Comparison of AC v8.4 to v9.0

ACiQ|v9.0

Year 9: English

Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
Receptive modes (listening, reading and viewing) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience. Productive modes (speaking, writing and creating) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.	By the end of Year 9, 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 and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing ACELA1550			Language
	Language for interaction	understand that roles and relationships are developed and challenged through language and interpersonal skills ACELA1551	recognise how language empowers relationships and roles AC9E9LA01	Language for interacting with others	
		investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor ACELA1552	understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor AC9E9LA02		
	Text structure and organisation	understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03	Text structure and organisation	
		compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas ACELA1770	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		
	Expressing and developing ideas	explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557	identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment AC9E9LA05	Language for expressing and developing ideas	
		understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text ACELA1559	understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06		
		analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning ACELA1560	analyse how symbols in still and moving images augment meaning AC9E9LA07		
		identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness ACELA1561	analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08		
		understand conventions for citing others, and how to reference these in different ways ACELA1568 **Moved from Text structure and organisation Year 10**	understand punctuation conventions for referencing and citing others for formal and informal purposes AC9E9LA09		
Literature	Literature and contexts	interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts ACELT1633	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	Literature and contexts	Literature
	Responding to literature	present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771	present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02	Engaging with and responding to literature	
		reflect on, discuss and explore notions of literary value and how and why such notions vary according to context ACELT1634	analyse how features of literary texts influence readers' preference for texts AC9E9LE03		

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		explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts ACELT1635		
	Examining literature	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style ACELT1636	analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04	Examining literature
		investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes ACELT1637	analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LE05	
		analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		
	Creating literature	create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation ACELT1773	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	Creating literature
		experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink ACELT1638		
Literacy	Texts in context	analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts ACELY1739	analyse how representations of people, places, events and concepts reflect contexts AC9E9LY01	Texts in context
	Interacting with others	listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways ACELY1740	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	Interacting with others
		use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects ACELY1811		
	Interpreting, analysing and evaluating	interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts ACELY1742	analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03	Analysing, interpreting and evaluating
		apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743	analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY04	
		use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	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	
		explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		
	Creating texts	create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ACELY1746	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	Creating texts
		plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes ACELY1741 **Moved from Interacting with others**	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	
		review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features ACELY1747		
		use a range of software, including word processing programs, flexibly and imaginatively to publish texts ACELY1748		

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		understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech ACELA1562 **Moved from Language strand: Expressing and developing ideas**	understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech AC9E9LY08	Word knowledge	

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