

Years 7–10 English

Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Years 7–10 English. Content descriptions identify the learning area's essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Prep–Year 6 English.


Strand: Language				
Sub-strands	Year 7	Year 8	Year 9	Year 10
Language for interacting with others	understand how language expresses and creates personal and social identities AC9E7LA01	recognise how language shapes relationships and roles AC9E8LA01	recognise how language empowers relationships and roles AC9E9LA01	understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LA01
	recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02	understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA02	understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor AC9E9LA02	understand that language used to evaluate, implicitly or explicitly reveals an individual's values AC9E10LA02
Text structure and organisation	identify and describe how texts are structured differently depending on their purpose and how language features vary in texts AC9E7LA03	explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LA03	examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03	analyse text structures and language features and evaluate their effectiveness in achieving their purpose AC9E10LA03
	understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs AC9E7LA04	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims AC9E8LA04	investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives AC9E9LA04	understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA04
Language for expressing and developing ideas	understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA05	examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LA05	identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment AC9E9LA05	analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas AC9E10LA05
	understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LA06	understand the effect of nominalisation in texts AC9E8LA06	understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06	analyse how meaning and style are achieved through syntax AC9E10LA06
	analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07	investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07	analyse how symbols in still and moving images augment meaning AC9E9LA07	evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LA07
	investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LA08	identify and use vocabulary typical of academic texts AC9E8LA08	analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08	use an expanded technical and academic vocabulary for precision when writing academic texts AC9E10LA08
	understand the use of punctuation including colons and brackets to support meaning AC9E7LA09	understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning AC9E8LA09	understand punctuation conventions for referencing and citing others for formal and informal purposes AC9E9LA09	understand how authors use and experiment with punctuation AC9E10LA09

Strand: Literature				
Sub-strands	Year 7	Year 8	Year 9	Year 10
Literature and Contexts	identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01	explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE01	analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E9LE01	analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E10LE01
Engaging with and responding to literature	form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response AC9E7LE02	share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE02	present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02	reflect on and extend others' interpretations of and responses to literature AC9E10LE02
	explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE03	explain how language and/or images in texts position readers to respond and form viewpoints AC9E8LE03	analyse how features of literary texts influence readers' preference for texts AC9E9LE03	analyse how the aesthetic 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
	discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE04			evaluate the social, moral or ethical positions represented in literature AC9E10LE04
Examining literature	identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LE05	identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04	analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04	analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE05
	identify and explain how literary devices create layers of meaning in texts including poetry AC9E7LE06	analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LE05	analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LE05	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 the aesthetic qualities of texts AC9E10LE07
Creating literature	create and edit literary texts that experiment with language features and literary devices encountered in texts AC9E7LE07	create and edit literary texts that experiment with language features and literary devices for particular purposes and effects AC9E8LE06	create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences AC9E9LE06	create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences AC9E10LE08

Strand: Literacy				
Sub-strands	Year 7	Year 8	Year 9	Year 10
Texts in context	explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY01	identify how texts reflect contexts AC9E8LY01	analyse how representations of people, places, events and concepts reflect contexts AC9E9LY01	analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts AC9E10LY01
Interacting with others	use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02	use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02	listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts AC9E9LY02	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
Analysing, interpreting and evaluating	analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03	analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text AC9E8LY03	analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03	analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes AC9E10LY03
	explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY04	analyse how authors organise ideas to develop and shape meaning AC9E8LY04	analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY04	analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY04
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY05	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY05	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts AC9E9LY05	integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas AC9E10LY05
Creating texts	plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E7LY06	plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY06	plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E9LY06	plan, create, edit and publish written and multimodal texts, 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 AC9E10LY06
	plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E7LY07	plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY07	plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E9LY07	plan, create, rehearse and deliver spoken and multimodal presentations 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 AC9E10LY07
Word knowledge	understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them AC9E7LY08	apply learnt knowledge to spell accurately and to learn new words AC9E8LY08	understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech AC9E9LY08	use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects AC9E10LY08

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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