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Kindergarten to Year 10

Years 11 and 12

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# Year 8 SyllabusTest

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**Year Level Description**

## Overview



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English P-10 Scope and Sequence for teaching in 2024 (PDF) [↗](#)



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ABLEWA English Scope and Sequence [↗](#)



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EAL/D English Pre-primary to Year 12

## Year 8 Syllabus

### Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning is built on experiences in earlier years, and

In Years 7 and 8, students engage with community members. They experience learning through the school curriculum, and

Students engage with texts to interpret, evaluate and create. These include primary texts, persuasive texts, magazines and digital media, and dramatic performance including media texts.

The range of literary texts includes the oral traditions of Indigenous Peoples, as well as classic and contemporary

Literary texts that students can relate to. Readers are drawn from

## Filters



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### Year Levels

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- ☒ Literature
- ☒ Language

### General Capabilities

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- ☒ Information and Communication Technology (ICT)

historical genres and a range of non-interpersonal relationships and representations and content information structures are more of contents, indexed sentences with embedded rhetorical language

Students create a range of texts for example narrative continue to create literary

## Language

### LANGUAGE VARIATION 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 [\(ACELA1540\)](#)

 Literacy

capability

- ✔ Critical and creative thinking
  - ✔ Personal and social capability
  - ✔ Ethical understanding
  - ✔ Intercultural understanding
- 

🌀 Intercultural understanding

## LANGUAGE FOR INTERA

Understand how conventions of speech adopted by communities influence the identity of people in those communities

[\(ACELA1541\)](#)

📖 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 [\(ACELA1542\)](#)


📖 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

[\(ACELA1543\)](#)

 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

[\(ACELA1766\)](#)

 Literacy

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

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

 Literacy

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


 Literacy

## EXPRESSING AND DEVELOPING IDEAS

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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 thinking

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

 Literacy

Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning [\(ACELA1545\)](#)

 Literacy

 Critical and creative thinking

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

 Literacy

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

 Literacy

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## Year 8 Achievement

Handwriting behaviour  
the writing assessment  
*Handwriting Contin*  
monitoring of student  
*Handwriting Contin*  
of this website. Tea

### **Reading and View**

At Standard, student  
by the selection of  
Students explain or  
to represent different  
the reliability of sources  
text to show how evidence  
viewpoints.

### **Writing and Creat**

Students understand

particular purposes they make to influence language features in new ways. Students influence audience effects, they take in audiences. They do effect and use accurate

### **Speaking and Listening**

Students listen for understanding to evaluate language features of the effectiveness of combining ideas, in ideas can be expressed selecting language contribute actively effect.

The English curriculum is built around the three interrelated strands. All three programs should balance and integrate all three strands. Together understanding and skills in listening, reading, viewing, speaking skills and processes developed in earlier years, and teachers work

In Years 7 and 8, students interact with peers, teachers, individually and online/virtual environments. They experience learning in both curriculum, local community, regional and global contexts.

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

The range of literary texts for Pre-primary to Year 10 comprises Aboriginal and Torres Strait Islander Peoples, as well as the contemporary and contemporary world literature, including texts from and about

Literary texts that support and extend students in Years 7 and 8 include fantasy, speculative fiction and historical genres and involve so non-stereotypical characters. These texts explore themes of identity and fictional settings and represent a variety of perspectives. In various sources about specialised topics. Text structures are made of tables of contents, indexes and glossaries. Language features include unfamiliar technical vocabulary, figurative and rhetorical language

Students create a range of imaginative, informative and persuasive performances, reports and discussions, and continue to create

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