

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> Compare the purposes, text structures and language features of traditional and contemporary texts in different media	<i>Text cohesion</i> Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects	<i>Language variation and change</i> Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
Sub-strand	Language for interaction	Punctuation	Language for interaction
	<i>Evaluative language</i> Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication	Understand conventions for citing others, and how to reference these in different ways	<i>Language for social interactions</i> Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	
	<i>Visual language</i> Evaluate the impact on audiences of different choices in the representation of still and moving images	<i>Sentence and clause level grammar</i> Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts	
		<i>Word level grammar</i> Analyse how higher order concepts are developed in complex texts through language features including nominalization, clause combinations, technicality and abstraction	
		<i>Vocabulary</i> Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences	
Sub-strand		Phonics and word knowledge	
		<i>Spelling</i> Understand how to use knowledge of the spelling system to spell unusual and technical words accurately	
Strand	Literature	Literature	Literature
Sub-strand	Literature and context	Creating literature	Responding to literature
	<i>Literature and context</i> Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts	<i>Creating literary texts</i> Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Reflect on, extend, endorse or refute others' interpretations of and responses to literature
Sub-strand	Responding to literature	Experimentation and adaptation	
	<i>Expressing preferences and evaluating texts</i> Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience	
	<i>Expressing preferences and evaluating texts</i> Evaluate the social, moral and ethical positions represented in texts	<i>Experimentation and adaptation</i> Create imaginative texts that make relevant thematic and intertextual connections with other texts	
Sub-strand	Examining literature		
	<i>Features of literary texts</i> Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text		
	<i>Language devices in literary texts</i> Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts		
	<i>Language devices in literary texts</i> Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses		
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 evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices	<i>Creating texts</i> Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues	<i>Listening and speaking interactions</i> Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject
Sub-strand	Interpreting, analysing, evaluating	Editing	Oral presentations
	<i>Analysing and evaluating</i> Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences	Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences
	<i>Reading processes</i> Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts	<i>Use of software</i> Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user	
	<i>Comprehension strategies</i> Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence		

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.</p>	<p>Writing</p> <p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>	<p>Speaking and Listening</p> <p>Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.</p>