



ENGLISH  
Textual Concepts

# RELATED SYLLABUS CONTENT

## Stage 5

**S5**

## S5 Related syllabus content // ARGUMENT

S5

**Students understand that argument requires the logical development of a supported thesis with the purpose of bringing audiences to a new intellectual or emotional understanding.**

They learn that

- argument is evidence of critical thinking
- the thrust and shape of argument is influenced by the contexts of composition and reception
- rhetorical devices are chosen for their effect for particular audiences and purposes
- arguments, despite claims to objectivity, come from a particular perspective
- implicit in any argument is a counter-argument.

SYLLABUS CODE	SYLLABUS CONTENT
S501DA2	analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
S501UA2	investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses
S501RC1	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
S501RC5	present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
S502DA1	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
S503PE3	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
S503UA2	understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)
S503UA3	analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
S503RC10	use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
S503RC12	use voice effects, eg tone, volume, pitch, pauses and change of pace, for specific effects such as arguing a point of view or attempting to persuade an audience to a course of action
S503RC13	use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)
S505EP2	engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts
S505EP4	reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)

SYLLABUS CODE	SYLLABUS CONTENT
<b>S505UA8</b>	understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
<b>S505UA9</b>	understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses
<b>S505UA10</b>	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
<b>S505UA11</b>	explain the ways the language of argument and persuasion can be adapted for different contexts
<b>S505UA13</b>	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways
<b>S505RC1</b>	respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
<b>S505RC2</b>	formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living
<b>S505RC3</b>	understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies
<b>S505RC5</b>	pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts
<b>S506EP1</b>	explain and justify responses to texts and widening personal preferences within and among texts
<b>S507EP2</b>	reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own

## S5 Related syllabus content // AUTHORITY

S5

**Students understand how authority may be constructed, confirmed or challenged.**

They learn that

- a sense of authority may be constructed by language use, form and medium
- authority is strengthened through citation and references to established sources
- knowledge of the processes of representation, particularly of non-fiction texts, can make us question a text's reliability
- digital media challenge traditional notions of authority
- responders may be included or excluded by language use
- texts may contradict or subvert cultural assumptions.

SYLLABUS CODE	SYLLABUS CONTENT
S501DA2	analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
S501RC2	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
S502DA3	understand the nature, scope and ethical use of digital technologies and apply this knowledge in their own composing and responding in digital media
S502UA2	understand that authors innovate with text structures and language for specific purposes and effects (ACELA2553)
S502UA3	understand conventions for citing others, and how to reference these in different ways (ACELA2568)
S505DA7	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
S505UA8	understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
S505UA9	understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses
S505UA10	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
S505UA11	explain the ways the language of argument and persuasion can be adapted for different contexts
S505UA12	investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning
S505RC3	understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies
S505RC5	pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts
S508DA6	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
S508RC3	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
S508RC4	analyse and describe the ways texts sustain or challenge established cultural attitudes and values

## S5 Related syllabus content // CHARACTER

S5

**Students understand that characters can represent types of people, ideas and values.**

They learn that

- characters may be a medium through which ideas and societal attitudes and values are conveyed
- characters may operate as foils for each other
- representation and interpretation of character depends on personal and cultural values.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S502EP3</b>	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
<b>S502DA1</b>	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
<b>S502RC7</b>	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT2642)
<b>S504UA3</b>	experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
<b>S507DA2</b>	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
<b>S508DA3</b>	identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
<b>S508DA5</b>	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1633, ACELT1639)
<b>S508RC3</b>	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
<b>S508RC4</b>	analyse and describe the ways texts sustain or challenge established cultural attitudes and values

## S5 Related syllabus content // CODE AND CONVENTION

S5

**Students understand that codes and conventions reflect and shape power relationships and culture.**

They learn that

- some codes and conventions are valued more than others and that this can depend on context
- understanding and using these conventions is potentially a source of power.

SYLLABUS CODE	SYLLABUS CONTENT
S501UA3	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
S501RC1	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
S502UA2	understand that authors innovate with text structures and language for specific purposes and effects (ACELA2553)
S503PE4	analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1557, ACELA1569)
S503UA3	analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
S503UA4	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
S503UA6	understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)
S503UA7	understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)
S503UA8	understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
S503RC10	use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
S503RC11	compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage
S504UA1	evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts
S504UA2	examine and evaluate the cohesion of syntax and content in familiar and unfamiliar texts
S504UA4	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S504RC2</b>	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
<b>S504RC3</b>	use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas or structures
<b>S505DA7</b>	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
<b>S505UA8</b>	understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
<b>S505UA12</b>	investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning
<b>S506UA5</b>	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
<b>S506UA7</b>	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
<b>S506UA8</b>	compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)
<b>S506UA10</b>	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
<b>S508UA1</b>	examine how language is used to express contemporary cultural issues
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S509UA4</b>	adapt knowledge of language forms and features for new learning contexts

## S5 Related syllabus content // CONNOTATION, IMAGERY & SYMBOL

S5

**Students understand that figurative language, at the word level, can give rise to subtle and complex meanings and, at the text level, unifies aspects of the text.**

They learn that

- understanding the effect of imagery and symbol varies according to personal experience, social and cultural context
- figurative language can revitalise meaning but when it is overused its effect becomes clichéd
- conventional metaphors reveal ways of thinking about a subject and form the basis of discourses
- figurative language evokes aspects of character, setting and action designed to engage the responder
- patterns of imagery create a logic and structure in fiction and non-fiction texts adding coherence and cohesion.

SYLLABUS CODE	SYLLABUS CONTENT
S501EP1	appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
S501UA3	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
S502RC8	investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA2552)
S503RC9	create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
S503RC10	use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
S504UA4	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
S505UA12	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways
S505RC4	evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level
S506UA9	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)



## S5 Related syllabus content // CONTEXT

S5

**Students understand how the complexity of their own and of other contexts shapes composition and response to texts.**

They learn that

- their perceptions of the world are filtered through their own context
- context shapes language, forms and features of texts
- language, forms and features of texts inscribe values and attitudes in their representations of people, information and ideas
- texts may be responded to and composed differently in different contexts.

SYLLABUS CODE	SYLLABUS CONTENT
S501DA2	analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
S502DA1	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
S502DA2	evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view
S502RC2	apply word processing functions, as well as web authoring programs, to compose and format texts for different purposes, audiences and contexts, including the workplace
S502RC3	use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology
S502RC10	use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY2748, ACELY2776)
S503PE2	analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
S503DA1	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1550, ACELA1563)
S503DA2	analyse a range of texts that include the use of Aboriginal dialects and Aboriginal English
S503UA4	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
S503UA5	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
S503UA8	understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
S503RC9	create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
S503RC10	use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

SYLLABUS CODE	SYLLABUS CONTENT
<b>S504PE1</b>	appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts
<b>S504PE2</b>	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
<b>S504DA1</b>	apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts
<b>S504UA1</b>	evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts
<b>S504RC1</b>	creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations
<b>S504RC5</b>	recognise different uses of visual texts, media and multimedia, including the internet, eg browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure
<b>S505EP1</b>	investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
<b>S505DA5</b>	compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
<b>S505DA6</b>	critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing
<b>S505UA10</b>	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
<b>S505UA11</b>	explain the ways the language of argument and persuasion can be adapted for different contexts
<b>S505RC6</b>	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
<b>S506EP1</b>	explain and justify responses to texts and widening personal preferences within and among texts
<b>S506UA3</b>	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
<b>S506UA4</b>	research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works
<b>S506UA6</b>	study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
<b>S506UA7</b>	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
<b>S506UA10</b>	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
<b>S506RC1</b>	create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)
<b>S507EP1</b>	explore and reflect on their own values in relation to the values expressed and explored in texts

SYLLABUS CODE	SYLLABUS CONTENT
<b>S507EP2</b>	reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
<b>S507DA2</b>	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
<b>S507DA3</b>	explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
<b>S507DA4</b>	evaluate the social, moral and ethical positions represented in texts (ACELT1812)
<b>S507UA1</b>	analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
<b>S507RC1</b>	explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums
<b>S507RC2</b>	respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure
<b>S508EP1</b>	create texts to demonstrate their view of the world with reference to the texts of other cultures
<b>S508EP2</b>	analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
<b>S508DA3</b>	identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
<b>S508DA4</b>	identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
<b>S508DA5</b>	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1633, ACELT1639)
<b>S508DA6</b>	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
<b>S508UA1</b>	examine how language is used to express contemporary cultural issues
<b>S508UA2</b>	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S508RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues
<b>S508RC3</b>	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
<b>S508RC4</b>	analyse and describe the ways texts sustain or challenge established cultural attitudes and values

## S5 Related syllabus content // GENRE

S5

**Students understand that particular values attach to certain genres.**

They learn that

- genres shape representation and perception
- adaptations of genres across time and culture reflect changing values
- subverting the genre can challenge the value system associated with the genre.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S504RC2</b>	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
<b>S504RC3</b>	use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas or structures
<b>S506EP1</b>	explain and justify responses to texts and widening personal preferences within and among texts
<b>S506EP2</b>	explore and appreciate the similarities and differences between and among more demanding texts
<b>S506UA5</b>	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
<b>S506UA6</b>	study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
<b>S506UA7</b>	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
<b>S506UA10</b>	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
<b>S506UA11</b>	use appropriate metalanguage to identify, describe and explain relationships between and among texts
<b>S506RC1</b>	create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)

## S5 Related syllabus content // INTERTEXTUALITY

S5

**Students understand that intertextuality is intrinsic to composition and response.**

They learn that

- texts are recontextualised for different times, modes, media and cultures
- texts are variations on, or borrow from, other texts
- intertextuality involves references gained through experience of a wide range of texts from the canon to popular culture.

SYLLABUS CODE	SYLLABUS CONTENT
S501UA3	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
S504RC2	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
S506UA3	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
S506UA5	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
S506UA6	study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
S506UA7	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
S506UA9	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
S506UA10	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
S506UA11	use appropriate metalanguage to identify, describe and explain relationships between and among texts
S506RC1	create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)
S508DA6	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)

## S5 Related syllabus content // LITERARY VALUE

S5

**Students understand that texts are valued within personal and cultural value systems and that these may change in different historical and cultural contexts.**

They learn that

- texts have been valued for expressing views about the human condition
- textual patterning is aesthetically pleasing
- understanding of literary value may vary across time and culture
- texts that open up new ways of thinking about ideas and values are culturally significant.

SYLLABUS CODE	SYLLABUS CONTENT
S501EP1	appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
S503DA1	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1550, ACELA1563)
S505EP2	engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts
S505EP4	reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
S505RC6	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
S506EP1	explain and justify responses to texts and widening personal preferences within and among texts
S506UA3	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
S507DA2	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
S508DA6	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
S508UA2	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences

## S5 Related syllabus content // NARRATIVE

S5

**Students understand that narrative provides structures for expressing ideas and values.**

They learn that

- stories represent broad aspects of humanity, society and culture, made particular and personal to interest the responder
- stories often revolve around complication or conflict (internal, between characters or of a character with society), which may rise to a climax before falling to a resolution
- plot structures (chronological, flashback, in media res, circular etc) can control responses to the story
- values are embedded in narratives through selection of details of events and characters and choice of language
- through these implied values, narrative can be a vehicle for arguments.

SYLLABUS CODE	SYLLABUS CONTENT
S501DA1	analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
S501DA2	analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
S501UA3	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
S501RC1	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
S501RC2	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
S501RC3	evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
S501RC4	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)
S502EP3	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
S502DA1	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
S502UA1	review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY2747, ACELY2757)
S502RC7	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT2642)
S503PE2	analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
S503PE3	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
S503PE4	analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1557, ACELA1569)

SYLLABUS CODE	SYLLABUS CONTENT
<b>S503UA1</b>	evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses
<b>S503UA5</b>	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
<b>S503RC9</b>	create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
<b>S503RC11</b>	compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage
<b>S504PE2</b>	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
<b>S504UA1</b>	evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts
<b>S504UA2</b>	examine and evaluate the cohesion of syntax and content in familiar and unfamiliar texts
<b>S504UA3</b>	experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
<b>S504UA4</b>	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
<b>S504RC2</b>	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
<b>S504RC3</b>	use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas or structures
<b>S504RC4</b>	locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts
<b>S505EP2</b>	engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts
<b>S505EP3</b>	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
<b>S505EP4</b>	reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
<b>S505EP5</b>	compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
<b>S505EP6</b>	critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing
<b>S505UA10</b>	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
<b>S505UA13</b>	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways



SYLLABUS CODE	SYLLABUS CONTENT
<b>S505RC1</b>	respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
<b>S505RC4</b>	evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level
<b>S505RC6</b>	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
<b>S506UA3</b>	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
<b>S506RC2</b>	research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
<b>S507DA4</b>	evaluate the social, moral and ethical positions represented in texts (ACELT1812)
<b>S507UA1</b>	analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
<b>S507RC2</b>	respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure
<b>S508EP1</b>	create texts to demonstrate their view of the world with reference to the texts of other cultures
<b>S508EP2</b>	analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
<b>S508DA3</b>	identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
<b>S508DA4</b>	identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
<b>S508DA6</b>	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
<b>S508UA2</b>	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S508RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues
<b>S508RC3</b>	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
<b>S508RC4</b>	analyse and describe the ways texts sustain or challenge established cultural attitudes and values

## S5 Related syllabus content // PERSPECTIVE

S5

**Students understand that perspective provides a frame through which we learn to see the world.**

They learn that

- different genres, modes and media use specific conventions to convey particular perspectives
- perspectives are often aligned to particular social, historical and cultural contexts
- views of the world may be exploited for particular purposes
- readers and viewers may be positioned to accept or reject particular perspectives.

SYLLABUS CODE	SYLLABUS CONTENT
S501DA1	analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
S501RC2	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
S501RC4	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)
S501RC5	present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
S502DA1	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
S502DA2	evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view
S502RC5	use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY2744, ACELY2754)
S503UA4	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
S505EP4	reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
S505DA7	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
S505UA10	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
S505RC1	respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
S505RC2	formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living
S505RC3	understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies

SYLLABUS CODE	SYLLABUS CONTENT
<b>S505RC5</b>	pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts
<b>S506EP1</b>	explain and justify responses to texts and widening personal preferences within and among texts
<b>S506UA3</b>	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
<b>S507EP1</b>	explore and reflect on their own values in relation to the values expressed and explored in texts
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
<b>S507DA2</b>	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
<b>S507DA4</b>	evaluate the social, moral and ethical positions represented in texts (ACELT1812)
<b>S508EP1</b>	create texts to demonstrate their view of the world with reference to the texts of other cultures
<b>S508DA3</b>	identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
<b>S508DA5</b>	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1633, ACELT1639)
<b>S508DA6</b>	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
<b>S508UA2</b>	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S508RC3</b>	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
<b>S508RC4</b>	analyse and describe the ways texts sustain or challenge established cultural attitudes and values

## S5 Related syllabus content // POINT OF VIEW

**Students understand that point of view is the position from which the subject matter of a text is designed to be perceived.**

They learn that

- narrators may be omniscient, limited, deceptive, masking the ideology of the text
- there may be multiple narrators or focalisers offering different points of view
- a narrator may adopt a satirical tone
- the point of view can create an emotional response
- point of view controls the meaning of a text and may be resisted.

S5

SYLLABUS CODE	SYLLABUS CONTENT
S501DA1	analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
S501RC3	evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
S502EP3	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
S502RC7	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT2642)
S503PE3	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
S503UA1	evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses
S503UA4	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
S503RC9	create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
S504PE1	appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts
S504UA1	evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts
S504RC1	creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations
S504RC2	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
S505RC4	evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level

SYLLABUS CODE	SYLLABUS CONTENT
<b>S505RC6</b>	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
<b>S506UA5</b>	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
<b>S506UA6</b>	study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
<b>S506UA7</b>	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
<b>S508UA2</b>	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S508RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues

## S5 Related syllabus content // REPRESENTATION

S5

**Students understand that representation embeds attitudes, beliefs and values.**

They learn that

- representation may be intentionally or unintentionally biased
- representation is influenced by and in turn influences its context
- representation favours or privileges a position by omitting or silencing the views or perspectives of particular groups.

SYLLABUS CODE	SYLLABUS CONTENT
S501DA2	analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
S501DA3	explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts
S501UA2	investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses
S501UA3	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
S501RC2	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
S501RC3	evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
S501RC4	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)
S502EP3	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
S502DA1	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
S502DA2	evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view
S502RC3	use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology
S502RC4	interpret and evaluate the effectiveness of information and ideas conveyed in diagrammatic representation, eg charts, graphs, timelines and surveys
S502RC7	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT2642)
S502RC8	investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA2552)

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S502RC9</b>	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY2742, ACELY2752)
<b>S502RC10</b>	use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY2748, ACELY2776)
<b>S503PE2</b>	analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
<b>S503UA5</b>	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
<b>S503UA7</b>	understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)
<b>S503UA8</b>	understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
<b>S503RC9</b>	create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
<b>S503RC11</b>	compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage
<b>S504UA3</b>	experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
<b>S504UA4</b>	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
<b>S504RC1</b>	creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations
<b>S504RC2</b>	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
<b>S504RC5</b>	recognise different uses of visual texts, media and multimedia, including the internet, eg browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure
<b>S505EP1</b>	investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
<b>S505EP3</b>	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
<b>S505DA5</b>	compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
<b>S505DA7</b>	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
<b>S505UA10</b>	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
<b>S505UA12</b>	investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning

SYLLABUS CODE	SYLLABUS CONTENT
<b>S505UA13</b>	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways
<b>S505RC1</b>	respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
<b>S505RC2</b>	formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living
<b>S505RC4</b>	evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level
<b>S505RC6</b>	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
<b>S506UA4</b>	research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works
<b>S506UA5</b>	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
<b>S506UA10</b>	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
<b>S506RC1</b>	create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)
<b>S506RC2</b>	research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media
<b>S507EP1</b>	explore and reflect on their own values in relation to the values expressed and explored in texts
<b>S507EP2</b>	reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
<b>S507DA2</b>	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
<b>S507DA3</b>	explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
<b>S507DA4</b>	evaluate the social, moral and ethical positions represented in texts (ACELT1812)
<b>S507UA1</b>	analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
<b>S507UA2</b>	use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability
<b>S507RC1</b>	explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums



SYLLABUS CODE	SYLLABUS CONTENT
<b>S507RC2</b>	respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure
<b>S508EP1</b>	create texts to demonstrate their view of the world with reference to the texts of other cultures
<b>S508EP2</b>	analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
<b>S508DA3</b>	identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
<b>S508DA5</b>	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1633, ACELT1639)
<b>S508DA6</b>	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
<b>S508UA1</b>	examine how language is used to express contemporary cultural issues
<b>S508UA2</b>	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S508RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues
<b>S508RC3</b>	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
<b>S508RC4</b>	analyse and describe the ways texts sustain or challenge established cultural attitudes and values
<b>S509RC4</b>	use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

## S5 Related syllabus content // STYLE

S5

**Students, through their widening engagement with different types of texts, understand that styles vary and are valued differently.**

They learn that style

- emerges from conscious selection and rejection of different codes and conventions
- can be a marker of a particular author, historical period or genre
- varies according to social and cultural contexts, mode and medium
- may be distinguished through the details and nuances of expression.

SYLLABUS CODE	SYLLABUS CONTENT
S501EP1	appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
S501UA1	identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
S501UA2	investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses
S501RC1	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
S501RC2	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
S501RC3	evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
S501RC4	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)
S502UA1	review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY2747, ACELY2757)
S502UA2	understand that authors innovate with text structures and language for specific purposes and effects (ACELA2553)
S502RC8	investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA2552)
S502RC9	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY2742, ACELY2752)
S503PE1	engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways
S503PE3	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
S503DA2	analyse a range of texts that include the use of Aboriginal dialects and Aboriginal English

SYLLABUS CODE	SYLLABUS CONTENT
<b>S503UA1</b>	evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses
<b>S503UA2</b>	understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)
<b>S503UA3</b>	analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
<b>S503UA4</b>	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
<b>S503UA5</b>	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
<b>S503UA7</b>	understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)
<b>S504PE2</b>	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
<b>S504RC1</b>	creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations
<b>S505UA13</b>	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways
<b>S505RC6</b>	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
<b>S506UA3</b>	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
<b>S506UA4</b>	research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works
<b>S506UA5</b>	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
<b>S506UA7</b>	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
<b>S506UA8</b>	compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences

## S5 Related syllabus content // THEME

S5

**Students understand that the elements of a text work together to support the theme.**

They learn that

- themes draw together the elements of a text
- themes can be indicated through patterns in texts such as a motif, parallel plots or characters
- there may be major and minor themes
- themes are traditionally thought to provide insight into the world view of the author
- themes may be challenged by considering representation in the text from a different perspective.

SYLLABUS CODE	SYLLABUS CONTENT
S502EP3	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
S504UA4	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
S505RC1	respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
S505RC5	pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts
S506UA3	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
S506UA4	research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works
S506UA10	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
S506RC2	research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media
S507DA3	explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
S507DA4	evaluate the social, moral and ethical positions represented in texts (ACELT1812)
S507UA1	analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts

## S5 Related syllabus content // UNDERSTANDING

**S5**

Students use a range of strategies to discriminate nuanced meaning. They transfer their knowledge of texts to new contexts.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S501UA3</b>	analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
<b>S501RC2</b>	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
<b>S502RC5</b>	use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY2744, ACELY2754)
<b>S502RC6</b>	apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY2743)
<b>S503PE4</b>	analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1557, ACELA1569)
<b>S503UA4</b>	understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
<b>S503UA5</b>	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
<b>S503UA6</b>	understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)
<b>S503UA7</b>	understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)
<b>S503UA8</b>	understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
<b>S504DA1</b>	apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts
<b>S504RC3</b>	use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas or structures
<b>S505UA9</b>	understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses
<b>S505UA13</b>	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways
<b>S505RC6</b>	understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
<b>S506RC3</b>	choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)
<b>S508UA1</b>	examine how language is used to express contemporary cultural issues

## S5 Related syllabus content // ENGAGING PERSONALLY

**S5**

Students' responses to and composition of texts demonstrate a personal understanding of the world based on their own ideas, their experience of texts and their experience of life. They project an authentic voice through different types of texts.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S501EP1</b>	appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
<b>S501DA3</b>	explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts
<b>S501RC1</b>	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
<b>S501RC5</b>	present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
<b>S502EP3</b>	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
<b>S503PE2</b>	analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
<b>S503RC11</b>	compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage
<b>S504PE1</b>	appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts
<b>S505EP1</b>	investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
<b>S505EP2</b>	engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts
<b>S505EP3</b>	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
<b>S505RC2</b>	formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living
<b>S506EP1</b>	explain and justify responses to texts and widening personal preferences within and among texts
<b>S507EP1</b>	explore and reflect on their own values in relation to the values expressed and explored in texts

SYLLABUS CODE	SYLLABUS CONTENT
<b>S507EP2</b>	reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own
<b>S507DA3</b>	explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
<b>S507RC2</b>	respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure
<b>S508EP1</b>	create texts to demonstrate their view of the world with reference to the texts of other cultures
<b>S508EP2</b>	analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others

## S5 Related syllabus content // CONNECTING

**S5**

Students use the connections between texts to come to new understandings about how ideas are reinterpreted in different contexts, modes and media, for specific audiences and purposes.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S501RC2</b>	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
<b>S501RC4</b>	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)
<b>S502RC5</b>	use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY2744, ACELY2754)
<b>S503PE3</b>	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
<b>S504PE1</b>	appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts
<b>S505DA5</b>	compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
<b>S506EP2</b>	explore and appreciate the similarities and differences between and among more demanding texts
<b>S506UA3</b>	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
<b>S506UA4</b>	research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works
<b>S506UA5</b>	investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
<b>S506UA6</b>	study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
<b>S506UA7</b>	compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
<b>S506UA7</b>	compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)



SYLLABUS CODE	SYLLABUS CONTENT
<b>S506UA10</b>	select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
<b>S506UA11</b>	use appropriate metalanguage to identify, describe and explain relationships between and among texts
<b>S506RC1</b>	create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)
<b>S506RC2</b>	research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media
<b>S508EP1</b>	create texts to demonstrate their view of the world with reference to the texts of other cultures
<b>S508EP2</b>	analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
<b>S508DA5</b>	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1633, ACELT1639)

## S5 Related syllabus content // ENGAGING CRITICALLY

**S5**

Students critically analyse and evaluate the ways in which texts represent different ideas and perspectives. They recognise the effect of context on meaning.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S501DA1</b>	analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
<b>S501DA2</b>	analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
<b>S501RC2</b>	explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
<b>S501RC3</b>	evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
<b>S501RC5</b>	present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
<b>S502EP3</b>	consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
<b>S502DA1</b>	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)
<b>S502DA2</b>	evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view
<b>S502RC4</b>	interpret and evaluate the effectiveness of information and ideas conveyed in diagrammatic representation, eg charts, graphs, timelines and surveys
<b>S502RC5</b>	use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY2744, ACELY2754)
<b>S502RC7</b>	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT2642)
<b>S502RC8</b>	investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA2552)
<b>S503PE2</b>	analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
<b>S503UA1</b>	evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses

SYLLABUS CODE	SYLLABUS CONTENT
<b>S503UA3</b>	analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
<b>S504PE2</b>	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
<b>S504UA1</b>	evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts
<b>S505EP1</b>	investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
<b>S505EP3</b>	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
<b>S505EP4</b>	reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
<b>S505DA6</b>	critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing
<b>S505DA7</b>	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
<b>S505UA8</b>	understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
<b>S505UA10</b>	critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
<b>S505RC3</b>	understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies
<b>S505RC4</b>	evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level
<b>S505RC5</b>	pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts
<b>S506UA3</b>	investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
<b>S506UA6</b>	study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
<b>S506UA9</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
<b>S507DA2</b>	understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
<b>S507DA4</b>	evaluate the social, moral and ethical positions represented in texts (ACELT1812)
<b>S507UA1</b>	analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts

SYLLABUS CODE	SYLLABUS CONTENT
<b>S507RC1</b>	explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums
<b>S507RC2</b>	respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure
<b>S508EP2</b>	analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
<b>S508DA3</b>	identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
<b>S508DA4</b>	identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
<b>S508DA6</b>	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
<b>S508UA2</b>	explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
<b>S508RC1</b>	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>S508RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues
<b>S508RC3</b>	explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians
<b>S508RC4</b>	analyse and describe the ways texts sustain or challenge established cultural attitudes and values

## S5 Related syllabus content // EXPERIMENTING

**S5**

Students compose critical and imaginative responses to texts. They adopt, combine and adapt conventions of genre and style to experiment with ideas and come to deeper understandings.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S501DA1</b>	analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
<b>S501UA2</b>	investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses
<b>S501RC1</b>	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
<b>S502UA2</b>	understand that authors innovate with text structures and language for specific purposes and effects (ACELA2553)
<b>S502RC2</b>	apply word processing functions, as well as web authoring programs, to compose and format texts for different purposes, audiences and contexts, including the workplace
<b>S502RC10</b>	use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY2748, ACELY2776)
<b>S504PE1</b>	appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts
<b>S504UA1</b>	evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts
<b>S504UA3</b>	experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
<b>S504UA4</b>	investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
<b>S504RC1</b>	creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations
<b>S504RC2</b>	creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations
<b>S504RC4</b>	locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts
<b>S505UA13</b>	respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways

## S5 Related syllabus content // REFLECTING

**S5**

Students broaden their understanding and use of metacognitive processes to choose and develop certain strategies appropriate for particular situations. They extend their range of reflective practices to consider how their own context influences the ways they respond, compose and learn.

SYLLABUS CODE	SYLLABUS CONTENT
<b>S502EP1</b>	evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders
<b>S502EP2</b>	value engagement in the creative process of composing texts
<b>S502RC1</b>	understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts
<b>S505EP3</b>	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
<b>S507EP1</b>	explore and reflect on their own values in relation to the values expressed and explored in texts
<b>S507DA1</b>	evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
<b>S509EP1</b>	articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving and independent and collaborative work, and establish improved practices
<b>S509DA2</b>	purposefully reflect on and value the learning strengths and learning needs of themselves and others
<b>S509DA3</b>	understand the learning purposes, specific requirements and targeted outcomes of tasks
<b>S509UA3</b>	understand and apply appropriate metalanguage to reflect on their learning experiences
<b>S509RC1</b>	understand and confidently integrate their own processes of responding to and composing a wide range of different types of texts
<b>S509RC2</b>	choose effective learning processes, resources and technologies appropriate for particular tasks and situations
<b>S509RC3</b>	examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts
<b>S509RC4</b>	use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas