

Literacy

Introduction

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

Scope of the Literacy capability

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

For a description of the organising elements for Literacy, go to [Organising elements](#).

Literacy across the curriculum

Literacy presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas. It is not a separate component of the Australian Curriculum and does not contain new content. In some instances in the Literacy learning continuum, examples or more explanation have been included to show how aspects of the Language and Literacy strands of the English curriculum function in other learning areas.

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject-based learning. This means that:

- all teachers are responsible for teaching the subject-specific literacy of their learning area

- all teachers need a clear understanding of the literacy demands and opportunities of their learning area
- literacy appropriate to each learning area can be embedded in the teaching of the content and processes of that learning area.

The Literacy continuum will enable learning area teachers to:

- identify the general level of expected language and literacy skills for each year level that they are teaching
- plan how to teach specific language and literacy knowledge and skills essential to students' understanding of learning area content.

For students who speak a language or dialect other than Standard Australian English at home, access to language and literacy development is especially important. EAL/D students learn English at the same time as they are learning the content of each learning area through English. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge the home language, prior knowledge and experiences of these students, and to build on these in developing students' literacy capabilities in the curriculum. The [English as an Additional Language or Dialect: Teacher Resource](#) can be used in conjunction with the Literacy general capability to assist teachers in meeting the language-learning needs of these students.

Some students move slowly between levels or may remain at one level of the learning continuum throughout their schooling. The Literacy learning continuum enables teachers to plan for the teaching of targeted literacy skills through age-equivalent learning area content. The elements of Comprehending and Composing represent the overarching processes of receptive and expressive language and can apply to students at any point in their schooling. The beginning of the learning sequence for these two elements has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. For more detailed advice on using the Literacy continuum to personalise learning go to [Student Diversity](#).

The Literacy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Literacy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Literacy has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Literacy depending on their choice of activities and the individual learning needs of their students. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Literacy in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Literacy in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- [Literacy in Science
\(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Literacy in History
\(http://www.australiancurriculum.edu.au/History/General-capabilities\)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which Literacy's introduction, organising elements and learning continuum have been developed. It draws on the Australian Curriculum: English recent international and national research, initiatives and programs that focus on literacy across the curriculum, as well as research and strategies in the development of communication skills.

The Australian Curriculum: English provides a rich resource for learning in all areas of the curriculum. The skills and knowledge taught in the Language and Literacy strands of the Australian Curriculum: English support and contribute to the literacy requirements needed for all learning areas. These skills and knowledge have been used as the basis for constructing the Literacy continuum as it relates to all learning areas of the curriculum.

The definition of literacy in the Australian Curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This view builds on the work of Vygotsky (1976), Brice Heath (1983), Halliday and Hasan (1985), Freebody and Luke (1990), Gee (1991, 2008), and Christie and Derewianka (2008), who have articulated the intrinsic and interdependent relationship between social context, meaning and language.

This view is concerned with how language use varies according to the context and situation in which it is used. There are important considerations for curriculum area learning stemming from this view because, as students engage with subject-based content, they must learn to access and use language and visual elements in the particular and specific ways that are the distinctive and valued modes of communication in each learning area. They need to learn how diverse texts build knowledge in different curriculum areas, and how language and visual information work together in distinctive ways to present this knowledge.

Language, verbal or non-verbal, is critical for the development of literacy skills. The ability to communicate enables learning across the curriculum, the school day and life outside of school. Development of communication can provide a way for students with a disability to access age-equivalent content and promote education equality (Browder and Spooner 2011). In many cases, developing literacy skills supports the development of communication skills and vice versa. This is the case for students who use augmentative and alternative communication as well as students who use speech to communicate (Speech Pathology Australia 2012).

The social view of language enables insights into differences between 'spoken-like' and 'written-like' language, and the increasing complexity of language as students progress through school. This is an important concept for subject-based learning. When young children begin school, they generally have developed facility with the spoken language of their home and community to interact informally in face-to-face situations in their immediate environment. This is the meaning-making system they use to engage with the learning experiences of the school; and their first interactions with written text generally employ print versions of 'spoken-like' language.

As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features, employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning. These texts include precise, densely packed information and place increasing cognitive demands on the student.

There are significant differences in the way different learning areas structure texts and in the language features and vocabulary that students are required to know and use. Therefore, a student's repertoire of literacy knowledge and skills needs to be diverse, flexible, dynamic and versatile, developing throughout their schooling to deal with the increasing challenges and demands of the curriculum.

Like the Australian Curriculum: English, Literacy also takes account of visual literacy and the rapid changes that have occurred as a result of new technologies in the ways that communication takes place. It is informed by the work of Kress and Van Leeuwen (2006), who have identified a comprehensive grammar of visual design

References

- Brice Heath, S. 1983, *Ways with Words: language, life and work in communities and classrooms*, Cambridge University Press, Cambridge.
- Browder, D. & Spooner, F., 2011, *Teaching Students with Moderate and Severe Disabilities*, Guilford, New York.
- Christie, F. & Derewianka, B. 2008, *School Discourse: learning to write across the years of schooling*, Continuum, London, New York.
- Freebody, P. & Luke, A. 1990, 'Literacies Programs: debates and demands in cultural context', *Prospect: Australian Journal of TESOL*, vol. 5, no. 7, pp. 7–16.
- Freebody, P. 2009, *Literacy Across the Curriculum* – Presentation: www.nlnw.nsw.edu.au/videos09/ (accessed 2 November 2011).
- Gee, J. 1991, *Rewriting Literacy*, Bergin & Garvey, New York.
- Gee, J. 2008, *Social Linguists and Literacies: ideology in discourses*, 3rd edn, Taylor & Francis, London.
- Halliday, M.A.K. & Hasan, R. 1985, *Language, Context and Text: aspects of language in a social-semiotic perspective*, Deakin University Press, Geelong, Victoria.
- Hanlen, W. 2010, *Aboriginal Students: cultural insights for teaching literacy*, NSW Department of Education and Training, NSW.
- Katz, L.G. 1993, *Dispositions as Educational Goals*: <http://ceep.crc.uiuc.edu/eeearchive/digests/1993/katzdi93.html> (accessed 2 November 2011).
- Kress, G.R. & Van Leeuwen, T. 2006, *Reading Images: the grammar of visual design*, 2nd edn, Routledge, New York.
- Ministerial Council on Education, Employment, Training & Youth Affairs 2008, *Melbourne Declaration on Educational Goals for Young Australians*: www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf (accessed 2 November 2011).
- Speech Pathology Australia, 2012, *Augmentative and Alternative Communication Clinical Guideline*, Speech Pathology Australia, Melbourne.
- Vygotsky, L. 1976, *Thought and Language*, MIT Press, Cambridge, MA.
- Walsh, M. 2011, *Multimodal Literacy: researching classroom practice*, e:lit, Primary English Teaching Association Australia, Newtown, Sydney.
- ACARA, August 2011, Version 1.1 *English as an Additional Language or Dialect: Teacher Resource*, (http://www.acara.edu.au/verve/resources/EALD_teacher_resource.pdf)

Organising elements

The Literacy continuum incorporates two overarching processes:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating

with the following areas of knowledge applying to both processes:

- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge.

These processes and areas of knowledge are used as the organising elements of the Literacy continuum. The elements are drawn from the Language and Literacy strands of the Australian Curriculum: English as shown in the table below:

Literacy Continuum	Australian Curriculum: English	
	Language	Literacy
Comprehending texts through listening, reading and viewing	Expressing and developing ideas	Interpreting, analysing, evaluating
Composing texts through speaking, writing and creating	Language for interaction	Interacting with others Creating texts
Text knowledge	Text structure and organisation Concepts of print and screen	Interpreting, analysing, evaluating Creating texts
Grammar knowledge	Expressing and developing ideas Language for interaction	
Word knowledge	Expressing and developing ideas	
Visual knowledge	Expressing and developing ideas	Interpreting, analysing, evaluating Creating texts

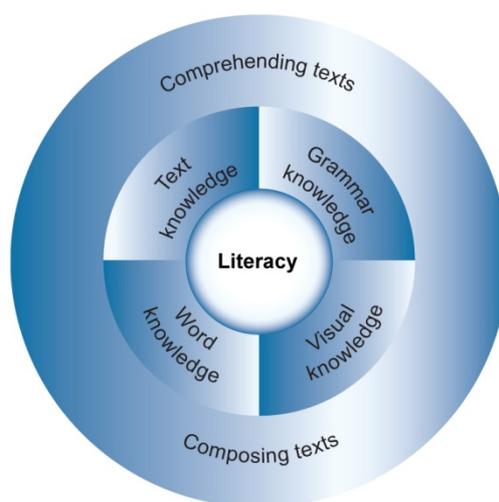
Texts in the Literacy continuum

A text is the means for communication. Texts can be written, spoken, visual or multimodal, and in print or digital/online forms. Multimodal texts combine language with other systems for communicating such as visual images, soundtracks and spoken word, as in film or computer presentation media. Texts include all forms of Augmentative and Alternative Communication (AAC), for example gesture, signing, real objects, photographs, pictographs and Braille. The forms and conventions of texts have developed to help us communicate effectively with a variety of audiences for a range of purposes, and so texts in different learning areas can and do use language and other features in different ways.

Where the term 'texts' is used in the Literacy continuum, this should be read as the type of texts particular to or characteristic of a learning area; for example, reports, data displays and

procedures in Mathematics; models, diagrams, explanations and reports in Science; and narratives, descriptions, discussions and explanations in History.

The diagram below sets out these elements.



Organising elements for Literacy

Comprehending texts through listening, reading and viewing

This element is about receptive language and involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. It involves students navigating, reading and viewing texts using applied topic knowledge, vocabulary, word and visual knowledge. It involves students listening and responding to spoken audio and multimodal texts, including listening for information, listening to carry out tasks and listening as part of participating in classroom activities and discussions. It also involves students using a range of strategies to comprehend, interpret and analyse these texts, including retrieving and organising literal information, making and supporting inferences and evaluating information points of view. In developing and acting with literacy, students:

- listen and respond to learning area texts
- read and view learning area texts
- interpret and analyse learning area texts.

The element of Comprehending texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the early development of communication skills. The descriptions for Comprehending texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Composing texts through speaking, writing and creating

This element is about expressive language and involves students composing different types of texts for a range of purposes as an integral part of learning in all curriculum areas. These texts include spoken, written, visual and multimodal texts that explore, communicate and analyse information, ideas and issues in the learning areas. The element involves students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations and debates. In developing and acting with literacy, students:

- compose spoken, written, visual and multimodal learning area texts
- use language to interact with others
- deliver presentations.

The element of Composing texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. The descriptions for Composing texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Text knowledge

This element involves students understanding how the spoken, written, visual and multimodal texts they compose and comprehend are structured to meet the range of purposes needed in the curriculum areas. It involves understanding the different types of text structures that are used within curriculum disciplines to present information, explain processes and relationships, argue and support points of view and investigate issues. The element also involves understanding how whole texts are made cohesive through various grammatical features that link and strengthen the text's internal structure. In developing and acting with literacy, students:

- use knowledge of text structures
- use knowledge of text cohesion.

Grammar knowledge

This element involves students understanding the role of grammatical features in the construction of meaning in the texts they compose and comprehend. It involves understanding how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas. The element also includes understanding the grammatical features through which opinion, evaluation, point of view and bias are constructed in texts. In developing and acting with literacy, students:

- use knowledge of sentence structures
- use knowledge of words and word groups
- express opinion and point of view.

Word knowledge

This element involves students understanding the increasingly specialised vocabulary and spelling needed to compose and comprehend learning area texts. It includes the development of strategies and skills for acquiring a wide topic vocabulary in the learning areas and the capacity to spell the relevant words accurately. In developing and acting with literacy, students:

- understand learning area vocabulary
- use spelling knowledge.

Visual knowledge

This element involves students understanding how visual information contributes to the meanings created in learning area texts. It includes interpreting still and moving images, graphs, tables, maps and other graphic representations, and understanding and evaluating

how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they compose and comprehend. In developing and acting with literacy, students:

- understand how visual elements create meaning.

Literacy Learning Continuum

Comprehending texts through listening, reading and viewing

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Comprehend texts			
<p>use <i>behaviours that are not intentionally directed at another person</i> to:</p> <ul style="list-style-type: none"> attend to, respond to or show interest in familiar people, texts, events and activities 	<p>use <i>informal behaviours</i> that show consistent anticipation of events in regular routines to:</p> <ul style="list-style-type: none"> attend consistently to familiar texts respond consistently to social interactions with familiar people demonstrate anticipation of predictable events respond to questions respond to requests 	<p>use <i>conventional behaviours</i> and/or <i>concrete symbols</i> consistently in an increasing range of environments and with familiar and unfamiliar people to:</p> <ul style="list-style-type: none"> respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task respond to texts with familiar structures, for example by responding to a question respond to requests 	<p>use <i>conventional behaviours</i> and/or <i>abstract symbols</i> consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary respond to questions, sequence events and identify information from texts with familiar structures use information in texts to explore a topic

Level 1e Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
Navigate, read and view learning area texts					
<p>navigate, read and view simple texts with familiar vocabulary and supportive illustrations</p> <p>Examples</p> <ul style="list-style-type: none"> using beginning knowledge of layout, context, vocabulary, 	<p>navigate, read and view texts with illustrations and simple graphics</p> <p>Examples</p> <ul style="list-style-type: none"> using and combining developing knowledge of layout, 	<p>navigate, read and view different types of texts with illustrations and more detailed graphics</p> <p>Examples</p> <ul style="list-style-type: none"> using and combining increasing knowledge of page and screen 	<p>navigate, read and view subject-specific texts with some challenging features and a range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying advanced knowledge of layout, context, vocabulary, 	<p>navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying detailed and specific knowledge of layout, context, 	<p>navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying detailed and extensive knowledge of layout, context, vocabulary,

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
grammar, phonics, visuals, and simple navigating functions on tablets and personal computers	context, vocabulary, grammar, phonics and visuals, layout and navigational tools such as menu bars and icons	layout, context, vocabulary, grammar, phonics and visuals including icons and buttons	grammar and visuals including home pages and sub-pages to aid navigation and use	vocabulary, grammar, visuals	grammar and visuals
English ACELY1649 Science ACSSU002 History ACHHS018	English ACELY1669 Mathematics ACMNA030 Science ACSSU030 History ACHHK044	English ACELY1691 Mathematics ACMNA080 Science ACSSU072 History ACHHK077	English ACELY1712 Mathematics ACMMG137 Science ACSSU094 History ACHHK113	English ACELY1733 Mathematics ACMNA187 Science ACSSU149 History ACDSEH009	English ACELY1753 Mathematics ACMMG245 Science ACSSU184 History ACDSEH107
Listen and respond to learning area texts					
listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> commenting on a text read aloud 	<ul style="list-style-type: none"> recalling information from a text read aloud 	<ul style="list-style-type: none"> listing information recalled from an audio text 	<ul style="list-style-type: none"> interrogating ideas presented in a group discussion 	<ul style="list-style-type: none"> making inferences from information presented in a spoken text 	<ul style="list-style-type: none"> identifying and challenging unstated assumptions in a spoken text
English ACELY1646 Mathematics ACMSP011 Science ACSSU004 History ACHHK004	English ACELY1668 Mathematics ACMNA030 Science ACSSU032 History ACHHK046	English ACELY1688 Mathematics ACMNA077 Science ACSSU072 History ACHHK077	English ACELY1709 Science AC SIS232 History ACHHK113	English ACELY1730 Science AC SIS140 History ACHHS153	English ACELY1750 Science AC SIS205 History ACHHS190

Level 1e Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
Interpret and analyse learning area texts					
<p>interpret simple texts using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> relating information to own experience, sequencing events, and drawing on information in illustrations <p>English ACELY1650 Mathematics ACMSP011 Science ACSSU002 History ACHHS018</p>	<p>interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> drawing on prior knowledge, and interpreting illustrations and simple graphics <p>English ACELY1670 Mathematics ACMNA033 Science ACSHE035 History ACHHS048</p>	<p>interpret literal information and make inferences to expand topic knowledge using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> linking print text and graphics, asking and answering questions and finding the main idea <p>English ACELY1692 Mathematics ACMNA080 Science ACSSU073 History ACHHK078</p>	<p>interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> linking and summarising information from different sources <p>English ACELY1713 Mathematics ACMNA123 Science AC SIS221 History ACHHK115</p>	<p>interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> checking the credibility of sources <p>English ACELY1734 Mathematics ACMNA188 Science ACSHE227 History ACHHS154</p>	<p>interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> identifying embedded perspectives and evaluating supporting evidence <p>English ACELY1754 Mathematics ACMSP253 Science AC SIS205 History ACHHS188</p>

Composing texts through speaking, writing and creating

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Compose texts			
<p>use <i>behaviours that are not intentionally directed at another person</i> to:</p> <ul style="list-style-type: none"> refuse or reject reflect a preference or desire reflect state of wellbeing, for example contentment, joy, worry, pain reflect a physical state, for example hot, cold, nausea 	<p>use <i>informal behaviours</i> to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:</p> <ul style="list-style-type: none"> refuse or reject express a preference request the continuation of an activity request something new request more request attention 	<p>use <i>conventional behaviours</i> and/or <i>concrete symbols</i> to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:</p> <ul style="list-style-type: none"> refuse or reject request items, people or events present at the time create texts, for example to comment on a recent event, story or shared experience 	<p>use <i>conventional behaviours</i> and/or <i>abstract symbols</i> consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs comment on people, events and objects in the past, present and future and to ask questions convey knowledge about learning area topics

Level 1e Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
Compose spoken, written, visual and multimodal learning area texts					
<p>compose short learning area texts, with support, to record and report ideas and events</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> expressive language such as speech or sign early writing knowledge 	<p>compose and edit a small range of learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> known topic information familiar language structures illustrations and simple graphics 	<p>compose and edit a range of learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> known and some researched information some more extended language features illustrations and 	<p>compose and edit learning area texts</p> <p>Examples combining:</p> <ul style="list-style-type: none"> information from several sources more formal and extended language features to report information and 	<p>compose and edit longer sustained learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> researched and analysed information complex language features to explore topics and express 	<p>compose and edit longer and more complex learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> researched and evaluated information complex language features to interpret and analyse challenging and

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> drawing and other visual elements <p>English ACELY1651 Mathematics ACMMG010 Science AC SIS233 History ACHHS021</p>	<p>English ACELY1671 Mathematics ACMNA030 Science ACSHE034 History ACHHS053</p>	<p>different types of graphics</p> <p>English ACELY1694 Mathematics ACMMG088 Science AC SIS071 History ACHHS086</p>	<p>express opinions</p> <ul style="list-style-type: none"> a range of graphics <p>English ACELY1714 Mathematics ACMNA122 Science AC SIS110 History ACHHS124</p>	<p>and support opinions</p> <ul style="list-style-type: none"> a wide range of graphics <p>English ACELY1736 Mathematics ACMMG200 Science AC SIS148 History ACHHS156</p>	<p>complex issues</p> <ul style="list-style-type: none"> an extensive range of graphics <p>English ACELY1756 Mathematics ACMSP252 Science AC SIS208 History ACHHS192</p>
Use language to interact with others					
<p>use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> sharing likes and dislikes <p>English ACELY1646 Mathematics ACMNA289 Science AC SIS011 History ACHHK004</p>	<p>use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> sharing ideas for conducting an investigation <p>English ACELY1666 Mathematics ACMSP047 Science AC SIS037 History ACHHS049</p>	<p>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> discussing data gathered in an investigation <p>English ACELY1688 Mathematics ACMSP092 Science AC SIS065 History ACHHS082</p>	<p>use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> comparing solutions to a problem <p>English ACELY1709 Mathematics ACMSP147 Science AC SIS110 History ACHHS125</p>	<p>use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> considering data and sharing and supporting opinions <p>English ACELY1730 Mathematics ACMSP205 Science AC SIS140 History ACHHS157</p>	<p>use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> participating in a formal debate on an aspect of a topic being studied <p>English ACELY1750 Mathematics ACMSP253 Science AC SIS208 History ACHHS193</p>
Deliver presentations					
<p>plan and deliver short presentations related to learning area topics</p>	<p>plan, rehearse and deliver short presentations on learning area topics, incorporating some visual</p>	<p>plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and</p>	<p>plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate</p>	<p>plan, research, rehearse and deliver presentations on learning area topics, sequencing selected</p>	<p>plan, research, rehearse and deliver presentations on more complex issues and learning area topics,</p>

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	and multimodal elements	appropriate visual and multimodal elements	content and visual and multimodal elements to suit different audiences	content and multimodal elements for accuracy and their impact on the audience	combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> giving recounts of an experience 	<ul style="list-style-type: none"> recounting steps in a task 	<ul style="list-style-type: none"> providing researched information about a topic being studied 	<ul style="list-style-type: none"> explaining results of a group task 	<ul style="list-style-type: none"> describing a process and explaining its results 	<ul style="list-style-type: none"> providing evidence-based arguments to justify a position
English ACELY1647	English ACELY1667	English ACELY1689	English ACELY1710	English ACELY1731	English ACELY1751

Text knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Use knowledge of text structures					
use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes	use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> selecting an informative text to 	<ul style="list-style-type: none"> creating a recount of steps in a process in 	<ul style="list-style-type: none"> creating an information report to present researched 	<ul style="list-style-type: none"> creating a multimodal text to explain a process or 	<ul style="list-style-type: none"> adapting digital text elements to create a 	<ul style="list-style-type: none"> creating a multimodal text to present, argue and justify a

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
find information	sequence	information	set of events	persuasive text	course of action
English ACELA1430 Mathematics ACMNA289 Science ACSIS011 History ACHHS021	English ACELA1463 Mathematics ACMNA030 Science ACSIS042 History ACHHS053	English ACELA1490 Mathematics ACMNA082 Science ACSIS071 History ACHHS086	English ACELA1518 Mathematics ACMSP148 Science ACSIS110 History ACHHS124	English ACELA1543 Mathematics ACMNA189 Science ACSIS148 History ACHHS156	English ACELA1566 Mathematics ACMSP246 Science ACSIS208 History ACHHS192
<u>Mathematics examples</u>	<u>Mathematics examples</u>	<u>Mathematics examples</u>	<u>Mathematics examples</u>	<u>Mathematics examples</u>	<u>Mathematics examples</u>
<ul style="list-style-type: none"> patterns simple statements of comparison days of the week yes/no questions 	<ul style="list-style-type: none"> calendars simple maps word problems reports of steps in a process data displays such as lists and graphs 	<ul style="list-style-type: none"> reports of a process procedures on how to make mathematical shapes or complete a process data displays to represent information oral and written reports of group tasks multiplication and division word problems 	<ul style="list-style-type: none"> survey questions and reports procedures on how to make mathematical shapes or complete a process data displays with and without digital technologies explanations of mathematical processes recounts and evaluations of group tasks word problems involving addition and subtraction of fractions 	<ul style="list-style-type: none"> survey questions and reports procedures on how to complete a mathematical task or process data displays with and without digital technologies explanations of mathematical processes recounts and evaluations of group tasks word problems involving algebraic equations 	<ul style="list-style-type: none"> survey questions and reports procedures on how to complete a mathematical task or process data displays with and without digital technologies explanations of mathematical processes recounts and evaluations of group tasks word problems involving algebraic equations
<u>Science examples</u>	<u>Science examples</u>	<u>Science examples</u>	<u>Science examples</u>	<u>Science examples</u>	<u>Science examples</u>
<ul style="list-style-type: none"> questions and answers statements of observations drawings to represent ideas 	<ul style="list-style-type: none"> reports of steps in a process descriptions of observations annotated diagrams of observed objects or living things sequential 	<ul style="list-style-type: none"> reports of a process information reports of procedures on how to design objects or processes annotated diagrams that illustrate relationships or 	<ul style="list-style-type: none"> reports and evaluations of investigations information reports using multi-source research procedures on how to carry out a 	<ul style="list-style-type: none"> reports and evaluations of individual and group investigations factual reports using multi-source research persuasive texts to 	<ul style="list-style-type: none"> reports and evaluations of investigations factual reports using multi-source research evidence-based arguments using appropriate scientific language, conventions and representations to justify a

Level 1e Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
<p>explanations, for example explaining personal growth and changes from birth, life stages in animals</p> <p><u>History examples</u></p> <ul style="list-style-type: none"> • simple sequences of familiar objects and events • questions and answers • narratives about the past 	<p>processes</p> <ul style="list-style-type: none"> • descriptions of observed objects, living things or phenomena • causal explanations, for example explaining how the properties and use of materials could lead to pollution <p><u>History examples</u></p> <ul style="list-style-type: none"> • historical retellings of an event • narratives built around historical events • descriptions of historical people and places 	<p>particular process or investigation using active voice</p> <ul style="list-style-type: none"> • causal explanations, for example explaining the effect of a change state caused by heating and cooling familiar substances <p><u>History examples</u></p> <ul style="list-style-type: none"> • historical reports of an event • historical narratives told from a particular perspective • descriptions of an historical figure or place 	<p>argue for a particular course of action</p> <ul style="list-style-type: none"> • discussion texts with supporting evidence to present both sides of a contentious issue and a conclusion • procedures on how to carry out a particular process or investigation using passive voice • consequential explanations, for example explaining how the flammability or corrosiveness of a substance affects its use <p><u>History examples</u></p> <ul style="list-style-type: none"> • historical recounts of a series of events with some summative commentary • historical narratives that retell past events, for example from a particular personal or cultural perspective • detailed descriptions of particular places from the past demonstrating use of source material • persuasive texts, for 	<p>position and persuade others</p> <ul style="list-style-type: none"> • discussion texts that, for example, present a point of view on a contentious issue with supporting evidence • theoretical explanations, for example explaining the relationship between DNA, genes and chromosomes using models and diagrams <p><u>History examples</u></p> <ul style="list-style-type: none"> • historical recounts of a series of events or developments within a chronological framework with some summative or evaluative commentary • explanations that, for example, consider past events from a particular personal or cultural perspective • detailed descriptions of particular places from the past demonstrating use of evidence from primary and secondary sources, using appropriate referencing 	

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			example presenting a particular point of view in relation to an historical event or figure	sources <ul style="list-style-type: none"> explanations that, for example, present the causes of an event discussion texts with supporting evidence 	<ul style="list-style-type: none"> discussion texts that, for example, present historical arguments with supporting evidence
Use knowledge of text cohesion					
<p>use beginning knowledge of how language is used to comprehend and compose written texts with support</p> <p>Examples</p> <ul style="list-style-type: none"> using spaces between words and return sweep when writing <p>English ACELA1431 Mathematics ACMNA289 History ACHHK004</p>	<p>use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts</p> <p>Examples</p> <ul style="list-style-type: none"> using synonyms when speaking about a topic <p>English ACELA1464 Mathematics ACMNA030 Science ACSIS042 History ACHHS053</p>	<p>use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts</p> <p>Examples</p> <ul style="list-style-type: none"> retelling a sequence of events <p>English ACELA1491 Mathematics ACMNA082 Science ACSIS071 History ACHHS086</p>	<p>use knowledge of how cohesive links can be made in texts through omitting and replacing words</p> <p>Examples</p> <ul style="list-style-type: none"> substituting a general word for a specific one previously mentioned <p>English ACELA1520 Mathematics ACMNA123 Science ACSIS110 History ACHHS124</p>	<p>use knowledge of word functions to make connections in texts</p> <p>Examples</p> <ul style="list-style-type: none"> sequencing a text (firstly), developing an argument (therefore) and signalling a conclusion (in conclusion) <p>English ACELA1809 Mathematics ACMNA189 Science ACSIS148 History ACHHS156</p>	<p>use knowledge of how the cohesion in texts is improved by strengthening the internal structure</p> <p>Examples</p> <ul style="list-style-type: none"> using paragraphing, and providing examples, quotations and substantiation of claims <p>English ACELA1567 Mathematics ACMSP246 Science ACSIS208 History ACHHS192</p>

Grammar knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Use knowledge of sentence structures					
<p>use simple sentences to record ideas and events with emerging knowledge of word order</p> <p>Examples</p> <ul style="list-style-type: none"> using simple sentences to record and report events <p>English ACELA1435 Mathematics ACMNA005 Science AC SIS012 History ACHHS017</p>	<p>use simple and compound sentences to record observations, and make connections between ideas</p> <p>Examples</p> <ul style="list-style-type: none"> linking clauses with a conjunction such as 'and', 'but' or 'so' <p>English ACELA1467 Mathematics ACMNA030 Science AC SIS041 History ACHHS054</p>	<p>use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events</p> <p>Examples</p> <ul style="list-style-type: none"> using before/after to explain a time relationship <p>English ACELA1494 Mathematics ACMNA082 Science AC SIS071 History ACHHS086</p>	<p>use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events</p> <p>Examples</p> <ul style="list-style-type: none"> using conjunctions to indicate time (while), manner (as), cause (because), concession (although, while) <p>English ACELA1522 Mathematics ACMNA123 Science AC SIS110 History ACHHS124</p>	<p>control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions</p> <p>Examples</p> <ul style="list-style-type: none"> using conjunctions such as 'if', 'while' to express logical relationships <p>English ACELA1545 Mathematics ACMNA189 Science AC SIS148 History ACHHS156</p>	<p>control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis</p> <p>Examples</p> <ul style="list-style-type: none"> reordering clauses or using passive or active voice <p>English ACELA1569 Mathematics ACMSP246 Science AC SIS208 History ACHHS192</p>
Use knowledge of words and word groups					
<p>recognise that texts are made up of words and groups of words that make meaning</p> <p>Examples</p> <ul style="list-style-type: none"> matching spoken words to written words when reading 	<p>recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision</p> <p>Examples</p> <ul style="list-style-type: none"> using articles and adjectives, such as 'community', 'my local community' 	<p>recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas</p> <p>Examples</p> <ul style="list-style-type: none"> reporting an action such as 'The block slid slowly down the slope' 	<p>expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses</p> <p>Examples</p> <ul style="list-style-type: none"> expanding a verb group such as 'He waited.' 'He/ had been waiting/ for 	<p>recognise and use aspects of language to suggest possibility, probability, obligation and conditionality</p> <p>Examples</p> <ul style="list-style-type: none"> using structures such as 'It might have been possible to...' 	<p>develop higher order concepts in academic texts through language features that compact and generalise ideas</p> <p>Examples</p> <ul style="list-style-type: none"> using nominalisation, technical and abstract vocabulary

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELA1434 Mathematics ACMNA005 Science AC SIS012 History ACHHS022	English ACELA1465 Mathematics ACMNA030 Science ACSHE034 History ACHHS051	English ACELA1495 Mathematics ACMSP092 Science AC SIS071 History ACHHS086	a long time' English ACELA1523 Mathematics ACMNA126 Science AC SIS108 History ACHHS124	English ACELA1546 Mathematics ACMNA189 Science AC SIS145 History ACHHS156	English ACELA1570 Mathematics ACMSP247 Science AC SIS208 History ACHHS192
Express opinion and point of view					
use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes Examples <ul style="list-style-type: none"> using simple word choices such as like, love, enjoy English ACELA1429 Science AC SIS012	identify and use language that expresses feelings and opinions, and compares and evaluates people and things Examples <ul style="list-style-type: none"> using adjectives to compare two elements (faster, older) and more than two (fastest, oldest) English ACELA1462 History ACHHS052	differentiate between the language of opinion and feeling and the language of factual reporting or recording Examples <ul style="list-style-type: none"> identifying verbs used to express opinion (think, believe) and report findings (found, observed) English ACELA1489 Mathematics ACMNA082 Science AC SIS065 History ACHHS085	use subjective, objective and evaluative language, and identify bias Examples <ul style="list-style-type: none"> using language to express a point of view, persuade an audience and report an event English ACELA1517 Science AC SIS108 History ACHHS123	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer Examples <ul style="list-style-type: none"> identifying evaluations achieved through word choice English ACELA1542 Science AC SIS139 History ACHHS155	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments Examples <ul style="list-style-type: none"> identifying evaluations achieved through exaggeration, irony, understatement and parody English ACELA1565 Mathematics ACMSP253 Science AC SIS205 History ACHHS192

Word knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand learning area vocabulary					
<p>use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts</p> <p>Examples</p> <ul style="list-style-type: none"> using familiar words in a class discussion <p>English ACELA1437 Mathematics ACMNA001 Science ACSSU003 History ACHHS019</p>	<p>use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts</p> <p>Examples</p> <ul style="list-style-type: none"> using new terms in a spoken report <p>English ACELA1470 Mathematics ACMMG043 Science ACSSU032 History ACHHS051</p>	<p>use growing subject-specific vocabulary to read, discuss and write about learning area topics</p> <p>Examples</p> <ul style="list-style-type: none"> using new topic vocabulary accurately in a written report <p>English ACELA1498 Mathematics ACMNA078 Science ACSHE062 History ACHHS082</p>	<p>use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning</p> <p>Examples</p> <ul style="list-style-type: none"> using technical vocabulary to explain a process <p>English ACELA1515 Mathematics ACMMG142 Science ACSHE220 History ACHHS123</p>	<p>use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts</p> <p>Examples</p> <ul style="list-style-type: none"> using exact terminology to create a detailed description <p>English ACELA1547 Mathematics ACMMG200 Science ACSSU150 History ACHHS149</p>	<p>use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning</p> <p>Examples</p> <ul style="list-style-type: none"> using vocabulary to express, argue and justify a point of view <p>English ACELA1571 Mathematics ACMSP246 Science ACSSU186 History ACHHS191</p>
Use spelling knowledge					
<p>spell words using growing sound and letter knowledge and spell words with regular letter patterns</p> <p>Example</p> <ul style="list-style-type: none"> showing attempts at sound–letter matching to spell new words 	<p>spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as ‘play’, ‘playing’, ‘playground’</p> <p>Examples</p> <ul style="list-style-type: none"> spelling known words accurately and consistently 	<p>spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words</p> <p>Examples</p> <ul style="list-style-type: none"> writing new topic words with growing accuracy 	<p>spell topic words and use word origins, base words, prefixes and suffixes when spelling new words</p> <p>Examples</p> <ul style="list-style-type: none"> demonstrating good spelling knowledge in attempts at unknown words 	<p>spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly</p> <p>Examples</p> <ul style="list-style-type: none"> showing great consistency and accuracy in spelling 	<p>use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words</p> <p>Examples</p> <ul style="list-style-type: none"> spelling accurately on almost all occasions

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELA1758 Mathematics ACMNA002 Science AC SIS012 History ACHHS021	English ACELA1471 Science ACSIS042 History ACHHS054	English ACELA1779 Science ACSIS071 History ACHHS086	English ACELA1526 Science ACSIS110 History ACHHS124	English ACELA1549 Science ACSIS148 History ACHHS156	English ACELA1573 Science ACSIS208 History ACHHS192

Visual knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand how visual elements create meaning					
<p>recognise the different meanings of words and images in imaginative and informative texts</p> <p>Examples</p> <ul style="list-style-type: none"> identifying an object in a text in word and illustration <p>English ACELA1786 Mathematics ACMNA005 Science ACSIS233 History ACHHS022</p>	<p>describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text</p> <p>Examples</p> <ul style="list-style-type: none"> identifying added information provided by an image <p>English ACELT1587 Mathematics ACMSP050 Science ACSIS042 History ACHHS054</p>	<p>identify the effects of choices in the construction of images, including framing and composition</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the relationship between elements in an image <p>English ACELA1496 Mathematics ACMSP097 Science ACSIS071 History ACHHS087</p>	<p>explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts</p> <p>Examples</p> <ul style="list-style-type: none"> selecting a graph to present information <p>English ACELA1524 Mathematics ACMSP147 Science ACSIS107 History ACHHS125</p>	<p>analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning</p> <p>Examples</p> <ul style="list-style-type: none"> explaining the impact of an image <p>English ACELT1628 Mathematics ACMSP292 Science ACSIS144 History ACHHS157</p>	<p>evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the most effective image to include in a report <p>English ACELA1572 Mathematics ACMSP250 Science ACSIS208 History ACHHS193</p>