



Cross Curriculum Priorities



General Capabilities



LANGUAGE	LITERATURE	LITERACY
<p>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating [ACELA 1528] RV W</p> <ul style="list-style-type: none"> exploring languages and dialects through building webcam relationships with schools across Australia and Asia 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 like texting, emoticons and 	<p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [ACELT1619] RV W</p> <ul style="list-style-type: none"> identifying aspects of texts that convey details of information about a particular culture, for example words, phrases, circumstances, facts building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age 	<p>Analyse and explain the effect of technological innovations on texts, particularly media texts . [ACELY1765] W</p> <ul style="list-style-type: none"> investigating the influence on written language of communicative technologies like SMS, text, email and Twitter analysing the impact of interactive elements of digital magazines
<p>Understand how accents, styles of speech and idioms express and create personal and social identities [ACELA 1529] RV W</p> <ul style="list-style-type: none"> 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 developing dialogues authentic to characters in comics, cartoons and animations 	<p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view . [ACELT1620] RV W</p> <ul style="list-style-type: none"> exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed establishing forums for discussing the relative merits of fiction and film texts comparing personal viewpoints on texts and justifying responses in actual and virtual discussions 	<p>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition [ACELY1719] W</p> <ul style="list-style-type: none"> identifying, discussing and interpreting ideas and concepts that other individuals and groups value identifying key evidence supporting an argument in a discussion between two speakers
<p>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 [ACELA 1782] L S W</p> <ul style="list-style-type: none"> defending points of view in reading circle discussions responding to points of view by developing and elaborating on others' responses building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text 	<p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts . [ACELT1621] S</p> <ul style="list-style-type: none"> identifying stereotypes, prejudice and oversimplifications in texts exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed 	<p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning . [ACELY1804]</p> <ul style="list-style-type: none"> participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations 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 choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as debating a topic with a team from another school, introducing a speaker at a school function
<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors [ACELA 1531] W</p> <ul style="list-style-type: none"> learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment 	<p>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage [ACELT1803] S</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing . [ACELY1720] RV W</p> <ul style="list-style-type: none"> 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
<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 and topic sentences, indexes or site maps or breadcrumb trails for online texts . [ACELA 1763] RV</p> <ul style="list-style-type: none"> analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations 	<p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches . [ACELT1622] L S</p> <ul style="list-style-type: none"> analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people 	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [ACELY1721] S</p> <ul style="list-style-type: none"> identifying the purpose and possible audience for a text explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
<p>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses . [ACELA 1532] RV</p> <ul style="list-style-type: none"> discussing how qualifying statements add meaning to opinions and views in spoken texts 	<p>Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels . [ACELT1623] L S</p> <ul style="list-style-type: none"> experiencing the sound and rhythm of poetry and using metalanguage, for example 'refrain', 'chant' to discuss the layers of meaning that are created 	<p>Use prior knowledge and text processing strategies to interpret a range of types of texts . [ACELY1722]</p> <ul style="list-style-type: none"> identifying cause and effect in explanations and how these are used to convince an audience of a course of action inferring the tone and emotional intent of a character in dialogue in a narrative
<p>Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence . [ACELA 1534] RV L</p> <ul style="list-style-type: none"> identifying and experimenting with a range of clause types and discussing the effect of these in the expression and development of ideas 	<p>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition . [ACELT1625] RV</p> <ul style="list-style-type: none"> using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending creating chapters for an autobiography, short story or diary 	<p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources . [ACELY1723] W</p>
<p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns . [ACELA 1536] L S RV</p> <ul style="list-style-type: none"> observing and discussing how a sense of certainty, probability and obligation is created in texts 	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour . [ACELT1805] L S</p>	<p>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences [ACELY1724] S</p>
<p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance [ACELA 1764] W</p> <ul style="list-style-type: none"> comparing choices for point of view in animations, advertisements and other persuasive texts comparing how different advertisements use visual elements to advertise the same product experimenting with digital storytelling conventions to create personal reflections on shared experiences 		<p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas . [ACELY1725] RV</p> <ul style="list-style-type: none"> 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 using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments writing and delivering presentations with specific rhetorical devices to engage an audience
<p>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language . [ACELA 1537] L S W</p>		<p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact . [ACELY1726] RV</p> <ul style="list-style-type: none"> using collaborative technologies to jointly construct and edit texts
<p>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 [ACELA 1539] L S</p>		<p>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods . [ACELY1727]</p>
		<p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts . [ACELY1728]</p> <ul style="list-style-type: none"> understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation

Year 7 Achievement Standard

Receptive modes (listening, reading and viewing)
 By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)
 Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

- L Filter to the mode of writing
- S Filter to the mode of Reading and Viewing
- RV Filter to the mode of Listening and Speaking

- May also be observed and assessed in the context of:
- L Listening
 - S Speaking
 - RV Reading and Viewing
 - W Writing