



ENGLISH
Textual Concepts

RELATED SYLLABUS CONTENT

Stage 3

S3

S3 Related syllabus content // ARGUMENT

S3

Students understand that an argument takes into account audience, form and purpose.

They learn that

- arguments can be objectively or subjectively presented
- language choices (visual, spoken and written) can strengthen arguments
- an argument may provide an informed assessment of a range of opinions.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRDA2	explore and analyse the effectiveness of informative and persuasive devices in texts
S302AWRRC2	compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues
S302AWRRC3	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
S303ARVRC7	analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
S305BRCUA4	analyse strategies authors use to influence readers (ACELY1801)
S305BRCUA5	understand the uses of objective and subjective language and bias (ACELA1517)
S305BRCRC2	recognise the techniques used by writers to position a reader and influence their point of view
S305BRCRC4	consider and develop sustained arguments and discussions supported by evidence
S308DETDA2	understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

S3 Related syllabus content // AUTHORITY

S3

Students understand that in different contexts, authority is conferred in different ways.

They learn that

- texts have more authority with the use of appropriate language, spelling and punctuation
- authority is invested in a text by clearly expressed and substantiated argument and acknowledgement of accepted authorities
- popularity can become a form of authority
- authority is valued and questioned.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRRC3	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
S302AWRRC8	assess the reliability of resources, including digital resources, when researching topics
S303ARVDA3	explain and justify the responsible use of digital technologies
S304SPRC4	demonstrate an awareness of the limitations of spell check features in digital communication
S307CTICICEP3	explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
S308DETD2	understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

S3 Related syllabus content // CHARACTER

S3

Students understand that characters trigger an imaginative response through identification.

They learn that characters may

- be complex having a range of characteristics or simple with one salient feature
- change as a result of events or remain unchanging
- have individual characteristics or be based on a stereotype.

SYLLABUS CODE	SYLLABUS CONTENT
S305BRCUA2	identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
S307CTICICEP2	interpret events, situations and characters in texts
S307CTICICEP5	think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text
S307CTICIRC2	adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events
S308DETD1	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

S3 Related syllabus content // CODE AND CONVENTION

S3

Students understand that codes and conventions of each mode provide the foundation for innovation.

They learn that

- knowledge of codes and conventions helps finding meaning in and through texts
- codes and conventions vary for different audiences and purposes
- choices of language and design have subtle differences and effects
- opportunities for innovation occur at all levels eg word, sentence, paragraph and whole text levels.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLDA2	understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
S301ASLUA1	use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts
S301ASLUA2	use appropriate metalanguage to identify and describe relationships between and among texts
S301ASLUA4	use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)
S302AWREP1	understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
S302AWRUA1	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
S302AWRUA3	understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)
S302AWRUA4	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S302AWRRC5	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
S302AWRRC6	compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
S303ARVUA2	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
S303ARVUA3	recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes
S303ARVUA4	understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)
S303ARVUA6	recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases

SYLLABUS CODE	SYLLABUS CONTENT
S303ARVUA7	recognise evaluative language, including emotive language and modality
S303ARVUA10	recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups
S303ARVUA11	explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)
S303ARVRC1	select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
S303ARVRC3	interpret picture books, comic strips and sequences of digital images which do not contain written text
S304SPUAA1	understand how accurate spelling supports the reader to read fluently and interpret written text with clarity
S304SPDA1	understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)
S304SPDA2	understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
S304SPRC1	recognise most misspelt words in their own writing and use a variety of resources for correction
S304SPRC3	use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts
S304SPRC4	demonstrate an awareness of the limitations of spell check features in digital communication
S305BRCDA1	identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
S305BRCDA2	discuss how the intended audience, structure and context of an extended range of texts influence responses to texts
S305BRCUA1	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
S305BRCUA3	investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)
S305BRCUA6	discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
S306BGPVDA2	understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts
S306BGPVUA1	identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
S306BGPVUA2	understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)
S306BGPVUA3	experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation

SYLLABUS CODE	SYLLABUS CONTENT
S306BGPVUA4	understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
S306BGPVUA5	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)
S306BGPVUA7	identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession
S306BGPVUA8	use complex punctuation to engage the reader and achieve purpose
S306BGPVUA9	understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)
S306BGPVUA10	understand the uses of commas to separate clauses (ACELA1521)
S306BGPVRC2	experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail
S306BGPVRC3	use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts
S306BGPVRC4	select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
S306BGPVRC5	use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
S307CTICDA2	compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
S307CTICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S307CTICUA2	identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
S308DETUA2	identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations
S309ERLRC4	formulate questions for specific purposes, eg to clarify and reflect
S309ERLRC6	describe how skills in speaking, listening, reading/viewing and writing/representing contribute to language development

S3 Related syllabus content // CONNOTATION, IMAGERY & SYMBOL

S3

Students understand that richer meanings are produced when responders recognise and engage with imagery.

They learn that

- imagery prompts evocative comparisons which may add new meanings to a text
- figurative language extends the meanings of words
- figurative language compresses ideas through the connections it makes
- figurative language can persuade, inform and engage audiences emotionally in different modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRUA2	understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
S302AWRRC5	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
S303ARVUA8	understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
S307CTICICUA2	identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

S3 Related syllabus content // CONTEXT

Students begin to understand how context may be expressed in texts.

They learn that

- specific contexts require particular forms and language
- their own context affects the way they respond to and compose texts
- context includes clearly identifiable elements such as purpose, intended audience and medium as well as more complex and diffuse influences such as culture
- culture, as a way of living, involves beliefs, customs, language and values and is reflected in texts
- cultural context refers to the context of composition as well as to the context of response.

S3

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLDA1	compare and justify the ways in which spoken language differs from written language according to purpose, audience and context
S301ASLDA2	understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
S301ASLDA3	understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
S301ASLDA4	understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)
S301ASLUA1	use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts
S301ASLRC2	use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
S301ASLRC3	use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
S301ASLRC6	discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience
S302AWREP3	recognise and discuss issues related to the responsible use of digital communication
S302AWRDA3	understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language
S302AWRUA1	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
S302AWRRC3	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
S302AWRRC8	assess the reliability of resources, including digital resources, when researching topics
S302AWRRC10	develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)
S303ARVDA1	understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

SYLLABUS CODE	SYLLABUS CONTENT
S303ARVUA1	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
S303ARVUA2	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
S303ARVUA3	recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes
S303ARVRC5	recognise how aspects of personal perspective influence responses to text
S304SPDA2	understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
S305BRCDA1	identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
S305BRCDA2	discuss how the intended audience, structure and context of an extended range of texts influence responses to texts
S305BRCUA1	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
S305BRCRC1	compose more complex texts using a variety of forms appropriate to purpose and audience
S305BRCRC2	recognise the techniques used by writers to position a reader and influence their point of view
S306BGPVDA1	understand that language is structured to create meaning according to audience, purpose and context
S306BGPVUA6	show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
S306BGPVUA8	use complex punctuation to engage the reader and achieve purpose
S306BGPVUA11	understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
S306BGPVRC4	select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
S307CTICICEP3	explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
S307CTICICDA3	explore and discuss simple appropriation of texts
S307CTICICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S308DETEP1	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
S308DETEP2	consider how texts about local events and issues in the media are presented to engage the reader or viewer
S308DETDA1	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
S308DETDA3	identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

SYLLABUS CODE	SYLLABUS CONTENT
S308DETUA1	recognise how the use of language and visual features can depict cultural assumptions in texts
S308DETUA2	identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations
S308DETRC2	explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life
S308DETRC3	clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
S308DETRC4	discuss and explore moral, ethical and social dilemmas encountered in texts
S308DETRC5	respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world
S308DETRC6	compose a variety of texts, eg poetry, that reflect their understanding of the world around them
S308DETRC7	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

S3 Related syllabus content // GENRE

S3

Students understand that texts may be categorised into genres.

They learn that

- texts in the same genre have similar functions and ideas, forms and conventions and give rise to particular expectations
- genres are not fixed categories but may be adapted for interesting effects.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLUA2	use appropriate metalanguage to identify and describe relationships between and among texts
S302AWREP1	understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
S303ARVUA1	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
S303ARVUA2	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
S303ARVRC8	discuss aspects of literature that influence personal choice in reading
S305BRCUA1	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
S305BRCUA6	discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
S305BRCRC1	compose more complex texts using a variety of forms appropriate to purpose and audience
S307CTICICDA1	identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
S307CTICICDA3	explore and discuss simple appropriation of texts
S307CTICICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S307CTICICRC1	create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)

S3 Related syllabus content // INTERTEXTUALITY

S3

Students understand that intertextuality occurs across and within modes and media.

They learn that

- intertextuality may occur through adaptation of structure and style
- whole texts may be appropriated for different audiences and purposes, modes and media
- in transforming texts, there are opportunities for originality.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLUA2	use appropriate metalanguage to identify and describe relationships between and among texts
S302AWREP1	understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
S303ARVUA1	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
S303ARVUA2	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
S303ARVRC8	discuss aspects of literature that influence personal choice in reading
S305BRCUA1	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
S305BRCUA6	discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
S305BRCRC1	compose more complex texts using a variety of forms appropriate to purpose and audience
S307CTICICDA1	identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
S307CTICICDA3	explore and discuss simple appropriation of texts
S307CTICICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S307CTICICRC1	create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)

S3 Related syllabus content // LITERARY VALUE

S3

Students begin to understand that texts can be valued for the ways they convey experiences and ideas.

They learn that

- texts that have several layers of meaning or that can be interpreted in various ways can be satisfying
- texts that are thought-provoking and extend one's understanding of the world are valued.

SYLLABUS CODE	SYLLABUS CONTENT
S303ARVDA2	appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment
S303ARVUA8	understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
S303ARVRC8	discuss aspects of literature that influence personal choice in reading
S307CTICICEP1	recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
S309ERLUA2	discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts

S3 Related syllabus content // NARRATIVE

S3

Students understand that there are conventions of the narrative form that combine to involve responders in the story.

They learn that narrative engages responders through

- recognisable characters, events and places
- skilful plot development
- perceptible mood and atmosphere
- evocative images and imagery that complement the story
- narrative voice and voices of characters.

They learn that these conventions are adapted to different modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRDA1	identify and explore underlying themes and central storylines in imaginative texts
S302AWRUA1	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
S302AWRUA2	understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S302AWRRC5	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
S302AWRRC6	compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
S303ARVRC7	analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
S305BRCUA2	identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
S307CTICICEP2	interpret events, situations and characters in texts
S307CTICICEP5	think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text
S307CTICICRC2	adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events

S3 Related syllabus content // PERSPECTIVE

S3

Students understand that perspectives may differ and that these differences need to be considered.

They learn that

- perspective may be expressed in different ways through the values represented in texts and the language used
- texts may construct a perspective that challenges accepted ways of thinking
- different perspectives can be adopted for particular purposes.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLRC4	participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
S302AWRRC3	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
S303ARVRC5	recognise how aspects of personal perspective influence responses to text
S305BRCRC3	identify and use a variety of strategies to present information and opinions across a range of texts
S305BRCRC4	consider and develop sustained arguments and discussions supported by evidence
S307CTICICEP3	explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
S308DETD1	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
S308DETD2	understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
S308DETUA1	recognise how the use of language and visual features can depict cultural assumptions in texts
S308DETRC2	explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life
S308DETRC3	clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
S308DETRC4	discuss and explore moral, ethical and social dilemmas encountered in texts
S308DETRC5	respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world
S308DETRC6	compose a variety of texts, eg poetry, that reflect their understanding of the world around them
S308DETRC7	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

S3 Related syllabus content // POINT OF VIEW

S3

Students understand that the narrator is different from the composer and that point of view positions the responder in a particular way.

They learn that

- a narrator may be inside or outside the story, in fiction and non-fiction texts
- point of view can create a more personal or distant relationship with the responder, evoking degrees of empathy or indifference
- composers choose the way stories are told, including character(s) through whom stories may be focalised
- point of view is shaped by language choices (eg. camera work, editing, voice over, framing, first person, third person etc) in different modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S303ARVDA2	appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment
S303ARVUA1	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
S303ARVUA2	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
S303ARVUA5	identify the impact of first-person and third-person narration on the reader/viewer
S303ARVUA10	recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups
S303ARVUA11	explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)
S303ARVRC3	interpret picture books, comic strips and sequences of digital images which do not contain written text
S305BRCDA1	identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
S305BRCUA1	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
S305BRCUA2	identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
S305BRCUA5	understand the uses of objective and subjective language and bias (ACELA1517)
S305BRCUA6	discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
S305BRCRC2	recognise the techniques used by writers to position a reader and influence their point of view
S305BRCRC3	identify and use a variety of strategies to present information and opinions across a range of texts

SYLLABUS CODE	SYLLABUS CONTENT
S306BGPVUA6	show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
S307CTICICEP2	interpret events, situations and characters in texts
S307CTICICDA2	compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
S307CTICICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S307CTICIRC1	create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)
S307CTICIRC2	adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events
S307CTICIRC4	experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue
S308DETEP1	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
S308DETUA2	identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations
S308DETRC1	identify and describe the representation of people, places and events in film and the media

S3 Related syllabus content // REPRESENTATION

S3

Students understand that representations position audiences to adopt a particular response.

They learn that

- information and ideas may be represented symbolically
- representation in each mode operates according to its own codes and conventions
- representations may be adapted for different audiences
- representations influence response.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLRC1	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710)
S301ASLRC6	discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience
S302AWRDA1	identify and explore underlying themes and central storylines in imaginative texts
S302AWRUA1	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
S302AWRUA2	understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
S302AWRRC1	compose imaginative and informative texts that show evidence of developed ideas
S302AWRRC2	compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S302AWRRC5	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
S302AWRRC6	compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
S302AWRRC7	use increasingly complex research data from print and digital sources to compose short and sustained texts
S303ARVUA1	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
S303ARVUA9	identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
S303ARVUA11	explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)
S303ARVRC6	summarise a text and evaluate the intended message or theme

SYLLABUS CODE	SYLLABUS CONTENT
S305BRCRC2	recognise the techniques used by writers to position a reader and influence their point of view
S305BRCRC3	identify and use a variety of strategies to present information and opinions across a range of texts
S305BRCRC4	consider and develop sustained arguments and discussions supported by evidence
S307CTICICEP2	interpret events, situations and characters in texts
S307CTICICEP4	think critically about aspects of texts such as ideas and events
S307CTICICDA1	identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
S307CTICICDA3	explore and discuss simple appropriation of texts
S307CTICICRC2	adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events
S307CTICICRC3	analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
S307CTICICRC4	experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue
S307CTICICRC5	interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts
S308DETEP1	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
S308DETEP2	consider how texts about local events and issues in the media are presented to engage the reader or viewer
S308DETD1	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
S308DETD3	identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
S308DETUA1	recognise how the use of language and visual features can depict cultural assumptions in texts
S308DETUA2	identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations
S308DETRC1	identify and describe the representation of people, places and events in film and the media
S308DETRC6	compose a variety of texts, eg poetry, that reflect their understanding of the world around them

S3 Related syllabus content // STYLE

S3

Students understand that particular styles result from the use of identifiable language features appropriate to each mode and medium.

They learn that

- style may be changed by manipulating certain elements
- style creates connections between and among texts
- literary devices such as sound, images and figurative language can enhance expression
- personal style can be cultivated.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLUA4	use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)
S301ASLRC1	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710)
S301ASLRC6	discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience
S302AWREP1	understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
S302AWREP2	experiment and use aspects of composing that enhance learning and enjoyment
S302AWRDA2	explore and analyse the effectiveness of informative and persuasive devices in texts
S302AWRUA1	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S302AWRRC5	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
S303ARVUA3	recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes
S305BRCUA	identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
S305BRCUA4	analyse strategies authors use to influence readers (ACELY1801)
S306BGPVUA1	identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
S306BGPVUA4	understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
S306BGPVUA5	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

SYLLABUS CODE	SYLLABUS CONTENT
S306BGPVUA6	show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
S306BGPVUA11	understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
S306BGPVUA12	investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
S306BGPVRC1	select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience
S306BGPVRC2	experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail
S306BGPVRC4	select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
S307CTICICEP1	recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
S307CTICICEP3	explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
S307CTICICDA1	identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
S307CTICICDA2	compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
S307CTICICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S307CTICICUA2	identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
S307CTICIRC4	experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue
S308DETUA1	recognise how the use of language and visual features can depict cultural assumptions in texts
S308DETUA2	identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

S3 Related syllabus content // THEME

S3

Students understand that thematic statements may be interrogated.

They learn that

- themes are different from subjects or topics
- arise out of the actions, feelings and ideas of people or characters
- may be explored in different ways by different texts
- relate to social, moral and ethical questions in the real world.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRDA1	identify and explore underlying themes and central storylines in imaginative texts
S302AWRRC1	compose imaginative and informative texts that show evidence of developed ideas
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S303ARVRC6	summarise a text and evaluate the intended message or theme
S307CTICICEP2	interpret events, situations and characters in texts
S307CTICICEP3	explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
S307CTICICEP4	think critically about aspects of texts such as ideas and events
S307CTICIRC3	analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
S308DETEP1	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
S308DETRC4	discuss and explore moral, ethical and social dilemmas encountered in texts
S308DETRC7	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

S3 Related syllabus content // UNDERSTANDING

S3

Students draw from a range of strategies to interpret information and ideas in texts. They recognise and explain how language and structures communicate ideas.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLDA1	compare and justify the ways in which spoken language differs from written language according to purpose, audience and context
S301ASLRC2	use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
S301ASLRC3	use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
S301ASLRC5	identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies
S302AWRDA1	identify and explore underlying themes and central storylines in imaginative texts
S302AWRUA2	understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
S302AWRUA3	understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)
S302AWRUA4	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
S302AWRRC1	compose imaginative and informative texts that show evidence of developed ideas
S302AWRRC3	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
S303ARVDA1	understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
S303ARVUA9	identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
S303ARVUA10	recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups
S303ARVRC2	navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
S303ARVRC3	interpret picture books, comic strips and sequences of digital images which do not contain written text
S303ARVRC4	use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)

SYLLABUS CODE	SYLLABUS CONTENT
S303ARVRC6	summarise a text and evaluate the intended message or theme
S304SPUAA1	understand how accurate spelling supports the reader to read fluently and interpret written text with clarity
S304SPDA1	understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)
S304SPDA2	understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
S304SPRC1	recognise most misspelt words in their own writing and use a variety of resources for correction
S304SPRC2	integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts
S304SPRC3	use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts
S304SPRC4	demonstrate an awareness of the limitations of spell check features in digital communication
S305BRCUA3	investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)
S305BRCUA4	analyse strategies authors use to influence readers (ACELY1801)
S305BRCUA5	understand the uses of objective and subjective language and bias (ACELA1517)
S305BRCUA6	discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
S305BRCRC3	identify and use a variety of strategies to present information and opinions across a range of texts
S306BGPVDA1	understand that language is structured to create meaning according to audience, purpose and context
S306BGPVDA2	understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts
S306BGPVUA2	understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)
S306BGPVUA4	understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
S306BGPVUA5	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)
S306BGPVUA6	show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
S306BGPVUA7	identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession
S306BGPVUA8	use complex punctuation to engage the reader and achieve purpose

SYLLABUS CODE	SYLLABUS CONTENT
S306BGPVUA9	understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)
S306BGPVUA10	understand the uses of commas to separate clauses (ACELA1521)
S306BGPVUA11	understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
S306BGPVRC3	use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts
S306BGPVRC5	use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
S307CTICICEP1	recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
S307CTICICEP2	interpret events, situations and characters in texts
S307CTICICUA1	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
S307CTICICUA2	identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
S308DETEP1	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
S308DETEP2	consider how texts about local events and issues in the media are presented to engage the reader or viewer
S308DETD3	identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
S308DETUA2	identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations
S308DETRC1	identify and describe the representation of people, places and events in film and the media
S308DETRC2	explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life

S3 Related syllabus content // ENGAGING PERSONALLY

S3

Students explore more formal and informal ways to express their personal responses, showing an awareness of the impact of their own and others' language choices.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLRC4	participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
S302AWREP2	experiment and use aspects of composing that enhance learning and enjoyment
S303ARVDA2	appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment
S303ARVRC8	discuss aspects of literature that influence personal choice in reading
S306BGPVUA1	identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
S307CTICICEP3	explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
S308DETRC3	clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
S308DETRC6	compose a variety of texts, eg poetry, that reflect their understanding of the world around them

S3 Related syllabus content // CONNECTING

S3

Students engage in close comparisons of aspects of language in and between texts to explore how texts may be connected.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLUA2	use appropriate metalanguage to identify and describe relationships between and among texts
S303ARVUA1	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
S303ARVUA3	recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes
S303ARVUA11	explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)
S307CTICICDA1	identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
S307CTICICDA2	compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
S307CTICICDA3	explore and discuss simple appropriation of texts
S307CTICIRC3	analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
S308DETD1	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
S308DETRC3	clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
S308DETRC7	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

S3 Related syllabus content // ENGAGING CRITICALLY

S3

Students recognise that texts can influence and position responders. They analyse and evaluate different ideas and values in texts.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLUA3	develop criteria to evaluate the effectiveness of spoken texts
S301ASLUA4	use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)
S302AWRDA2	explore and analyse the effectiveness of informative and persuasive devices in texts
S303ARVUA2	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
S303ARVRC5	recognise how aspects of personal perspective influence responses to text
S303ARVRC7	analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
S305BRCDA2	discuss how the intended audience, structure and context of an extended range of texts influence responses to texts
S305BRCUA1	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
S305BRCUA2	identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
S305BRCRC2	recognise the techniques used by writers to position a reader and influence their point of view
S305BRCRC4	consider and develop sustained arguments and discussions supported by evidence
S306BGPVUA12	investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
S307CTICICEP4	think critically about aspects of texts such as ideas and events
S308DETD2	understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
S308DETUA1	recognise how the use of language and visual features can depict cultural assumptions in texts
S308DETRC4	discuss and explore moral, ethical and social dilemmas encountered in texts

S3 Related syllabus content // EXPERIMENTING

S3

Students experiment with text structures and language features to adapt texts and ideas for different purposes and in a range of modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S301ASLRC6	discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience
S302AWREP2	experiment and use aspects of composing that enhance learning and enjoyment
S302AWRUA1	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
S302AWRUA2	understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
S302AWRRC4	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
S302AWRRC5	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
S302AWRRC6	compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
S303ARVUA8	understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
S305BRCRC1	compose more complex texts using a variety of forms appropriate to purpose and audience
S306BGPVUA3	experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation
S306BGPVRC2	experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail
S307CTICICEP5	think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text
S307CTICIRC1	create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)
S307CTICIRC2	adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events
S307CTICIRC4	experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue

S3 Related syllabus content // REFLECTING

S3

Students identify, use and discuss text processing strategies and assess the development of their own skills against agreed criteria. They consider strategies for collaborating with their peers and reflect on their learning achievements.

SYLLABUS CODE	SYLLABUS CONTENT
S302AWRRC9	reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)
S309ERLDA1	begin to understand the difference between their way of learning and the way others learn
S309ERLDA2	reflect on own learning achievements against specific criteria
S309ERLUA1	recognise that there is a language for discussing learning experiences
S309ERLUA2	discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts
S309ERLRC1	develop criteria for assessing their own and others' presentations
S309ERLRC2	critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback
S309ERLRC3	identify selections of own writing that they believe reflect their growth and competence as writers
S309ERLRC4	formulate questions for specific purposes, eg to clarify and reflect
S309ERLRC5	discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal
S309ERLRC6	describe how skills in speaking, listening, reading/viewing and writing/representing contribute to language development