

# Comparison of AC v8.4 to v9.0

## Year 10: English

Key	same/refined	removed	new	moved
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**Note:**

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Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.</p> <p>They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.</p> <p>Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>			<p>By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.</p> <p>They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve ACELA1563			Language
	Language for interaction	understand how language use can have inclusive and exclusive social effects, and can empower or disempower people ACELA1564	understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LA01	Language for interacting with others	
		understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication ACELA1565	understand that language used to evaluate, implicitly or explicitly reveals an individual's values AC9E10LA02		
	Text structure and organisation	compare the purposes, text structures and language features of traditional and contemporary texts in different media ACELA1566	analyse text structures and language features and evaluate their effectiveness in achieving their purpose AC9E10LA03	Text structure and organisation	
		understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects ACELA1567	understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA04		
	Expressing and developing ideas	analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts ACELA1569	analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas AC9E10LA05	Language for expressing and developing ideas	
		analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction ACELA1570	analyse how meaning and style are achieved through syntax AC9E10LA06		
		evaluate the impact on audiences of different choices in the representation of still and moving images ACELA1572	evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LA07		
		refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences ACELA1571	use an expanded technical and academic vocabulary for precision when writing academic texts AC9E10LA08		
		understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA 1556 <b>Moved from Text structure and organisation Year 9</b>	understand how authors use and experiment with punctuation AC9E10LA09		
Literature	Literature and contexts	compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts ACELT1639	analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts <u>by First Nations Australian, and wide-ranging Australian and world authors</u> AC9E10LE01	Literature and contexts	
	Responding to literature	reflect on, extend, endorse or refute others' interpretations of and responses to literature ACELT1640	reflect on and extend others' interpretations of and responses to literature AC9E10LE02	Engaging with and responding to literature	
		analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response ACELT1641	analyse how the <u>aesthetic</u> qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response AC9E10LE03		

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	evaluate the social, moral and ethical positions represented in texts ACELT1812	evaluate the social, moral or ethical positions represented in literature AC9E10LE04		
Examining literature	identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text ACELT1642	analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE05	Examining literature	
	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses ACELT1643	compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses AC9E10LE06		
	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts ACELT1774	analyse and evaluate the <b>aesthetic</b> qualities of texts AC9E10LE07		
Creating literature	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts ACELT1814	create and <b>edit</b> literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences AC9E10LE08	Creating literature	
	create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience ACELT1815			
	create imaginative texts that make relevant thematic and intertextual connections with other texts ACELT 1644			
Literacy	Texts in context	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices ACELY1749	analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts AC9E10LY01	Texts in context
	Interacting with others	identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage ACELY1750	listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY02	Interacting with others
		use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences ACELY1813		
	Interpreting, analysing and evaluating	identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ACELY1752	analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes AC9E10LY03	Analysing, interpreting and evaluating
		choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts ACELY1753	analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY04	
		use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence ACELY1754	integrate comprehension strategies <b>such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring</b> to analyse and interpret complex and abstract ideas AC9E10LY05	
	Creating texts	create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ACELY1756	plan, create, <b>edit</b> and publish written and multimodal texts, <b>organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</b> AC9E10LY06	Creating texts
		plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action ACELY1751 <b>Moved from Interacting with others</b>	plan, create, rehearse and deliver spoken and multimodal presentations <b>by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</b> AC9E10LY07	
		<b>review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects</b> ACELY1757		
		<b>use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user</b> ACELY1776		
				Literacy

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	understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots ACELA1573 <b>Moved from Language strand: Expressing and developing ideas</b>	use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects AC9E10LY08	<b>Word knowledge</b>

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