

Comparison of AC v8.4 to v9.0

Year 6: English

Key	same/refined	removed	new	moved
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Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p>Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.</p> <p>Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p>			<p>By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.</p> <p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English ACELA1515			
	Language for interaction	understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase ACELA1516	understand that language varies as levels of formality and social distance increase AC9E6LA01	Language for interacting with others	Language
		understand the uses of objective and subjective language and bias ACELA1517	understand the uses of objective and subjective language, and identify bias AC9E6LA02		
	Text structure and organisation	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ACELA1518	explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03	Text structure and organisation	
		understand that cohesive links can be made in texts by omitting or replacing words ACELA1520	understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04		
	Expressing and developing ideas	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522	understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05	Language for expressing and developing ideas	
		understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06		
		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	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07		
		investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525	identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08		
		understand the uses of commas to separate clauses ACELA1521 Moved from Text structure and organisation	understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09		
Literature	Literature and contexts	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ACELT1613	identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE01	Literature and contexts	
	Responding to literature	analyse and evaluate similarities and differences in texts on similar topics, themes or plots ACELT1614	identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02	Engaging with and responding to literature	
		identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ACELT1615			

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Examining literature	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	identify and explain characteristics that define an author's individual style AC9E6LE03	Examining literature
	identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617	explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04	
Creating literature	create literary texts that adapt or combine aspects of texts students have experienced in innovative ways ACELT1618	create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05	Creating literature
	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		
Texts in context	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches ACELY1708	examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01	Texts in context
Interacting with others	participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ACELY1709	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02	Interacting with others
	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		
Interpreting, analysing and evaluating	analyse how text structures and language features work together to meet the purpose of a text ACELY1711	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03	Analysing, interpreting and evaluating
	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	select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04	
	use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05	
	analyse strategies authors use to influence readers ACELY1801		
Creating texts	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 ACELY1714	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06	Creating texts
	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 ACELY1710 Moved from Interacting with others	plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07	
	re-read and edit students' own and others' work using agreed criteria and explaining editing choices ACELY1715		
	develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose ACELY1716		
	use a range of software, including word processing programs, learning new functions as required to create texts ACELY1717		
Moved from Language strand Phonics and word knowledge	understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words ACELA1830	use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08	Phonic and word knowledge
	understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words ACELA1526	use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09	

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