

English – Connections between the achievement standards and content descriptions, Levels 7 to 10

Students are assessed using the achievement standards at each level. The achievement standards explicate the interconnections between the strands to create the key sets of skills in English. Achievement standards are organised via the language modes (Speaking and Listening, Reading and Viewing, and Writing). At each level, the achievement standards – organised by language mode – meaningfully connect content descriptions in sub-strands from each of the 3 strands, describing skill sets that are essential to learning in the English curriculum.

The following table maps the connections between parts of the achievement standards and the content descriptions in the sub-strands. Teachers can use this table when planning for teaching and assessment, connecting what they teach and what their students learn (the content descriptions) with what students can demonstrate (the achievement standards).

	Level 7	Level 8	Level 9	Level 10
Part of the achievement standard to be assessed				
Language mode	Achievement standard extract			
Speaking and Listening	When interacting with others, students explore specialist and technical vocabulary and use language to express social identities. They discuss and present ideas, including about texts. They explore the language of evaluation and substantiation.	When interacting with others, students explore academic vocabulary and use language to support relationships and roles. They explore and challenge the various meanings in text through discussions with others. They explore rhetorical and literary devices when evaluating and substantiating.	When interacting with others, students explore vocabulary of mood and style and use language to strengthen relationships and roles. They discuss opinions on texts. They use evaluative and substantiative language to express individual views.	When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language. They discuss and present opinions about texts. They explore language that reveals views and values.
Connected content descriptions				
Sub-strand (and strand)	Content descriptions			
Language for interacting with others (Language)	understand how language expresses and creates personal and social identities VC2E7LA01 understand the language of evaluation and substantiation VC2E7LA02	understand how language shapes relationships and roles VC2E8LA01 understand how language features such as simile and metaphor can add layers of meaning to the language of evaluation and substantiation VC2E8LA02	understand how language strengthens relationships and roles VC2E9LA01 understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphor VC2E9LA02	understand how language can have inclusive and exclusive social effects, and how it can empower or disempower people VC2E10LA01 understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
Language for expressing and developing ideas (Language)	explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings VC2E7LA08	examine the role and use of academic vocabulary VC2E8LA08	analyse how vocabulary choices contribute to style, mood and tone VC2E9LA08	understand and use, with precision, an expanded vocabulary VC2E10LA08
Literature and contexts (Literature)	identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E7LE01	explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups VC2E8LE01	analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E9LE01	analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E10LE01
Engaging with and responding to literature (Literature)	develop an opinion about characters, settings and events in literary texts, identifying areas of agreement and difference with others' opinions and justifying a response VC2E7LE02	explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02	explore and develop responses, including personal responses, to literary texts, comparing initial and subsequent impressions VC2E9LE02	synthesise their own interpretation of a literary text, and explore the interpretations of others VC2E10LE02

	Level 7	Level 8	Level 9	Level 10
Interacting with others (Literacy)	use interaction skills when discussing ideas and information, including evaluations of the features of texts VC2E7LY01	use interaction skills for identified purposes and contexts, including when supporting or challenging the stated or implied meanings of texts in discussion VC2E8LY01	use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways VC2E9LY01	use interaction skills to discuss an opinion about texts and analyse the purposes and effects of text structures and language features VC2E10LY01
Part of the achievement standard to be assessed				
Language mode	Achievement standard extract			
Speaking and Listening	When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate an understanding of formal language and use appropriate features of voice.	When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They use language to suit formal and informal contexts, and appropriate features of voice.	When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate different levels of formality in their language choice and use appropriate features of voice.	When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice.
Connected content descriptions				
Sub-strand (and strand)	Content descriptions			
Language for interacting with others (Language)	understand how language expresses and creates personal and social identities VC2E7LA01 understand the language of evaluation and substantiation VC2E7LA02	understand how language shapes relationships and roles VC2E8LA01 understand how language features such as simile and metaphor can add layers of meaning to the language of evaluation and substantiation VC2E8LA02	understand how language strengthens relationships and roles VC2E9LA01 understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphor VC2E9LA02	understand how language can have inclusive and exclusive social effects, and how it can empower or disempower people VC2E10LA01 understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
Language for expressing and developing ideas (Language)	explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings VC2E7LA08	examine the role and use of academic vocabulary VC2E8LA08	analyse how vocabulary choices contribute to style, mood and tone VC2E9LA08	understand and use, with precision, an expanded vocabulary VC2E10LA08
Interacting with others (Literacy)	deliver structured spoken texts for a specific purpose and audience, employing formal language and using appropriate features of voice and multimodal or digital elements VC2E7LY02	deliver structured spoken texts for particular purposes and audiences to suit formal and informal contexts, using features of voice and multimodal or digital elements VC2E8LY02	deliver structured spoken texts for particular purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elements VC2E9LY02	deliver structured spoken texts for particular purposes, experimenting with formality in deliberate consideration of an audience, using features of voice and multimodal or digital elements VC2E10LY02
Texts in context (Literacy)	explain the effect of current technology on reading, creating and responding to texts, including media texts VC2E7LY04	describe how representations of people, places and events reflect the context of the text VC2E8LY04	analyse how representations of people, places, events and concepts reflect contexts VC2E9LY04	analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts VC2E10LY04
Creating texts (Literacy)	create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience VC2E7LY08	create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate VC2E8LY08	create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience VC2E9LY08	create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposes and in deliberate consideration of an audience VC2E10LY08

	Level 7	Level 8	Level 9	Level 10
Part of the achievement standard to be assessed				
Language mode	Achievement standard extract			
Reading and Viewing	When reading and viewing, students engage with a range of different types of texts for meaning. They engage with vocabulary and grammatical knowledge, and the ways that different sentence structures extend and explain ideas, how accurate use of tense creates clarity and how punctuation supports meaning.	When reading and viewing, students engage with a range of different types of texts for meaning. They engage with vocabulary and grammatical knowledge, and the ways that different clause structures add information, the effects of nominalisation and how punctuation supports meaning.	When reading and viewing, students engage with a range of different types of texts for meaning. They engage with vocabulary and grammatical knowledge, including the ways that sentence structures are varied for creative effect and how punctuation supports citation and reference.	When reading and viewing, students engage with a range of different types of texts for meaning. They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas.
Connected content descriptions				
Sub-strand (and strand)	Content descriptions			
Text structure and organisation (Language)	identify and describe how texts are structured differently depending on their purpose, and how language features vary in texts VC2E7LA03	explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids VC2E8LA03	explore the ways that text structures and language features can be adapted and altered according to purpose VC2E9LA03	analyse text structures and language features and evaluate their effectiveness in achieving their purpose VC2E10LA03
Language for expressing and developing ideas (Language)	understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas VC2E7LA05 understand how consistency of tense through verbs and verb groups achieves clarity VC2E7LA06 explore how still images, moving images and sound can be used to create a perspective VC2E7LA07 explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings VC2E7LA08 understand the use of punctuation including colons and brackets to support meaning VC2E7LA09	examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences VC2E8LA05 understand the effect of nominalisation in texts VC2E8LA06 explore how still images, moving images and sound use intertextual references to enhance and layer meaning VC2E8LA07 examine the role and use of academic vocabulary VC2E8LA08 understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning VC2E8LA09	explore how authors vary sentence structures for effect, such as using a sentence fragment, or intentionally using a dependent clause on its own VC2E9LA05 understand how abstract nouns can be used to summarise ideas in text VC2E9LA06 analyse how symbols in still and moving images and the use of sound augment meaning VC2E9LA07 analyse how vocabulary choices contribute to style, mood and tone VC2E9LA08 understand and use punctuation conventions to condense information and for referencing and citing others for formal and informal purposes VC2E9LA09	analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas VC2E10LA05 analyse how syntax contributes to meaning and style VC2E10LA06 evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representations VC2E10LA07 understand and use, with precision, an expanded vocabulary VC2E10LA08 use and experiment with punctuation for meaning and effect VC2E10LA09
Literature and contexts (Literature)	identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E7LE01	explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups VC2E8LE01	analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E9LE01	analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E10LE01
Word knowledge (Literacy)	understand how to use spelling rules, base words, suffixes, prefixes, spelling patterns and word origins (etymology),	explore and use learnt knowledge to spell technical and academic words consistently and accurately VC2E8LY03	use learnt knowledge to spell accurately and consistently, and understand that non-standard spelling is used in texts	use learnt knowledge of the spelling system to spell words accurately and to manipulate standard and non-standard spelling for particular effects

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	including Greek and Latin roots, to learn new words and how to spell them VC2E7LY03		for particular effects, such as characterisation and humour, and to represent accents and distinctive speech VC2E9LY03	VC2E10LY03
Analysing, interpreting and evaluating (Literacy)	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas VC2E7LY07	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts VC2E8LY07	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts VC2E9LY07	integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas VC2E10LY07
Part of the achievement standard to be assessed				
Language mode	Achievement standard extract			
Reading and Viewing	When demonstrating understanding of texts, students explain ways that characters, settings and events combine and create meaning in texts from different historical, cultural or social contexts. They develop opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, create characters, settings and events. They explain and summarise ideas drawn from texts. They describe how texts, including print and digital, are structured for different purposes. They explain how literary devices create meaning and aesthetic qualities. They explore how perspective is created through still images, moving images and sound.	When demonstrating understanding of texts, students identify and explain intertextual references, issues and points of view from diverse historical, cultural and social contexts. They explore opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, influence the reader's response to represented values. They analyse and evaluate the ways that ideas are organised in texts. They explain how texts, including print, digital and hybrid, are structured for different purposes. They explore how literary devices, including imagery, create meaning and aesthetic qualities. They explore how still images, moving images and sound use intertextual references to create meaning.	When demonstrating understanding of texts, students discuss their responses to texts from diverse historical, cultural and social contexts, and they compare initial and subsequent impressions. They explore different responses, including personal impressions. They analyse how language and/or still and moving images and sound represent values, beliefs and attitudes and are used to shape audiences' preferences. They analyse the relationship between text structures, language features, literary devices and intertextual connections. They explore how authors adapt and experiment with texts, including print, digital and hybrid, according to purpose. They analyse how literary devices, including poetic features, create meaning and aesthetic qualities. They analyse how symbols in still and moving images, and sound effects, create meaning.	When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references. They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation.
Connected content descriptions				
Sub-strand (and strand)	Content descriptions			
Language for interacting with others (Language)	understand the language of evaluation and substantiation VC2E7LA02	understand how language features such as simile and metaphor can add layers of meaning to the language of evaluation and substantiation VC2E8LA02	understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphor VC2E9LA02	understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
Text structure and organisation (Language)	identify and describe how texts are structured differently depending on their purpose, and how language features vary in texts VC2E7LA03	explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids VC2E8LA03	explore the ways that text structures and language features can be adapted and altered according to purpose VC2E9LA03	analyse text structures and language features and evaluate their effectiveness in achieving their purpose VC2E10LA03
Language for expressing and developing ideas (Language)	explore how still images, moving images and sound can be used to create a perspective VC2E7LA07	explore how still images, moving images and sound use intertextual references to enhance and layer meaning VC2E8LA07	analyse how symbols in still and moving images and the use of sound augment meaning VC2E9LA07	evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representations VC2E10LA07
Literature and contexts (Literature)	identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical,	explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social	analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social	analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by

	Level 7	Level 8	Level 9	Level 10
	cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E7LE01	contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups VC2E8LE01	contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E9LE01	Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E10LE01
Engaging with and responding to literature (Literature)	develop an opinion about characters, settings and events in literary texts, identifying areas of agreement and difference with others' opinions and justifying a response VC2E7LE02 explore the ways that literary devices and language features, such as dialogue, and still and moving images are used to create character, and to influence emotions and opinions in a range of literary texts VC2E7LE03	explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02 explain how language and still and moving images in a range of literary texts influence an audience's response to and formation of social and/or ethical positions VC2E8LE03	explore and develop responses, including personal responses, to literary texts, comparing initial and subsequent impressions VC2E9LE02 analyse how literary devices and language features, and still and moving images, shape an audience's preference about the social, moral or ethical positions presented in literary texts VC2E9LE03	synthesise their own interpretation of a literary text, and explore the interpretations of others VC2E10LE02 analyse the ways that social, moral or ethical positions are represented in a range of literary texts VC2E10LE03
Examining literature (Literature)	identify and explain the ways that characters, settings and events combine to create meaning in literary texts VC2E7LE04 identify and explain how literary devices create layers of meaning and aesthetic qualities in literary texts, including poetry VC2E7LE05	identify intertextual references in literary texts and explain how the references enable new understandings VC2E8LE04 explore how language features such as sentence patterns create tone and voice, and how literary devices such as imagery create meaning and aesthetic qualities in literary texts VC2E8LE05	analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references VC2E9LE04 analyse the ways that text structures, language features and literary devices in literary texts create aesthetic qualities VC2E9LE05	analyse how text structure, language features, literary devices and intertextual connections shape interpretations of literary texts VC2E10LE04 compare and evaluate how 'voice' as a literary device is used in a range of texts to evoke emotional responses and to create aesthetic qualities VC2E10LE05
Analysing, interpreting and evaluating (Literacy))	analyse the ways in which language features shape meaning and vary according to audience and purpose VC2E7LY05 explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology VC2E7LY06 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas VC2E7LY07	analyse and evaluate the ways that language features represent perspectives on an issue, event, situation, individual or group, and the ways that quotations and sources are used and repurposed in a text VC2E8LY05 analyse how authors organise ideas to develop and shape meaning VC2E8LY06 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts VC2E8LY07	analyse and evaluate how language features are used to explicitly represent values, beliefs and attitudes VC2E9LY05 analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning VC2E9LY06 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts VC2E9LY07	analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudes VC2E10LY05 analyse and evaluate how authors organise ideas in texts to achieve a purpose VC2E10LY06 integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas VC2E10LY07
Part of the achievement standard to be assessed				
Language mode	Achievement standard extract			
Writing	When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details from texts appropriate for purpose, and include appropriate multimodal or digital elements. They review and edit their own and others' texts and reflect on these processes.	When creating written and spoken texts, students select and expand on ideas and experiment with language features and literary devices for purpose and effect, and include appropriate multimodal or digital elements. They review and edit their own and others' texts and reflect on these processes.	When creating written and spoken texts, students present ideas through a point of view and/or a voice. They experiment with textual elements and include appropriate multimodal or digital elements. They review and edit their own and others' texts for clarity and control and reflect on these processes.	When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others' texts and reflect on these processes. They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.

	Level 7	Level 8	Level 9	Level 10
	<p>They use text structures that build sequence and cohesion in a text; grammar, including sentence structures, to achieve clarity; and punctuation to support meaning.</p> <p>They use vocabulary that builds specialist and technical knowledge. They experiment with language features and literary devices they have encountered in texts.</p> <p>They use spelling rules and knowledge of word origins to spell unfamiliar words.</p>	<p>They use evidence and substantiation to create cohesion; structure to create sequence; grammar to add information and expand ideas; and punctuation to support meaning.</p> <p>They use vocabulary typical of academic texts, including nominalisation. They experiment with language features and literary devices for effect.</p> <p>They use spelling rules and word origins to learn and accurately spell new words.</p>	<p>They experiment with text structures for cohesion and sequence, vary grammar for creative effect and use punctuation to condense and link ideas.</p> <p>They use vocabulary that contributes to style, mood and tone. They use language features and literary devices to create hybrid texts.</p> <p>They explore standard and non-standard spelling for creative effect.</p>	<p>They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.</p> <p>They use standard and non-standard spelling appropriate for purpose and audience.</p>
Connected content descriptions				
Sub-strand (and strand)	Content descriptions			
Text structure and organisation (Language)	<p>identify and describe how texts are structured differently depending on their purpose, and how language features vary in texts</p> <p>VC2E7LA03</p> <p>understand that the cohesion of texts relies on devices that signal, structure and sequence, such as overviews, examples, and beginnings and endings</p> <p>VC2E7LA04</p>	<p>explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids</p> <p>VC2E8LA03</p> <p>understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims</p> <p>VC2E8LA04</p>	<p>explore the ways that text structures and language features can be adapted and altered according to purpose</p> <p>VC2E9LA03</p> <p>understand how a range of cohesive devices, including nominalisation, condense information in texts and link, expand and sequence ideas</p> <p>VC2E9LA04</p>	<p>analyse text structures and language features and evaluate their effectiveness in achieving their purpose</p> <p>VC2E10LA03</p> <p>understand how text structures are selected and can be varied to create sequence and cohesion</p> <p>VC2E10LA04</p>
Language for expressing and developing ideas (Language)	<p>understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas</p> <p>VC2E7LA05</p> <p>understand how consistency of tense through verbs and verb groups achieves clarity</p> <p>VC2E7LA06</p> <p>explore how still images, moving images and sound can be used to create a perspective</p> <p>VC2E7LA07</p> <p>explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings</p> <p>VC2E7LA08</p> <p>understand the use of punctuation including colons and brackets to support meaning</p> <p>VC2E7LA09</p>	<p>examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences</p> <p>VC2E8LA05</p> <p>understand the effect of nominalisation in texts</p> <p>VC2E8LA06</p> <p>explore how still images, moving images and sound use intertextual references to enhance and layer meaning</p> <p>VC2E8LA07</p> <p>examine the role and use of academic vocabulary</p> <p>VC2E8LA08</p> <p>understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning</p> <p>VC2E8LA09</p>	<p>explore how authors vary sentence structures for effect, such as using a sentence fragment, or intentionally using a dependent clause on its own</p> <p>VC2E9LA05</p> <p>understand how abstract nouns can be used to summarise ideas in text</p> <p>VC2E9LA06</p> <p>analyse how symbols in still and moving images and the use of sound augment meaning</p> <p>VC2E9LA07</p> <p>analyse how vocabulary choices contribute to style, mood and tone</p> <p>VC2E9LA08</p> <p>understand and use punctuation conventions to condense information and for referencing and citing others for formal and informal purposes</p> <p>VC2E9LA09</p>	<p>analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas</p> <p>VC2E10LA05</p> <p>analyse how syntax contributes to meaning and style</p> <p>VC2E10LA06</p> <p>evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representations</p> <p>VC2E10LA07</p> <p>understand and use, with precision, an expanded vocabulary</p> <p>VC2E10LA08</p> <p>use and experiment with punctuation for meaning and effect</p> <p>VC2E10LA09</p>
Literature and contexts (Literature)	<p>identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p> <p>VC2E7LE01</p>	<p>explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups</p> <p>VC2E8LE01</p>	<p>analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p> <p>VC2E9LE01</p>	<p>analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p> <p>VC2E10LE01</p>

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Creating literature (Literature)	create texts that experiment with literary language features and devices encountered in texts VC2E7LE06	create texts that experiment with literary language features and literary devices for particular purposes and effects VC2E8LE06	create texts, which may be hybrid, that experiment with literary text structures, language features and devices, and voice, for purposes and audiences VC2E9LE06	create texts with a sustained voice, selecting and adapting literary text structures and devices, and language, auditory and visual features for purposes and audiences VC2E10LE06
Texts in context (Literacy)	explain the effect of current technology on reading, creating and responding to texts, including media texts VC2E7LY04	describe how representations of people, places and events reflect the context of the text VC2E8LY04	analyse how representations of people, places, events and concepts reflect contexts VC2E9LY04	analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts VC2E10LY04
Word knowledge (Literacy)	understand how to use spelling rules, base words, suffixes, prefixes, spelling patterns and word origins (etymology), including Greek and Latin roots, to learn new words and how to spell them VC2E7LY03	explore and use learnt knowledge to spell technical and academic words consistently and accurately VC2E8LY03	use learnt knowledge to spell accurately and consistently, and understand that non-standard spelling is used in texts for particular effects, such as characterisation and humour, and to represent accents and distinctive speech VC2E9LY03	use learnt knowledge of the spelling system to spell words accurately and to manipulate standard and non-standard spelling for particular effects VC2E10LY03
Creating texts (Literacy)	create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience VC2E7LY08 review and edit their own texts and the texts of others by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact and coherence, and reflect on these processes VC2E7LY09	create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate VC2E8LY08 review and edit to refine and clarify ideas to improve the effectiveness and coherence of their own texts and the texts of others, and reflect on these processes VC2E8LY09	create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience VC2E9LY08 review and edit their own texts and the texts of others to improve clarity, coherence and control over content, organisation, paragraphing, sentence structure, vocabulary and multimodal elements, and reflect on these processes VC2E9LY09	create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposes and in deliberate consideration of an audience VC2E10LY08 review, edit and refine their own texts and the texts of others for control and coherence of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects, and reflect on these processes VC2E10LY09