strand	Literature	Literature	Literature
Sub-strand	Literature and context	Creating literature	
	<i>Literature and context</i> Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups	<i>Experimentation and adaptation</i> Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	
	<i>Literature and context</i> Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Creating literary texts Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	
Sub-strand	Responding to literature		Responding to literature
	<i>Expressing preferences and evaluating texts</i> Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups		<i>Personal responses to the ideas, characters and viewpoints in literary texts</i> Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
	<i>Expressing preferences and evaluating texts</i> Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts		
Sub-strand	Examining literature		
	<i>Features of literary texts</i> Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities		
	<i>Language devices in literary texts</i> Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody		
	<i>Language devices in literary texts</i> Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays		
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	<i>Creating texts</i> Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	<i>Listening and speaking interactions</i> Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts	<i>Oral presentations</i> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects
	<i>Comprehension strategies</i> Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	<i>Use of software</i> Use a range of software, including word processing programs, to create, edit and publish texts imaginatively	

Mode	Reading and Viewing	Writing	Speaking and Listening
	<p><i>Analysing and evaluating</i> Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text</p>		
Achievement Standard			
	<p>Reading and Viewing By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.</p>	<p>Writing Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>	<p>Speaking and Listening Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.</p>