The Authority   Kindergarten to Year 10   Years 11 and 12   Student

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Year 8 SyllabusTest

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Year Level Description

Year 8 Syllab

Year Level Descri

The English curricul
literature and litera
integrate all three s
knowledge, underst
and creating. Learn
in earlier years, and

In Years 7 and 8, st
community membe
They experience lea
school curriculum, l

Students engage w
interpret, evaluate
which the primary p
persuade. These in
magazines and digi
dramatic performar
including media tex

The range of literar
including the oral n
Peoples, as well as
classic and contem

Literary texts that s
readers are drawn f

ence ↗

ABLEWA English Scope and Sequence (PDF) ↗

EAL/D English Pre-primary to Year 10 ↗

Filters ▼

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☑ Year level descriptors

☑ Content Descriptions

☑ Achievements Standards

☑ Icons

Year Levels

☑ Select All

Strands

☑ Select All

☑ Literacy

☑ Literature

☑ Language

General Capabilities

---

historical genres ar
and a range of non-
interpersonal relatio
settings and repres
and content inform
structures are more
of contents, indexe
sentences with emk
rhetorical language

Students create a r
for example narrati
continue to create l

Language

LANGUAGE VARIATION
CHANGE

Understand the infl
and impact that the
English language ha
had on other langua
or dialects and how
English has been
influenced in returr
(ACELA1540)

☰ Literacy

- ☑ Select All
- ☑ Literacy
- ☑ Numeracy
- ☑ Information and Communication Technology (ICT) capability
- ☑ Critical and creative thinking
- ☑ Personal and social capability
- ☑ Ethical understanding
- ☑ Intercultural understanding

⟲ Intercultural understanding

LANGUAGE FOR INTERA

Understand how conventions of spee adopted by commu influence the identi people in those communities [(ACELA1541)](#)

▤ Literacy

⟲ Intercultural understanding

Understand how rhetorical devices a used to persuade a how different layers meaning are develo through the use of metaphor, irony an parody [(ACELA154](#)

▤ Literacy

TEXT STRUCTURE AND ORGANISATION

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

📄 Literacy

🧠 Critical and creative thinking

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

📄 Literacy

Understand how coherence is created in complex texts through devices like lexical

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

📄 Literacy

Understand the use
punctuation conver
including colons,
semicolons, dashes
brackets in formal a
informal texts
[(ACELA1544)](ACELA1544)

📄 Literacy

**EXPRESSING AND
DEVELOPING IDEAS**

Analyse and exami
how effective autho
control and use a v
of clause structures
including clauses
embedded within th
structure of a noun
group/phrase or cla
[(ACELA1545)](ACELA1545)

📄 Literacy

Critical and creativ
thinking

Understand the eff
nominalisation in th
writing of informati
and persuasive text
(ACELA1546)

  Literacy

Investigate how vis
and multimodal tex
allude to or draw or
other texts or imag
enhance and layer
meaning (ACELA15

  Literacy
  Critical and creativ
thinking

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

  Literacy

Understand how to use learned knowledge consistently in order to spell accurately and to learn new words including nominalis [(ACELA1549)](ACELA1549)

Year 8 Achieve

Handwriting behavi
the writing assessm
Handwriting Contin
monitoring of stude
Handwriting Contin
of this website. Tea

Reading and View

At Standard, studen
by the selection of
Students explain or
to represent differe
the reliability of sou
text to show how ev
viewpoints.

Writing and Creat

Students understan

particular purposes

they make to influe

language features f

new ways. Students

influence audience

effects, they take in

audiences. They de

effect and use accu

Speaking and Lis

Students listen for

understanding to el

language features

the effectiveness of

combining ideas, in

ideas can be expres

selecting language

contribute actively

effect.

The English curriculum is built around the three interrelated str

programs should balance and integrate all three strands. Toget

understanding and skills in listening, reading, viewing, speaking

skills and processes developed in earlier years, and teachers w

In Years 7 and 8, students interact with peers, teachers, individ

and online/virtual environments. They experience learning in b

curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They lis[ten to]
spoken, written and multimodal texts in which the primary purp[ose is to]
persuade. These include various types of media texts including [...]
novels, non-fiction, poetry and dramatic performances. Student[s...]
texts, are influenced by context, purpose and audience.

The range of literary texts for Pre-primary to Year 10 comprise[s...]
Aboriginal and Torres Strait Islander Peoples, as well as the co[n...]
and contemporary world literature, including texts from and ab[out...]

Literary texts that support and extend students in Years 7 and [8...]
fantasy, speculative fiction and historical genres and involve so[...]
non-stereotypical characters. These texts explore themes of int[...]
and fictional settings and represent a variety of perspectives. I[n...]
various sources about specialised topics. Text structures are m[...]
tables of contents, indexes and glossaries. Language features i[...]
unfamiliar technical vocabulary, figurative and rhetorical langu[age...]

Students create a range of imaginative, informative and persua[sive...]
performances, reports and discussions, and continue to create [...]

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