



ENGLISH
Textual Concepts

RELATED SYLLABUS CONTENT

Stage 4

S4

S4 Related syllabus content // ARGUMENT

S4

Students understand that argument is the deliberate staging of ideas and feelings, through spoken, visual and written language, in the development of a thesis to influence a response.

They learn that

- argument is a projection of the individual voice in an individual style
- judicious choice of evidence and language develop the strength of an argument
- a thesis and supporting evidence of an argument provide the framework on which its conclusions are based.

SYLLABUS CODE	SYLLABUS CONTENT
S401UA06	recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S401RC03	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)
S401RC06	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 (ACELA1782)
S402RC16	use a range of effective strategies for organising information, ideas and arguments, eg clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
S403DA12	understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
S404RC8	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 (ACELY1736)
S405EP3	share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
S405RC9	compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
S405RC10	express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency
S407DA4	explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts

S4 Related syllabus content // AUTHORITY

S4

Students understand that a sense of authority may be constructed and that it resides, in varying degrees, with composers and responders.

They learn that

- particular language structures add a sense of authority to a text
- authority of a text may be questioned through comparison with other texts offering different perspectives
- authority may not reside with only one person but certain types of texts are the result of collaboration.

SYLLABUS CODE	SYLLABUS CONTENT
S401RC06	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 (ACELA1782)
S402DA5	recognise and practise responsible and ethical digital communication
S402UA9	understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism
S402RC12	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 (ACELY1723, ACELY1734)
S403DA9	understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
S403UA15	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 (ACELA1537)
S403RC21	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 (ACELY1721, ACELY1732)
S405UA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S408EP2	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 (ACELT1619, ACELT1626)
S409RC9	understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes

S4 Related syllabus content // CHARACTER

S4

Students understand that character is represented in different ways according to textual form and medium.

They learn that

- characters are constructions of textual details
- character constructs combine with constructs of events and settings to create narrative
- characterisation uses resources such as description, dialogue, monologue, costume, camera angle, salience, soundtrack
- characterisation may draw on such devices as stereotype and generic convention to reflect values.

SYLLABUS CODE	SYLLABUS CONTENT
S401RC04	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
S401RC05	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
S402EP3	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)
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S408EP2	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 (ACELT1619, ACELT1626)
S408DA3	identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class
S408UA7	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 (ACELT1628)

S4 Related syllabus content // CODE AND CONVENTION

S4

Students understand that codes and conventions are social practices and are adapted in response to different purposes, effects, audiences, contexts and media.

They learn that

- social practices, technology and mode determine appropriate codes and conventions
- groups use codes and conventions differently and this may become a marker of identity.

SYLLABUS CODE	SYLLABUS CONTENT
S401UA01	apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
S401UA04	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 (ACELA1531)
S401UA06	recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
S402UA9	understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism
S402UA10	understand and use the terminology associated with responding to and composing digital texts
S402RC13	analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
S402RC16	use a range of effective strategies for organising information, ideas and arguments, eg clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
S402RC18	consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
S403EP1	engage with the language and structures of texts in meaningful, contextualised and authentic ways
S403DA7	recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
S403DA8	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 (ACELA1534, ACELA1545)
S403DA10	understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
S403UA13	understand the ways etymology can clarify choice of vocabulary
S403UA14	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
S403UA16	understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)

SYLLABUS CODE	SYLLABUS CONTENT
S403UA17	understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
S403UA18	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 (ACELA1763)
S403UA19	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
S403UA20	understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1532, ACELA1544)
S403UA21	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 (ACELA1539)
S403RC21	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 (ACELY1721, ACELY1732)
S404DA3	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
S404RC11	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
S405UA7	understand and use conventions of storytelling in a range of modes and media, eg digital storytelling
S405RC11	compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway
S406UA4	compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
S407UA5	analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world
S407UA6	analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability
S408UA6	understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541)
S408UA7	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 (ACELT1628)

S4 Related syllabus content // CONNOTATION, IMAGERY & SYMBOL

S4

Students understand that the effect of imagery is subjective.

They learn that

- imagery and symbol communicate through associations which may be personal, social or cultural
- words invite associations (connotations) in responders which bring related ideas and feelings to a text
- figurative language can invite participation creating emotional resonances or potentially exclude and challenge.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP03	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
S401UA04	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 (ACELA1531)
S401UA05	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
S401RC07	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)
S403DA12	understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
S403UA14	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)

S4 Related syllabus content // CONTEXT

S4

Students understand that meaning changes with culture, time and technology.

They learn that

- they need to consider the context of composition as well as the context of response to a text
- they exist in different cultures and subcultures
- texts are composed in the context of other texts
- culture is inscribed in texts through choice of language, forms, modes, media and other features of texts
- different cultures and times may be associated with specific modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP01	recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
S401EP02	consider and analyse the ways their own experience affects their responses to texts
S401UA03	analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S401RC02	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
S402DA4	analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELA1528, ACELY1729)
S402UA6	consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
S402RC13	analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
S402RC14	use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
S403EP1	engage with the language and structures of texts in meaningful, contextualised and authentic ways
S403EP3	develop a sense of personal style and taste in composition and response
S403DA4	describe and analyse the purpose, audience and context of texts
S403DA5	use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1804, ACELY1808)
S403DA6	explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English
S403DA11	identify Standard Australian English, its variations and different levels of usage across a range of different types of texts to enhance own writing
S403RC21	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 (ACELY1721, ACELY1732)

SYLLABUS CODE	SYLLABUS CONTENT
S404EP1	recognise and appreciate the ways a wide range of texts communicate by using effective language choices
S404DA2	explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
S404DA3	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
S404RC11	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
S404RC12	creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
S404RC13	respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality
S405DA5	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S405RC13	discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
S406EP1	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)
S406DA2	explain the similarities and differences in meaning and language between texts created for different purposes or audiences
S406DA3	investigate and explain appropriations into English from a range of other cultures and times
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
S407EP1	explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
S407EP2	draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts
S407DA3	compare and contrast texts that present alternative views of their own world
S407DA4	explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
S407UA5	analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world
S407UA7	analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events
S407RC8	respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
S408EP1	consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts

SYLLABUS CODE	SYLLABUS CONTENT
S408EP2	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 (ACELT1619, ACELT1626)
S408DA3	identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class
S408DA4	investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints
S408DA5	explore the ways recurring stories, eg legends and fairy stories, have been written and rewritten for different contexts and media
S408UA6	understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541)
S408UA7	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 (ACELT1628)
S408RC8	respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives
S408RC9	recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
S408RC10	explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
S408RC11	explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts

S4 Related syllabus content // GENRE

S4

Students understand that the expectations of a genre shape composition of and response to texts.

They learn that

- knowledge of generic conventions can guide composition of and response to texts
- genres are efficient methods of communication
- genres can be adapted to and combined in different modes and media
- genres are adapted to times and cultures
- generic conventions may be challenged.

SYLLABUS CODE	SYLLABUS CONTENT
S404RC11	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
S404RC12	creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
S405UA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S406EP1	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)
S406UA5	categorise texts by content, composer and genre considering language forms, features and structures of texts
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
S407RC9	explore the ways 'story' shapes their experience of and responses to a range of texts, including film and multimedia
S408DA5	explore the ways recurring stories, eg legends and fairy stories, have been written and rewritten for different contexts and media

S4 Related syllabus content // INTERTEXTUALITY

S4

Students understand that intertextuality enhances and layers meaning.

They learn that

- intertextual references require knowledge of culturally significant texts
- recreating texts provides new insights
- transformation provides ways of understanding and appreciating the earlier text.

SYLLABUS CODE	SYLLABUS CONTENT
S404RC13	respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality
S405UA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S406EP1	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)
S406DA3	investigate and explain appropriations into English from a range of other cultures and times
S406UA7	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
S406RC8	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
S406RC11	compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary
S407RC9	explore the ways 'story' shapes their experience of and responses to a range of texts, including film and multimedia
S408DA5	explore the ways recurring stories, eg legends and fairy stories, have been written and rewritten for different contexts and media

S4 Related syllabus content // LITERARY VALUE

S4

Students appreciate that texts are valued for their aesthetic and social significance.

They learn that

- texts draw on cultural knowledge and promote particular values
- evocative imagery and elegant arrangement of ideas are pleasing
- different types of texts are valued differently
- texts may be more or less significant for different groups
- texts that raise questions about or open new ways of thinking about life and living are significant.

SYLLABUS CODE	SYLLABUS CONTENT
S4O1EP03	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
S4O1EP04	experiment with language forms and features to compose texts for pleasure and enjoyment
S405EP1	describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts
S405EP2	engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts
S405RC13	discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)

S4 Related syllabus content // NARRATIVE

S4

Students understand that narrative shapes and is shaped by one's view of the world.

They learn that

- their own experience and culture influence their responses to stories
- the conventions of narrative are combined to engage the responder emotionally and intellectually with events and characters depicted in the story and with ideas and values implied by the story
- conventions of narrative are adapted to different forms, modes and media, and to fiction and non fiction to achieve these effects
- close consideration and analysis of stories can bring to light subtleties in the text.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP01	recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
S401EP02	consider and analyse the ways their own experience affects their responses to texts
S401EP03	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
S401EP04	experiment with language forms and features to compose texts for pleasure and enjoyment
S401UA05	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
S401UA07	identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S401RC02	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
S401RC03	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)
S401RC04	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
S401RC05	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
S401RC07	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)
S402EP3	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)
S403EP2	identify, discuss and reflect on the ideas and information in a range of texts
S403DA4	describe and analyse the purpose, audience and context of texts
S403DA6	explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English
S403DA12	understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)

SYLLABUS CODE	SYLLABUS CONTENT
S404UA4	combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
S404UA5	experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768, ACELT1805)
S404UA7	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
S404RC8	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 (ACELY1736)
S404RC13	respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality
S405EP2	engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts
S405DA4	explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions
S405DA5	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
S405DA6	investigate and understand the ways web and digital technologies influence language use and shape meaning
S405DA7	understand and use conventions of storytelling in a range of modes and media, eg digital storytelling
S405DA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S405RC9	compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S405RC13	discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
S406UA6	understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts
S406RC8	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
S406RC10	identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation
S407EP2	draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts
S407DA3	compare and contrast texts that present alternative views of their own world
S407DA4	explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
S407RC8	respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
S407RC9	explore the ways 'story' shapes their experience of and responses to a range of texts, including film and multimedia

S4 Related syllabus content // PERSPECTIVE

S4

Students understand that perspectives convey values.

They learn that

- language reveals and shapes our attitudes towards people, events, groups and ideas
- shared perspectives are markers of groups
- perspectives in texts may test the responder's own moral and ethical positions.

SYLLABUS CODE	SYLLABUS CONTENT
S401DA01	interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
S403DA6	explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English
S404RC8	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 (ACELY1736)
S404RC10	plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731)
S404RC12	creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
S405EP3	share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
S405DA4	explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions
S405DA5	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
S405RC10	express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S406DA2	explain the similarities and differences in meaning and language between texts created for different purposes or audiences
S406DA3	investigate and explain appropriations into English from a range of other cultures and times
S406UA6	understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts

SYLLABUS CODE	SYLLABUS CONTENT
S406RC12	use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts
S407EP1	explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
S407DA3	compare and contrast texts that present alternative views of their own world
S407UA5	analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world
S407UA6	analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability
S407UA7	analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events
S408EP1	consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts
S408EP2	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 (ACELT1619, ACELT1626)
S408DA3	identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class
S408DA4	investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints
S408UA6	understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541)
S408UA7	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 (ACELT1628)
S408RC8	respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives
S408RC9	recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

S4 Related syllabus content // POINT OF VIEW

S4

Students understand that choice of point of view and focalisation shapes the meanings, the values and the effect of the text.

They learn that

- a narrator can tell a story, comment on a story or break out from the story to address the responder, directly
- point of view and focalisation are devices for persuading
- point of view and focalisation direct the responder to the values in the text.

SYLLABUS CODE	SYLLABUS CONTENT
S401UA06	recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
S401RC04	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
S401RC05	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
S403UA14	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
S404DA2	explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
S404UA4	combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
S404UA7	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
S405UA6	investigate and understand the ways web and digital technologies influence language use and shape meaning
S405UA7	understand and use conventions of storytelling in a range of modes and media, eg digital storytelling
S405UA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S405RC9	compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
S405RC11	compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S406RC8	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
S406RC11	compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary

SYLLABUS CODE	SYLLABUS CONTENT
S406RC12	use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts
S407DA4	explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
S407UA7	analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events
S408RC11	explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts

S4 Related syllabus content // REPRESENTATION

S4

Students understand that representations are not natural reflections of the world.

They learn that

- representation is the result of conscious or unconscious selection and arrangement according to codes and conventions
- representation positions a responder
- representations may be intentionally objective or subjective
- representations may be intentionally ambiguous
- mode and medium require different codes and conventions of representation to produce similar meanings.

SYLLABUS CODE	SYLLABUS CONTENT
S401UA03	analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
S401UA05	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
S401UA06	recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
S401UA07	identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S401RC02	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
S401RC04	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
S401RC05	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
S402UA8	use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques
S402UA11	use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728, ACELY1738)
S402RC17	use collaborative processes, eg playbuilding, performances and digital compositions to construct texts
S403DA5	use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1804, ACELY1808)
S403UA14	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)

SYLLABUS CODE	SYLLABUS CONTENT
S404EP1	recognise and appreciate the ways a wide range of texts communicate by using effective language choices
S404DA2	explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
S404UA4	combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
S404UA5	experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768, ACELT1805)
S404UA7	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
S404RC8	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 (ACELY1736)
S404RC9	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)
S404RC10	plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731)
S404RC11	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
S404RC12	creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
S404RC13	respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality
S405DA5	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
S405UA6	investigate and understand the ways web and digital technologies influence language use and shape meaning
S405UA7	understand and use conventions of storytelling in a range of modes and media, eg digital storytelling
S405UA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S405RC9	compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
S405RC11	compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S406DA2	explain the similarities and differences in meaning and language between texts created for different purposes or audiences
S406UA4	compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)

SYLLABUS CODE	SYLLABUS CONTENT
S406UA5	categorise texts by content, composer and genre considering language forms, features and structures of texts
S406UA7	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
S406RC8	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
S406RC10	identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation
S406RC11	compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary
S406RC12	use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts
S407EP2	draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts
S407DA3	compare and contrast texts that present alternative views of their own world
S407UA5	analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world
S407UA6	analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability
S407UA7	analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events
S407RC8	respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
S407RC9	explore the ways 'story' shapes their experience of and responses to a range of texts, including film and multimedia
S408EP2	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 (ACELT1619, ACELT1626)
S408DA4	investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints
S408DA5	explore the ways recurring stories, eg legends and fairy stories, have been written and rewritten for different contexts and media
S408UA7	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 (ACELT1628)
S408RC8	respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives
S408RC9	recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
S408RC10	explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
S408RC11	explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts

S4 Related syllabus content // STYLE

S4

Students understand that style is a way of conveying individuality, specialised knowledge and values.

They learn that

- they need a range of styles for their personal, social and academic contexts
- style is understood through exposure to wide reading in a variety of styles
- style can be imitated and adapted
- particular styles have particular effects
- style is an important element in the pleasure of the text.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP03	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
S401EP04	experiment with language forms and features to compose texts for pleasure and enjoyment
S401UA01	apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
S401UA02	recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
S401UA05	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
S401UA07	identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
S401RC02	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
S401RC04	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
S401RC05	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
S401RC07	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)
S402UA7	edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
S402UA8	use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques
S403EP3	develop a sense of personal style and taste in composition and response
S403DA6	explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English

SYLLABUS CODE	SYLLABUS CONTENT
S403DA7	recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
S403DA9	understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
S403DA11	identify Standard Australian English, its variations and different levels of usage across a range of different types of texts to enhance own writing
S403UA14	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
S403UA15	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 (ACELA1537)
S403UA16	understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
S404EP1	recognise and appreciate the ways a wide range of texts communicate by using effective language choices
S404UA5	experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768, ACELT1805)
S404UA6	experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
S404RC8	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 (ACELY1736)
S405EP1	describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts
S405DA5	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
S406RC8	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
S407UA5	analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world

S4 Related syllabus content // THEME

S4

Students understand that theme reflects or challenges values.

They learn that

- themes are statements about the ideas, explicit or implied, in a text
- themes are reinforced by choice of language and imagery
- themes can highlight social and cultural similarities and differences
- thematic interpretations arise from personal experience and culture.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP03	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
S401DA01	interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
S403EP2	identify, discuss and reflect on the ideas and information in a range of texts
S405DA4	explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions
S405RC9	compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
S408EP2	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 (ACELT1619, ACELT1626)

S4 Related syllabus content // UNDERSTANDING

S4

Students analyse texts to explain information and ideas for particular audiences and purposes. They use their knowledge of texts to make generalisations about how texts work.

SYLLABUS CODE	SYLLABUS CONTENT
S401UA01	apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
S401UA02	recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
S401UA03	analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
S401UA04	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 (ACELA1531)
S401UA06	recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
S401RC02	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
S401RC03	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)
S401RC04	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
S401RC07	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)
S402RC12	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 (ACELY1723, ACELY1734)
S402RC14	use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
S403DA4	describe and analyse the purpose, audience and context of texts
S403DA6	explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English
S403DA7	recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
S403DA9	understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)

SYLLABUS CODE	SYLLABUS CONTENT
S403DA10	understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
S403DA11	identify Standard Australian English, its variations and different levels of usage across a range of different types of texts to enhance own writing
S403DA12	understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
S403UA13	understand the ways etymology can clarify choice of vocabulary
S403UA14	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
S403UA15	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 (ACELA1537)
S403UA16	understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
S403UA17	understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
S403UA18	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 (ACELA1763)
S403UA19	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
S403UA20	understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1532, ACELA1544)
S403UA21	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 (ACELA1539)
S404EP1	recognise and appreciate the ways a wide range of texts communicate by using effective language choices
S404DA3	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
S404UA7	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
S406EP1	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)
S408DA4	investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints
S408RC9	recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
S408RC10	explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
S408RC11	explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts

S4 Related syllabus content // ENGAGING PERSONALLY

S4

Students respond to and compose texts reflecting their widening world. They identify ways in which their own experiences, perspectives and contexts influence their responses.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP01	recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
S401EP02	consider and analyse the ways their own experience affects their responses to texts
S401EP03	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
S401EP04	experiment with language forms and features to compose texts for pleasure and enjoyment
S401UA05	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S402EP3	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)
S403EP1	engage with the language and structures of texts in meaningful, contextualised and authentic ways
S403EP2	identify, discuss and reflect on the ideas and information in a range of texts
S403EP3	develop a sense of personal style and taste in composition and response
S403DA5	use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1804, ACELY1808)
S404RC8	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 (ACELY1736)
S404RC11	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
S405EP1	describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts
S405EP2	engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts

SYLLABUS CODE	SYLLABUS CONTENT
S405DA5	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
S405RC10	express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency
S406RC12	use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts
S407EP1	explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
S407EP2	draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts
S407DA4	explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
S407RC8	respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it

S4 Related syllabus content // CONNECTING

S4

Students make connections between information, ideas and texts. They compare texts to understand the effects of different choices of language, form, mode and medium for various audiences and purposes.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP01	recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
S402RC16	use a range of effective strategies for organising information, ideas and arguments, eg clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
S404UA4	combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
S406DA2	explain the similarities and differences in meaning and language between texts created for different purposes or audiences
S406DA3	investigate and explain appropriations into English from a range of other cultures and times
S406UA4	compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
S406UA5	categorise texts by content, composer and genre considering language forms, features and structures of texts
S406UA6	understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts
S406UA7	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
S406RC9	identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
S406RC10	identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation
S406RC11	compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary
S407DA3	compare and contrast texts that present alternative views of their own world
S407UA6	analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability
S408DA5	explore the ways recurring stories, eg legends and fairy stories, have been written and rewritten for different contexts and media

S4 Related syllabus content // ENGAGING CRITICALLY

S4

Students explore the different ways texts can be interpreted. They identify ways in which composers position the audience to accept particular views and perspectives and make judgements about these.

SYLLABUS CODE	SYLLABUS CONTENT
S401DA01	interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
S401UA07	identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S401RC05	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
S403DA8	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 (ACELA1534, ACELA1545)
S403RC21	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 (ACELY1721, ACELY1732)
S404DA2	explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
S405EP3	share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
S405DA4	explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions
S405RC12	critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
S405RC13	discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
S407UA5	analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world
S407UA7	analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events
S408EP1	consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts

SYLLABUS CODE	SYLLABUS CONTENT
S408EP2	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 (ACELT1619, ACELT1626)
S408DA3	identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class
S408UA7	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 (ACELT1628)

S4 Related syllabus content // EXPERIMENTING

S4

Students use, adapt or subvert particular textual conventions across modes and media to experiment with a range of meanings.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP04	experiment with language forms and features to compose texts for pleasure and enjoyment
S401UA05	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
S401RC01	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
S402UA7	edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
S402UA8	use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques
S402UA11	use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728, ACELY1738)
S404UA5	experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768, ACELT1805)
S404UA6	experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
S404RC12	creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
S404RC13	respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality
S405UA7	understand and use conventions of storytelling in a range of modes and media, eg digital storytelling
S405UA8	use imaginative texts as models to replicate or subvert textual conventions to create new texts
S405RC9	compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
S405RC11	compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway
S406RC8	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
S406RC11	compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary

S4 Related syllabus content // REFLECTING

S4

Students begin to personalise their metacognitive processes, identifying their own pleasures, strengths and weaknesses, in responding, composing and learning. They are able to plan and monitor their work, articulate their own learning processes and begin to assess which learning processes may suit them and will suit particular tasks and why.

SYLLABUS CODE	SYLLABUS CONTENT
S401EP01	recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
S401EP02	consider and analyse the ways their own experience affects their responses to texts
S402EP1	discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced
S402EP2	recognise the different processes required for responding and composing in a range of forms and media
S402UA6	consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
S402RC15	use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing
S402RC17	use collaborative processes, eg playbuilding, performances and digital compositions to construct texts
S409EP1	articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning
S409UA2	understand and value the differences between their own and others' ways of learning in English
S409UA3	understand the demands of a task and the outcomes and criteria for planned assessment
S409DA4	develop and use vocabulary for describing, analysing and reflecting on their learning experiences
S409RC5	discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced
S409RC6	use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play and improvisation
S409RC7	identify, plan and prioritise stages of tasks, making use of organisational strategies, eg drawing up a schedule, monitoring progress and meeting deadlines
S409RC8	reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers