Year 8 Syllabus

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as

independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Language

LANGUAGE VARIATION AND CHANGE

Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)

Literature

LITERATURE AND CONTEXT

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups

Literacy

TEXTS IN CONTEXT

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)

⊟ Literacy

⟲ Intercultural understanding

LANGUAGE FOR INTERACTION

Understand how conventions of speech adopted by communities influence the identities of people in those communities [(ACELA1541)](ACELA1541)

⊟ Literacy

⟲ Intercultural understanding

Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody [(ACELA1542)](ACELA1542)

⊟ Literacy

TEXT STRUCTURE AND

[(ACELT1626)](ACELT1626)

⊟ Literacy

⨀ Critical and creative thinking

⚇ Personal and social capability

⟲ Intercultural understanding

Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors [(ACELT1806)](ACELT1806)

⊟ Literacy

⨀ Critical and creative thinking

⟲ Intercultural understanding

RESPONDING TO LITERATURE

Share, reflect on, clarify and evaluate opinions and arguments about

⊟ Literacy

⋮⋆ Information and Communication Technology (ICT) capability

⨀ Critical and creative thinking

INTERACTING WITH OTHERS

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

⊟ Literacy

⨀ Critical and creative thinking

⚇ Personal and social capability

Use interaction skills for identified purposes, using voice and language conventions to suit different situations,

Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)

📄 Literacy

🌐 Critical and creative thinking

Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)

📄 Literacy

Understand how coherence is created in complex texts through devices like aspects of literary texts (ACELT1627)

📄 Literacy

🌐 Critical and creative thinking

👥 Personal and social capability

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)

📄 Literacy

👥 Personal and social capability

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

selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)

📄 Literacy

🌐 Critical and creative thinking

👥 Personal and social capability

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

📄 Literacy

🌐 Critical and creative thinking

👥 Personal and social capability

INTERPRETING, ANALYSING, EVALUATING

lexical cohesion, ellipsis, grammatical theme and text connectives [(ACELA1809)](#)

☰ Literacy

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts [(ACELA1544)](#)

☰ Literacy

EXPRESSING AND DEVELOPING IDEAS

Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause [(ACELA1545)](#)

☰ Literacy

ⓒ Critical and creative

☰ Literacy

👥 Personal and social capability

🔗 Intercultural understanding

EXAMINING LITERATURE

Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities [(ACELT1629)](#)

☰ Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text [(ACELY1732)](#)

☰ Literacy

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts [(ACELY1733)](#)

☰ Literacy

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's

thinking

Understand the effect of nominalisation in the writing of informative and persuasive texts [(ACELA1546)](ACELA1546)

⊞ Literacy

Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning [(ACELA1548)](ACELA1548)

⊞ Literacy

@ Critical and creative thinking

Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts [(ACELA1547)](ACELA1547)

⊞ Literacy

Understand how to

prose, drama or visual texts [(ACELT1630)](ACELT1630)

⊞ Literacy

@ Critical and creative thinking

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays [(ACELT1767)](ACELT1767)

⊞ Literacy

@ Critical and creative thinking

CREATING LITERATURE

Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects [(ACELT1632)](ACELT1632)

⊞ Literacy

point of view [(ACELY1734)](ACELY1734)

⊞ Literacy

@ Critical and creative thinking

👥 Personal and social capability

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

⊞ Literacy

@ Critical and creative thinking

👥 Personal and social capability

CREATING TEXTS

Create imaginative, informative and persuasive texts that raise issues, report events and advance

apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations [(ACELA1549)](#)

🗎 Literacy

🅒 Critical and creative thinking

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts [(ACELT1768)](#)

🗎 Literacy

🅒 Critical and creative thinking

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opinions, using deliberate language and textual choices, and including digital elements as appropriate [(ACELY1736)](#)

🗎 Literacy

⠅ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts [(ACELY1810)](#)

🗎 Literacy

🅒 Critical and creative thinking

Use a range of software, including

word processing programs, to create, edit and publish texts imaginatively [(ACELY1738)](#)

⊟ Literacy

⋮ᶄ Information and Communication Technology (ICT) capability

ℂ Critical and creative thinking

Year 8 Achievement Standard

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the Handwriting Continuum to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The Handwriting Continuum can be found under the Teaching menu in the K-10 section of this website. Teachers will need to log in to the Extranet to access this resource.

Reading and Viewing

At Standard, students understand how the selection of text structures is influenced by the selection of genre and how this varies for different purposes and audiences. Students explain or show how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas

and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing and Creating

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

Students listen for and identify different emphases in texts, using that understanding to elaborate on discussions. They understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, they show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

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