**AUSTRALIAN CURRICULUM : ENGLISH: YEAR 8**

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| Language | Literature | Literacy |
| Language variation & change:   * understand the influence of English on other languages * how other languages influence English | Literature & context:   * explore how ideas & views in texts from different historical, social & cultural contexts can reflect or challenge values of groups or individuals * explore the interconnectedness of the Country & Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors | Texts in context:   * analyse & explain how language has evolved & how technology / media influence forms of communication |
| Language for interaction:   * how conventions of speech in communities influences identities * how rhetorical devices persuade & how layers of meaning are developed through metaphor, irony & parody | Responding to literature:   * share, reflect on, clarify and evaluate opinions and argument in literary texts * how words & images represent particular groups in society & how texts position readers in relation to those groups * recognise & explain differing viewpoints about world, culture, individuals and concerns in texts | Interacting with others:   * interpret stated & implied meanings in spoken texts & use evidence to support / challenge different perspectives * interaction skills – voice & language conventions for different situations – select vocab., voice modulation, music, images & sound for specific effect * Plan, rehearse & deliver presentations with appropriate sequencing, content etc to reflect a diversity of viewpoints |
| Text structure & organization:   * how structure and language of persuasive texts vary according to medium & mode of communication * how cohesion of text is improved by paragraphs which include examples, quotations & substantiation of claims (TEEL) * understand that complex texts use devices like lexical cohesion, ellipsis, grammatical theme & connectives * punctuation use including colons, semi colons, dashes & brackets in formal & informal tests | Examining literature:   * recognise, explain and analyse ways that literary texts draw on readers’ knowledge of other texts to enable new understanding and appreciation of aesthetic qualities * identify & evaluate devices that create tone – humour, wordplay, innuendo & parody in poetry, prose, drama or visual texts * interpret & analyse language choices – sentence patterns, dialogue, imagery etc in short stories, essays & plays | Interpreting, analysing, evaluating:   * analyse & evaluate how text structures & language features vary for purpose & how referenced sources add authority to a text * apply increasing knowledge of vocab., structures & features to understand context of texts * use comprehension strategies to interpret & evaluate, reflecting on validity of content, credibility of sources & finding evidence within the text for author’s point of view * explore & explain how authors combine different modes & media in creating texts, & impact on the viewer / listener |
| Expressing & developing ideas:   * analyse & examine how effective authors use a variety of clause structures * understand effect of nominalization in informative & persuasive texts (transform verbs to nouns) * how visual & multimodal texts allude / use other texts / images to enhance & layer meaning * how vocabulary contributes to specificity / abstraction & style * apply rules consistently for spelling and extend vocabulary | Creating literature:   * create literary texts that draw on structures & language features of other texts for particular purpose & effect * experiment with particular language features from varying texts, including combinations of language & visual choices to create new texts | Creating texts:   * create imaginative, informative & persuasive texts that raise issues, report events & advance opinions, use deliberate language & choices, including digital elements where appropriate * experiment with structures & features to refine & clarify ideas to improve effectiveness * use a range of software to create, edit and publish texts imaginatively |

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia’s engagement with Australia; Sustainability

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.