The Australian
Curriculum

Subjects	English
Year levels	Year 8

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Year 8 Content Descriptions

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 - Scootle ↗)

⟲ ▤ W L S R

Elaborations

exploring examples of Singlish (Singapore English) from a Singlish dictionary

⟲ ▤ ⋀⋀

investigating borrowings from a range of languages into English, for example from French and Italian

▤

Language for interaction

Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541 - Scootle ↗)

⟲ ▤ W L S R

Elaborations

understanding that our use of language helps to create different identities, for example teenage groups and sportspeople have adopted particular words or ways of speaking

Ⓒ ▤

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 - Scootle ↗)

▤ Ⓒ L S

Elaborations

identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement)

▤ Ⓒ

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 - Scootle ↗)

W L S R

Elaborations

discussing how particular perspectives of the same event are portrayed through the combination of images and words in various media texts
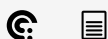
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766 - Scootle ↗)

W R

Elaborations

writing paragraphs of extended length that explain and substantiate a particular personal viewpoint

Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809 - Scootle ↗)

W R

Elaborations

interpreting complex sentence structures through reading aloud literary texts such as sonnets or plays

using cohesive devices when writing complex texts

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544 - Scootle ↗)

W R

Elaborations

creating dialogue in drama showing interruptions, asides and pauses for effect

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 - Scootle ↗)

Elaborations

evaluating how speechmakers influence audiences though specific language features such as the use of embedded clauses to add information
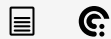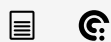
Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546 - Scootle ↗)

Elaborations

analysing formal and persuasive texts to identify and explain language choices such as nominalisation

Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548 - Scootle ↗)

Elaborations

comprehending a series of static images and combinations of language and images in a picture book, for example title, setting, characters, actions, as well as technical elements including position, size, colour, angle, framing, point of view
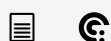
analysing the relationship between visual elements and text in non-fiction texts such as documentaries, television news, online newspapers and digital magazines
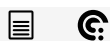
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547 - Scootle ↗)

Elaborations

experimenting with vocabulary choices in a range of written and spoken texts and assessing the different effects these choices generate

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 4 of 12

Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549 - Scootle ↗)

W **L** **S** **R**

Elaborations

understanding the different ways complex words are constructed and, when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations

Literature

Literature and context

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 - Scootle ↗)

W **R**

Elaborations

investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints
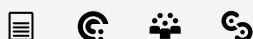
comparing attitudes and ideas in texts drawn from contexts that are different to students' own

Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806 - Scootle ↗)
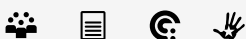
W **R**

Elaborations

identifying and describing the ways films suggest Country/Place and Identity through language features such as image, soundtrack and narrative control

selecting aspects of a text related to Country/Place, People, Identity and Culture and adapt it for a new context, noting if changes in one aspect will result in changes in another

explaining how individual interpretations of these aspects are influenced by students' own knowledge, values and cultural assumptions
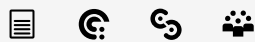
Responding to literature

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627 - Scootle ↗)

Elaborations

discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts

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 - Scootle ↗)

Elaborations

recognising the similarities and differences between types of texts (for example a complex picture book and a feature film) in order to understand how different combinations of words and images lead readers to interpret visual texts in particular ways, according to audience, purpose and context

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807 - Scootle ↗)

Elaborations

analysing arguments for and against a particular issue in current community debates and justifying a personal stance
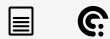
Examining literature

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 - Scootle ↗)
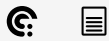
Elaborations

exploring how some writers use terse and relatively simple language choices while others use more elaborate and complex syntax

examining the language patterns, including sentence patterns, in a range of short texts and discussing the effect on readers' interpretation of these choices

writing or speaking about a literary text and outlining the impact of the text on a listener, viewer or reader, for example in a journal in which students reflect on their personal responses and on how language and structural features in the text contribute to its impact
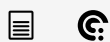
discussing, debating and assessing remakes of literary texts and their effectiveness and purpose
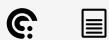
discussing, debating and assessing book or film series, sequels, prequels, fan fiction sites, tie-in publications or merchandise
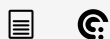
Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630 - Scootle ↗)

Elaborations

understanding that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers/listeners, who can identify or judge tone through past experience and language clues in the text
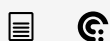
Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle ↗)

Elaborations

select an aspect of a text such as a sentence pattern or an image or word and adapt it for a new context explaining how the change will affect meaning

Creating literature

Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632 - Scootle ↗)
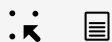
📄 ⟳ W S

Elaborations

creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style

📄 ⟳
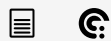
combining visual and digital elements to create layers of meaning for serious and humorous purposes

⦂ĸ 📄

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768 - Scootle ↗)

📄 ⟳ W L S R

Elaborations

creating and performing scripts for short plays that make use of the affordances of visual, verbal and additional modes (for example music) to create atmosphere, to deepen interpretation of verbal meaning and to enhance the drama of a performance

📄 ⟳
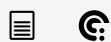
Literacy

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 - Scootle ↗)

📄 ⦂ĸ ⟳ W L S R

Elaborations

identifying and explaining how mobile technologies are influencing language uses and structures

⟳ 📄 ⦂ĸ

analysing the ways that identity may be created in digital contexts

📄 ⟳ ⦂ĸ

identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts
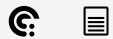
Interacting with others

Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730 - Scootle ↗)

Elaborations

listen to a conversation or speech and identify the point being made and explain the tone and manner of presentation. Change the focus of the conversation or speech and identify how meaning has changed
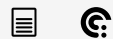
change the tone in which the speech or conversation is presented and discuss how interpretations can also change.

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 - Scootle ↗)

Elaborations

participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
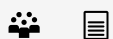
using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas

choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification, to meet perceived audience needs

selecting voice effects, such as tone, volume, pitch and pace, with particular attention to the effects these may have on audience reaction and acceptance of the ideas presented

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731 - Scootle ↗)
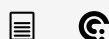
Elaborations

creating texts that express views and values other than students' own

researching subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences

Interpreting, analysing, 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 - Scootle ↗)
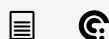
Elaborations

evaluating an author's use of particular textual structures and language features in achieving the representation of a point of view
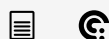
making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources

exploring texts that attempt to solve moral problems in a particular way, for example by consideration of consequences or rights/duties, and by identifying strengths as well as problems that arise from this approach

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733 - Scootle ↗)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 10 of 12

Elaborations

identifying the meaning of a wide range of words, including technical and literary language in various contexts
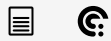
using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries
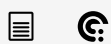
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734 - Scootle 🔗)

Elaborations

reflecting on content by connecting and comparing information found in a text to knowledge sourced elsewhere

determining and applying criteria for evaluating the credibility of a website

explaining whether the author conveys meaning adequately, particularly in distinguishing fact from opinion

Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735 - Scootle 🔗)

Elaborations

comparing representations of different social groups in texts drawn from different modes and media, for example comparing contemporary representations of homeless people with romantic representations of the swagman and the impact of these representations on the audience

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 - Scootle ⧉)

Elaborations

integrating multimodal approaches within a spoken presentation to purposefully develop meaning for a given audience

selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810 - Scootle ⧉)

Elaborations

experimenting with text structures and language features, for example paragraph order and content, language choices or mode of delivery, to refine and clarify ideas and to improve text effectiveness

combining verbal, visual and sound elements in imaginative multimodal texts

ordering paragraphs to best support and sustain an argument and to organise and convey information clearly
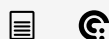
Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738 - Scootle ⧉)