

# Comparison of AC v8.4 to v9.0

## Year 8: 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 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.</p> <p>Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.</p> <p>Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>			<p>By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.</p> <p>They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return ACELA1540			Language
	Language for interaction	understand how conventions of speech adopted by communities influence the identities of people in those communities ACELA1541	recognise how language shapes relationships and roles AC9E8LA01	Language for interacting with others	
		understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody ACELA1542	understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA02		
	Text structure and organisation	analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543	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	Text structure and organisation	
		understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims AC9E8LA04		
		understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809			
	Expressing and developing ideas	analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545	examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LA05	Language for expressing and developing ideas	
		understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546	understand the effect of nominalisation in texts AC9E8LA06		
		investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning ACELA1548	investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07		
		recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547	identify and use vocabulary typical of academic texts AC9E8LA08		
understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544 <b>Moved from Text structure and organisation</b>		understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning AC9E8LA09			
Literature and contexts	explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	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, <u>by First Nations Australian, and wide-ranging Australian and world authors</u> AC9E8LE01	Literature and contexts		
	explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those				

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		by Aboriginal and Torres Strait Islander authors ACELT1806		
Responding to literature	share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ACELT1627	share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE02	Engaging with and responding to literature	
	understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628	explain how language and/or images in texts position readers to respond and form viewpoints AC9E8LE03		
	recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807			
Examining literature	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629	identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04	Examining literature	
	identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630	analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LE05		
	interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767			
Creating literature	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects ACELT1632	create and <b>edit</b> literary texts that experiment with language features and literary devices for particular purposes and effects AC9E8LE06	Creating literature	
	experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts ACELT1768			
Literacy	Texts in context	analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication ACELY1729	identify how texts reflect contexts AC9E8LY01	Texts in context
	Interacting with others	interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives ACELY1730	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	Interacting with others
		use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects ACELY1808		
	Interpreting, analysing and evaluating	analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	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	Analysing, interpreting and evaluating
		apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733	analyse how authors organise ideas to develop and shape meaning AC9E8LY04	
		use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734	use comprehension strategies <b>such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring</b> to interpret and evaluate ideas in texts AC9E8LY05	
		<b>explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener</b> ACELY1735		
	Creating texts	create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate ACELY1736	plan, create, <b>edit</b> and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features <b>for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical</b> AC9E8LY06	Creating texts
		plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints ACELY1731 <b>Moved from Interacting with others</b>	plan, create, rehearse and deliver spoken and multimodal presentations <b>for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations</b> , and organising and developing ideas in texts in ways that may be <b>imaginative, reflective, informative, persuasive and/or analytical</b> AC9E8LY07	

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	experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts ACELY1810		
	use a range of software, including word processing programs, to create, edit and publish texts imaginatively ACELY1738		
	understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549 <b>Moved from Language strand: Expressing and developing ideas</b>	apply learnt knowledge to spell accurately and to learn new words AC9E8LY08	<b>Word knowledge</b>

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