CARS & STARS Plus and the Australian Curriculum Version 9.0

hawker brownlow.
publishing

Introduction

CARS & STARS Plus is a **reading comprehension program** based around the repeated application of twelve core reading strategies to make students better readers who can analyse and interpret any text at a high level of understanding.

The strategies that underpin the program represent distilled elements of word and reading comprehension that carry across all year levels. They are introduced in basic forms in Foundation Year and expanded upon throughout each level of the program.

In large part this is possible because CARS & STARS Plus is not tied directly to any single curriculum – rather it's designed to be able to **complement any existing literacy program or English subject plan**, as it focuses directly on reading skills and growing comprehension ability, regardless of a student's actual year level.

Students are engaged at their point of need and instruction is provided directly at their current skill level, with multiple students undertaking CARS & STARS Plus in the same class often being at different levels in the program at the same time – something for which the program is designed.

The twelve core reading comprehension strategies that underpin the entirety of the CARS & STARS Plus program are all – explicitly or tacitly, directly or indirectly – concerned with the process of analysing and understanding texts better, creating readers and students whose depth of understanding and ability to process information, both in English and

consequently as learners in all subjects, will be of benefit to them throughout their lives.

The following document is intended to illustrate the correlations between the approach taken in the CARS & STARS Plus program and the Australian National Curriculum v9.0 for English (ACARA, 2022). It includes discussion of the strands that make up the English curriculum, and a list of the individual F–10 content descriptions that are most directly touched upon in the broad span of the CARS & STARS Plus program.

However, it is important to always remember that because CARS & STARS Plus is concerned with reading mastery and the gradual development of important reading skills from the very beginning of schooling it indirectly touches upon all aspects of English reading instruction as a matter of course across the whole program.

A student who is at year level with CARS & STARS Plus might actually be slightly ahead of the relevant content descriptions for their year level, at least insofar as they are concerned with reading comprehension and general literacy, because they have been introduced to elements of textual analysis that are only explicitly stated in the curriculum at a later level.

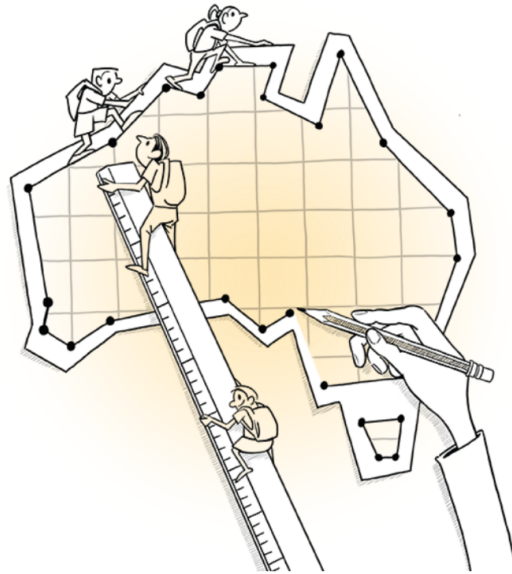## The Australian Curriculum v9.0 (2022): English

Image Courtesy: https://v9.australiancurriculum.edu.au

Strands and Sub-Strands

The Australian National Curriculum: English (ACARA, 2022) is presented in year levels from Foundation to Year 10. Content is organised into 3 interrelated strands:

- Language
- Literature
- Literacy

Language

As a digital reading comprehension program whose entire goal is the development of more capable readers who can engage with any text at an advanced level of understanding, CARS & STARS Plus engages with elements of all three of these main strands, to a greater or lesser degree depending on the individual story and level being taught and the way in which it is being delivered to students.

Because it is primarily concerned with making students better readers, who can comfortably and capably engage with any text, CARS & STARS Plus could be said to more directly and obviously tie into the strands of Literature and Literacy, as they are mainly concerned with approaching different and varied texts. However, many elements of the Language sub-strand are also amply reflected in the approach used in CARS & STARS Plus.

For example, when we look at the sub-strands that make up the Language strand, we find that all three of them (**Language for interacting with others; Text structure and organisation; and Language for expressing and developing ideas**) are all ideas that a truly adept and improving reader will touch upon as a matter of progressing through the CARS & STARS Plus program.

In particular, the description under "Text structure and organisation" that outlines how students will "learn how texts are structured for different audiences and contexts, and to achieve particular purposes" could almost be a direct summation of a CARS & STARS Plus mission statement for the program as a whole. The follow-up sentence outlining that students will also "learn the techniques that authors use to guide and influence the reader or viewer through effective use of resources at the level of the whole text, paragraph and sentence" (ACARA, 2022) is equally relevant to CARS & STARS Plus.

Further exploration of the sub-strands under the Literature strand sees close correlations to CARS & STARS Plus in three (emphasis ours):

Literature and contexts

4

Students learn how **characters**, **events**, **perspectives** and **issues** in literary texts are shaped by the historical, social and cultural contexts in which they were created.

Engaging with and responding to literature

Students learn to r**espond personally** to literary texts and make **connections** to their own lives, other texts and the responses of others.

Examining literature

Students learn how to **explain**, **analyse** and **evaluate** the ways in which stories, characters, ideas, experiences, opinions and contexts are reflected in texts. They learn to **compare** and **appraise** the ways authors use **language** and literary devices to influence readers. They also learn to **understand**, **evaluate**, **interpret** and **discuss** how certain stylistic choices can create multiple layers of **interpretation** and **effect**. (ACARA, 2022)

Similarly, we see close and direct correlations with the descriptive sub-strands that are present under the final strand, Literacy (emphasis ours again):

Texts in context

Students learn that texts are influenced by historical and cultural **contexts**, and particular **purposes** and **audiences**.

Interacting with others

Students learn how language is used to express **ideas**, **arguments** and **opinions** in spoken and **written presentations** by selecting and using linguistic and multimodal elements.

Analysing, interpreting and evaluating

Students learn to apply **text processing skills** and **strategies** to navigate increasingly complex texts. Students learn to comprehend what they read and view. They develop more sophisticated processes for **interpreting**, **analysing**, **evaluating** and **critiquing** ideas, information and issues from different sources. Students explore how **conventions** and **structures** are used in **written**, **digital**, multimedia and cinematic texts. They use their growing knowledge of **text structures**, language and visual features, and **literary devices** to explain how texts influence different **audiences**. (ACARA, 2022)

The twelve main reading strategies of CARS & STARS Plus (Finding Main Idea; Recalling Facts and Details; Understanding Sequence; Recognising Cause and Effect; Comparing and Contrasting; Making Predictions; Finding Word Meaning in Context; Drawing Conclusions and Making Inferences; Distinguishing Between Fact and Opinion; Identifying Author's Purpose; Interpreting Figurative Language; and Summarising) all tie directly into these areas, with each representing a different aspect of textual analysis applicable directly to both the Literature and Literacy strands, and building on a growing capacity for Language.

As CARS & STARS Plus is a reading comprehension program and not directly concerned with writing (except for certain short-answer responses in the STARS and FOCUS Reading modules) it does not expressly focus on the fourth Literature sub-strand, Creating Literature, or the fifth sub-strand under the Literacy strand, Creating Texts. However, the kind of deep focus reading analysis and instruction that is fundamental to CARS & STARS Plus necessarily reinforces teaching and learning about writing as well, because it is inherently concerned with the application of the written word and how it is

used across a range of contexts and purposes. A student who becomes a better reader through CARS & STARS Plus will therefore have a better grasp of skills and practices that will make them a better writer, too.

While CARS & STARS Plus is primarily about reading text, the way in which it can be taught also indirectly correlates with elements of the curriculum concerned with oral language and communication items, particularly when reading the exercises to a class as a group, getting them to respond or allocating students to read texts out to the class or groups themselves.

Additionally, a recent update to CARS & STARS Plus is the Read Aloud feature, which allows students to hear stories read directly to them by the program at every level. This feature has been particularly valuable for students with word-processing variances, or even those who just prefer to hear something read to them first before they read it themselves.

Content Descriptions

Note: Individual stories vary as to content and genre, covering fiction, reviews, historical articles, essays, opinion pieces, etc. and thus may directly

address different content descriptions across all strands, depending on which story in which year level is being taught at the time. As discussed previously, CARS & STARS Plus can be taught in ways that also include and engage with areas concerned with verbal communication, listening and reading out loud, which may include content descriptions beyond the scope of this list as well.

Foundation Year

Language

AC9EFLA03

understand that texts can take many forms such as signs, books and digital texts

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLA09

identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

Literature

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE03

recognise different types of literary texts and identify features including events, characters, and beginnings and endings

AC9EFLY01

identify some familiar texts, such as stories and informative texts, and their purpose

AC9EFLY03

identify some differences between imaginative and informative texts

AC9EFLY04

read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge

AC9EFLY05

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY14

read and write some high frequency words and other familiar words

AC9EFLY15

understand that words are units of meaning and can be made of more than one meaningful part

Year 1

Language

AC9E1LA02

explore language to provide reasons for likes, dislikes and preferences

AC9E1LA03

explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

AC9E1LA05

understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images

AC9E1LA06

understand that a simple sentence consists of a single independent clause representing a single event or idea

AC9E1LA07

understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)

AC9E1LA08

compare how images in different types of texts contribute to meaning

AC9E1LA09

recognise the vocabulary of learning area topics

AC9E1LA10

understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

Literature

AC9E1LE02

discuss literary texts and share responses by making connections with students' own experiences

AC9E1LE03

discuss plot, character and setting, which are features of stories

Literacy

AC9E1LY01

discuss different texts and identify some features that indicate their purposes

AC9E1LY03

describe some similarities and differences between imaginative, informative and persuasive texts

AC9E1LY04

read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge

AC9E1LY05

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LY11

use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words

AC9E1LY12

understand that a letter can represent more than one sound and that a syllable must contain a vowel sound

AC9E1LY14

read and write an increasing number of high frequency words

Year 2

Language

AC9E2LA02

explore how language can be used for appreciating texts and providing reasons for preferences

AC9E2LA03

identify how texts across the curriculum are organised differently and use language features depending on purposes

AC9E2LA04

understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred

AC9E2LA05

navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links

AC9E2LA06

understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction

AC9E2LA07

understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups

AC9E2LA08

understand that images add to or multiply the meanings of a text

AC9E2LA10

recognise that capital letters are used in titles and commas are used to separate items in lists

Literature

AC9E2LE02

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

AC9E2LE03

discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

Literacy

AC9E2LY01

identify how similar topics and information are presented in different types of texts

AC9E2LY03

identify the purpose and audience of imaginative, informative and persuasive texts

AC9E2LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

AC9E2LY11

use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words

Year 3

Language

AC9E3LA02

understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful

AC9E3LA03

describe how texts across the curriculum use different language features and structures relevant to their purpose

AC9E3LA04

understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together

AC9E3LA05

identify the purpose of layout features in print and digital texts and the words used for navigation

AC9E3LA06

understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree

AC9E3LA07

understand how verbs represent different processes for doing, feeling, thinking, saying and relating

AC9E3LA08

understand that verbs are anchored in time through tense

AC9E3LA09

identify how images extend the meaning of a text

AC9E3LA10

extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts

AC9E3LA11

understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession

Literature

AC9E3LE02

discuss connections between personal experiences and character experiences in literary texts and share personal preferences

AC9E3LE03

discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative

AC9E3LE04

discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose

Literacy

AC9E3LY01

recognise how texts can be created for similar purposes but different audiences

AC9E3LY03

identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images

AC9E3LY04

read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required

AC9E3LY05

use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

AC9E3LY10

understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words

Year 4

Language

AC9E4LA02

identify the subjective language of opinion and feeling, and the objective language of factual reporting

AC9E4LA03

identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA05

identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA07

investigate how quoted (direct) and reported (indirect) speech are used

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA10

explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LA12

understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation

Literature

AC9E4LE02

describe the effects of text structures and language features in literary texts when responding to and sharing opinions

AC9E4LE03

discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions

AC9E4LE04

examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning

Literacy

AC9E4LY01

compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events

AC9E4LY02

listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information

AC9E4LY03

identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

AC9E4LY04

read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed

AC9E4LY05

use comprehension strategies such as visualising, predicting,

connecting, summarising, monitoring and questioning to build literal and

inferred meaning, to expand topic knowledge and ideas, and evaluate texts

Year 5

Language

AC9E5LA01

understand that language is selected for social contexts and that it helps to signal social roles and relationships

AC9E5LA02

understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources

AC9E5LA03

describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

AC9E5LA04

understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

AC9E5LA05

understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect

AC9E5LA06

understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea

AC9E5LA07

explain how the sequence of images in print, digital and film texts has an effect on meaning

AC9E5LA08

understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words

Literature

AC9E5LE02

present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others

AC9E5LE03

recognise that the point of view in a literary text influences how readers interpret and respond to events and characters

AC9E5LE04

examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs

Literacy

AC9E5LY01

describe the ways in which a text reflects the time and place in which it was created

AC9E5LY03

explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

AC9E5LY04

navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming

AC9E5LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas

AC9E5LY08

use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations

AC9E5LY09

build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations

AC9E5LY10

explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word

Year 6

Language

AC9E6LA01

understand that language varies as levels of formality and social distance increase

AC9E6LA02

understand the uses of objective and subjective language, and identify bias

AC9E6LA03

explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features

AC9E6LA04

understand that cohesion can be created by the intentional use of repetition, and the use of word associations

AC9E6LA05

understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas

AC9E6LA06

understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups

AC9E6LA07

identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

AC9E6LA08

identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole

AC9E6LA09

understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue

Literature

AC9E6LE02

identify similarities and differences in literary texts on similar topics, themes or plots

AC9E6LE03

identify and explain characteristics that define an author's individual style

Literacy

AC9E6LY01

examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created

AC9E6LY03

analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences

AC9E6LY04

select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings

AC9E6LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

Year 7

Language

AC9E7LA01

understand how language expresses and creates personal and social
identities

AC9E7LA02

recognise language used to evaluate texts including visual and
multimodal texts, and how evaluations of a text can be substantiated by
reference to the text and other sources

AC9E7LA03

identify and describe how texts are structured differently depending on
their purpose and how language features vary in texts

AC9E7LA04

understand that the cohesion of texts relies on devices that signal
structure and guide readers, such as overviews and initial and concluding
paragraphs

AC9E7LA05

understand how complex and compound-complex sentences can be
used to elaborate, extend and explain ideas

AC9E7LA06

understand how consistency of tense through verbs and verb groups
achieves clarity in sentences

AC9E7LA08

investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings

Literature

AC9E7LE02

form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response

AC9E7LE03

explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts

AC9E7LE04

discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage

AC9E7LE05

identify and explain the ways that characters, settings and events combine to create meaning in narratives

AC9E7LE06

identify and explain how literary devices create layers of meaning in texts including poetry

Literacy

AC9E7LY01

explain the effect of current technology on reading, creating and responding to texts including media texts

AC9E7LY02

use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts

AC9E7LY03

analyse the ways in which language features shape meaning and vary according to audience and purpose

AC9E7LY04

explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology

AC9E7LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas

AC9E7LY08

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

Year 8

Language

AC9E8LA01

recognise how language shapes relationships and roles

AC9E8LA02

understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor

AC9E8LA03

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

AC9E8LA04

understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims

AC9E8LA05

examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences

AC9E8LA08

identify and use vocabulary typical of academic texts

AC9E8LA09

understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning

Literature

AC9E8LE02

share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts

AC9E8LE03

explain how language and/or images in texts position readers to respond and form viewpoints

AC9E8LE05

analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect

Literacy

AC9E8LY01

identify how texts reflect contexts

AC9E8LY03

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

AC9E8LY04

analyse how authors organise ideas to develop and shape meaning

AC9E8LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts

AC9E8LY08

apply learnt knowledge to spell accurately and to learn new words

Year 9

Language

AC9E9LA01

recognise how language empowers relationships and roles

AC9E9LA02

understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor

AC9E9LA04

investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

AC9E9LA05

identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment

AC9E9LA06

understand how abstract nouns and nominalisation can be used to summarise ideas in text

AC9E9LA08

analyse how vocabulary choices contribute to style, mood and tone

AC9E9LA09

understand punctuation conventions for referencing and citing others for formal and informal purposes

Literature

AC9E9LE02

present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text

AC9E9LE03

analyse how features of literary texts influence readers' preference for texts

AC9E9LE04

analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style

AC9E9LE05

analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references

Literacy

AC9E9LY01

analyse how representations of people, places, events and concepts reflect contexts

AC9E9LY02

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

AC9E9LY03

analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group

AC9E9LY04

analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning

AC9E9LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts

AC9E9LY08

understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech

Year 10

Language

AC9E10LA01

understand how language can have inclusive and exclusive social effects, and can empower or disempower people

AC9E10LA02

understand that language used to evaluate, implicitly or explicitly reveals an individual's values

AC9E10LA03

analyse text structures and language features and evaluate their effectiveness in achieving their purpose

AC9E10LA04

understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes

AC9E10LA05

analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas

AC9E10LA06

analyse how meaning and style are achieved through syntax

AC9E10LA09

understand how authors use and experiment with punctuation

39

Literature

AC9E10LE02

reflect on and extend others' interpretations of and responses to literature

AC9E10LE03

analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response

AC9E10LE04

evaluate the social, moral or ethical positions represented in literature

AC9E10LE05

analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts

AC9E10LE06

compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses

AC9E10LE07

analyse and evaluate the aesthetic qualities of texts

Literacy

AC9E10LY01

analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts

AC9E10LY03

analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes

AC9E10LY04

analyse and evaluate how authors organise ideas in texts to achieve a purpose

AC9E10LY05

integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas

AC9E10LY08

use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects