

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> Understand that authors innovate with text structures and language for specific purposes and effects	<i>Punctuation</i> Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	<i>Language variation and change</i> Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing
	<i>Text cohesion</i> 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		
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	
	<i>Visual language</i> Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	<i>Word level grammar</i> Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	
	<i>Vocabulary</i> Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness		
	<i>Sentence and clause level grammar</i> Explain how authors creatively use the structures of sentences and clauses for particular effects		
Sub-strand	Phonics and word knowledge		
	<i>Spelling</i> Understand how spelling is used creatively in texts for particular effects		
Sub-strand	Language for interaction		Language for interaction
	<i>Evaluative language</i> Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor		<i>Language for social interactions</i> Understand that roles and relationships are developed and challenged through language and interpersonal skills
Strand	Literature	Literature	Literature
Sub-strand	Literature and context	Creating literature	Responding to literature
	<i>Literature and context</i> Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	<i>Experimentation and adaptation</i> Experiment with the ways that language features, image and sound can be adapted in literary texts	<i>Expressing preferences and evaluating texts</i> Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context
Sub-strand	Responding to literature	<i>Creating literary texts</i> Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation	
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text		
	<i>Expressing preferences and evaluating texts</i> Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts		
Sub-strand	Examining literature		
	<i>Features of literary texts</i> Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style		
	<i>Language devices in literary texts</i> Analyse text structures and language features of literary texts, and make relevant comparisons with other texts		
	<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 in context</i> Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	<i>Creating texts</i> Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	<i>Listening and speaking interactions</i> Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features	<i>Oral presentations</i> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
	<i>Analysing and evaluating</i> Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts		
	<i>Comprehension strategies</i> Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	<i>Use of software</i> Publishing texts using a range of software, including word processing programs, flexibly and imaginatively	
	<i>Reading processes</i> Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension		

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.</p>	<p>Writing</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>	<p>Speaking and Listening</p> <p>Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</p>