


# The Australian Curriculum

|                    |         |
|--------------------|---------|
| <b>Subjects</b>    | English |
| <b>Year levels</b> | Year 7  |

## Year 7 Content Descriptions

### Language

#### Language variation and change

Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating ([ACELA1528 - Scootle](#) )

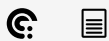


#### Elaborations


exploring languages and dialects through building webcam relationships with schools across Australia and Asia



investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email



#### Language for interaction

Understand how accents, styles of speech and idioms express and create personal and social identities ([ACELA1529 - Scootle](#) )

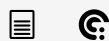



#### Elaborations

building a database of local idioms and their meanings, accents and styles of speech for different contexts, exploring the possibilities of these choices in drama and role play, and discussing their connection with personal and social identities



developing dialogues authentic to characters in comics, cartoons and animations

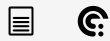


Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources ([ACELA1782 - Scootle](#) )



#### Elaborations

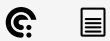
defending points of view in reading circle discussions



responding to points of view by developing and elaborating on others' responses



building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text



### Text structure and organisation

Understand and explain how the [text](#) structures and [language features](#) of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ([ACELA1531 - Scootle](#) [↗](#))



Elaborations

learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment



Understand that the coherence of more complex texts relies on devices that signal [text](#) structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts ([ACELA1763 - Scootle](#) [↗](#))

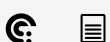


Elaborations

analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles



writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations

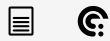


Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ([ACELA1532 - Scootle](#) [↗](#))




## Elaborations

discussing how qualifying statements add meaning to opinions and views in spoken texts



### Expressing and developing ideas


Recognise and understand that subordinate clauses embedded within **noun** groups/phrases are a common feature of written **sentence** structures and increase the density of information ([ACELA1534 - Scootle](#) )



## Elaborations

identifying and experimenting with a range of clause types and discussing the effect of these in the expression and development of ideas

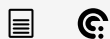


Understand how **modality** is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ([ACELA1536 - Scootle](#) )



## Elaborations

observing and discussing how a sense of certainty, probability and obligation is created in texts



Analyse how point of **view** is generated in visual texts by means of choices, for example gaze, angle and social distance ([ACELA1764 - Scootle](#) )

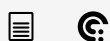


## Elaborations

comparing choices for point of view in animations, advertisements and other persuasive texts



comparing how different advertisements use visual elements to advertise the same product



experimenting with digital storytelling conventions to create personal reflections on shared experiences



Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language

(ACELA1537 - Scootle [↗](#))



Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them

(ACELA1539 - Scootle [↗](#))



## Literature

### Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle [↗](#))



#### Elaborations

building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples



identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age



### Responding to literature

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620 - Scootle [↗](#))

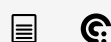


#### Elaborations

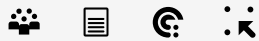
exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed



establishing forums for discussing the relative merits of fiction and film texts



comparing personal viewpoints on texts and justifying responses in actual and virtual discussions



Compare the ways that language and images are used to [create](#) character, and to influence emotions and opinions in different [types of texts \(ACELT1621 - Scootle\)](#)



Elaborations

identifying stereotypes, prejudice and oversimplifications in texts



exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed



Discuss aspects of texts, for example their [aesthetic](#) and social value, using relevant and appropriate [metalinguage \(ACELT1803 - Scootle\)](#)



## Examining literature

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ([ACELT1622 - Scootle](#))

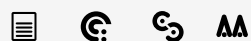


Elaborations

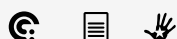
analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language



exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative

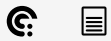


analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people



discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled

its purpose

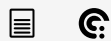


Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to [create](#) layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ([ACELT1623 - Scootle](#)



Elaborations

experiencing the sound and rhythm of poetry, and using metalanguage, for example 'refrain' and 'chant', to discuss the layers of meaning that are created



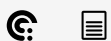
### Creating literature

[Create](#) literary texts that adapt [stylistic features](#) encountered in other texts, for example, [narrative](#) viewpoint, structure of stanzas, contrast and [juxtaposition](#) ([ACELT1625 - Scootle](#)

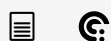


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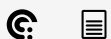
using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation



imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending



creating chapters for an autobiography, short story or diary



Experiment with [text](#) structures and [language features](#) and their effects in creating literary texts, for example, using rhythm, sound effects, [monologue](#), [layout](#), navigation and colour ([ACELT1805 - Scootle](#)



Elaborations

experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives



transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode



drawing on literature and life experiences to create a poem, for example ballad, series of haiku



## Literacy

### Texts in context

Analyse and explain the effect of technological innovations on texts, particularly [media texts](#) (ACELY1765 - Scootle [↗](#))



#### Elaborations

investigating the influence on written language of communicative technologies like SMS, text, email and Twitter



analysing the impact of interactive elements of digital magazines



### Interacting with others

Identify and discuss main ideas, concepts and points of [view](#) in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719 - Scootle [↗](#))



#### Elaborations

identifying, discussing and interpreting ideas and concepts that other individuals and groups value



identifying key evidence supporting an argument in a discussion between two speakers



Use interaction skills when discussing and presenting ideas and information, selecting [body language](#),



voice qualities and other elements, (for example music and sound) to add interest and meaning  
(ACELY1804 - Scootle [↗](#))

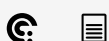


#### Elaborations

participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



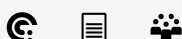
using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others



choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as debating a topic with a team from another school, introducing a speaker at a school function



selecting voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement



Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720 - Scootle [↗](#))



#### Elaborations

preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own



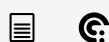
### Interpreting, analysing, evaluating

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle [↗](#))

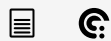



#### Elaborations

identifying the purpose and possible audience for a text



explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features

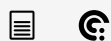


Use prior knowledge and **text** processing strategies to interpret a range of **types of texts** ([ACELY1722 - Scootle](#) )

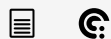



#### Elaborations

identifying cause and effect in explanations and how these are used to convince an audience of a course of action



inferring the tone and emotional intent of a character in dialogue in a narrative




Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723 - Scootle](#) )



Compare the **text** structures and **language features** of multimodal texts, explaining how they combine to influence audiences ([ACELY1724 - Scootle](#) )



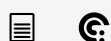
### Creating texts

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of **subject** matter and particular language, visual, and audio features to convey information and ideas ([ACELY1725 - Scootle](#) )

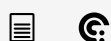


#### Elaborations

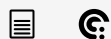
compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories



using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments



writing and delivering presentations with specific rhetorical devices to engage an audience



Edit for meaning by removing [repetition](#), refining ideas, reordering sentences and adding or substituting words for impact ([ACELY1726 - Scootle](#) [↗](#))



Elaborations

using collaborative technologies to jointly construct and edit texts



Consolidate a personal [handwriting](#) style that is legible, fluent and automatic and supports writing for extended periods ([ACELY1727 - Scootle](#) [↗](#))



Use a range of software, including [word](#) processing programs, to confidently [create](#), edit and publish written and multimodal texts ([ACELY1728 - Scootle](#) [↗](#))



Elaborations

understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation

