Language and Literacy Levels across the Australian Curriculum: EALD Students

Levels 11 – 14

Composing learning area texts	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Visuals in multimodal texts By the end of Year 8 students: • plan, research and deliver presentations on learning area topics, sequencing selected appropriate multimodal elements for their impact on the audience • compose/ edit longer sustained learning area texts incorporating a wide range of graphics By the end of Year 10 students: • plan, research and deliver presentations on more complex issues/learning area topics, combining visual and multimodal elements creatively to present ideas & information, support opinions, engage & persuade audience • compose & edit longer more complex learning area texts incorporating an extensive range of graphics	Appropriately incorporates visuals into longer and more complex written and multimodal texts with increasing independence: • draws labelled diagrams to represent designs in an investigation • includes relevant photographs and maps, eg showing distribution of species, in a descriptive report • provides data in tables and graphs with accompanying interpretations • constructs a flow chart depicting a complex process such as water purification • presents a television news item; composes an advertisement or commercial, including relevant still and moving images with consideration of camera angle and shot distance, often drawing on stereotypes	Composes visual and multimodal texts understanding their contribution to the interpretation of ideas and information: • composes a news report eg on school vandalism, choosing visuals that effectively reinforce the message • produces a survival guide for students new to the school as video clip and as a pamphlet, including a map • composes front page of local newspaper with appropriate layout, eg font, size and colour, including name of paper, date, headlines, articles and visuals • constructs diagrams to represent processes in explanations eg physical and chemical weathering and erosion or models of the digestive system • incorporates diagrams to depict experiment procedure and data in tables and graphs with keys in investigations	Composes multimodal texts understanding the contribution of visuals and begins to make design choices based on purpose and audience: • includes historical photo as evidence to support argument in historical account • composes complex timelines showing events within a broader historical context • creates a pod-cast or a social media page as character from book or play • writes a short dialogue for a television show, with instructions for shot distance, angles and distance between characters • designs a website with menu and hyperlinks, eg on the role of nutrition in maintaining fitness • makes appropriate choices of dot points, font, size, layout, tables, maps and images in digitally projected presentations • composes book trailer, selecting effective images and symbols to evoke mood and represent characters, setting and themes	Composes visual and multimodal texts in print and digital environments using a range of design choices and visual tools for the intended purpose and targeted audience: • uses well-chosen font, size, colour and layout to enhance meaning and impact • composes a book trailer, selecting images to portray historical/cultural context, exploiting and subverting stereotypical image to create humour and/or impact • writes and presents a news item for television and/or on a website choosing images, shot distance and angles for optimal engagement and effect • produces texts appropriate for the workplace • composes detailed flow charts to represent complex interactions in factorial or consequential explanations • constructs a cartoon to explain a complex theory in a practical and engaging way

Written texts
By the end of Year 8 students:
• compose and edit longer sustained learning area texts incorporating:
  o researched and analysed information
  o complex language features to explore topics & express and support opinions
By the end of Year 10 students:
• compose & edit longer more complex learning area texts incorporating:
  o researched and evaluated information
  o complex language features to interpret and analyse challenging and complex issues
From: Australian Curriculum: *Literacy continuum*
	Composes a wide range of organised, longer, (300 – 450 words) increasingly complex examples of genres, with some confidence and appropriate to Year 7 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
	• analyse and combine information from more than one source
	• include a less basic concluding paragraph
	• draw on examples and evidence from sources and texts to support their opinions and begin to include bibliographies where appropriate
	• appropriately choose the structure and feature of learning area texts according to the purpose of the text
	• demonstrate awareness of the audience and attempt to engage and influence through their language choices
		Constructs wide range of well staged, longer, (300– 500 words) increasingly complex examples of genres, appropriate to Year 8 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
		• analyse and combine researched information from more than one source to describe and explain topics as well as to support their own opinions and begin to use conventions for citing others
		• include more complex introduction and topic sentences to clearly preview the content of the whole text and the paragraph respectively
		• use more formal, abstract and technical language to explore topics and issues, and to express their own opinions
			Constructs wide range of well staged, longer (300– 550 words) and complex examples of genres, appropriate to Year 9 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
			• analyse and combine information from more than one source, including bibliographies and conventions for citing others where appropriate, with some accuracy
			• construct detailed, well organized introduction, which may be comprised of two paragraphs, and topic sentences to clearly preview the content of the whole text and the paragraph
			• construct longer concluding paragraphs, where appropriate, by choosing skillfully from the text
				Constructs wide range of well staged, longer (400– 600 words), cohesive texts to explore, interpret and analyse challenging and complex issues appropriate to Year 10 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
				• evaluate, synthesise and acknowledge researched information from several sources appropriately and accurately
				• construct detailed, well organised introduction and topic sentences to capture attention of audience
				• crafts detailed, well organised concluding paragraphs to effectively complete texts and affect the audience

Text knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Organisational structures of learning area texts **Note:** *the texts described here could be **oral, written or multimodal**. In addition, many student texts at this level are **macro genres**, which could be comprised of a combination of one or more of the genres described here.* By the end of Year 8 students: • 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 By the end of Year 10 students: • 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 From: The Australian Curriculum: *Literacy continuum across stages of schooling*	**Procedure:** composes texts on how to carry out a mathematical or scientific process, typically as part of a macro-genre **Procedural Recount/Simple Investigation:** begins to independently compose mathematical and scientific investigations, based on provided headings and instructions for each stage, including for example, an introduction, aim, hypothesis, method, results, discussion/analysis of results and conclusion **Biographical and Historical Recount:** composes more detailed, longer texts that recount a series of events accompanied by chart or graph with some summative commentary and/or reflection and evaluation **Narrative:** composes texts where characterisation emerges through descriptions, actions, speech, thought and feeling; begins to use optional stages of reflection, evaluation and flashback **Poetry and dialogue:** constructs descriptive texts relying less on modelled texts **Descriptive/Comparative and Classifying Report:** composes longer, more complex examples, with control of paragraphs, including an introductory paragraph and incorporating sources and visuals eg maps, photos and labeled diagrams **Explanation:** composes explanations which are increasingly causal, with illustrations; and relying heavily on model texts, begins to compose consequential explanations **Exposition (Argument or Discussion):** composes more complex introduction and less basic concluding paragraph, using topic sentences to sustain longer arguments and discussions, analysing and combining information from more than one source **Response/Review/Source Analysis:** composes personal responses, reviews of texts and History source analyses using a clear structure through a developed introduction, topic sentences and a conclusion; begins to use evidence from the text/source to support a point of view, interpretation and/or illustrate a literary/film technique	**Procedure:** composes texts on how to carry out a mathematical/scientific process, using passive voice, typically part of a macro-genre **Procedural Recount/Simple Investigation:** independently composes mathematical and scientific investigations, based on provided headings for each stage, including for example, an introduction, aim, hypothesis, method using passive voice, results, analysis of results and conclusion **Biographical and Historical Recount:** composes detailed, longer texts that recount a series of events from a particular personal or cultural perspective accompanied by visuals with some summative commentary and/or reflection and evaluation **Narrative:** composes longer narrative using variations with confidence eg incorporates complication and orientation in first stage; and/or composes effective short stories, creating intrigue and suspense **Poetry and dialogue:** begins to construct texts that evoke emotions and/or portray a cultural or historical perspective **Descriptive/Comparative and Classifying Report:** continues to compose longer, complex examples, with control of paragraphs, including an introductory paragraph and incorporating multi-sources and visuals eg maps, photos and labelled diagrams **Explanation:** composes causal explanations with effective links to illustrations; and composes consequential explanations drawing on models and writing frameworks **Exposition (Argument or Discussion):** composes longer texts with various stages eg a description supporting an argument or discussion with more than basic evidence and longer concluding paragraph that reinforces writer position by choosing well from the new information in the text **Response/Review/Source Analysis:** composes personal responses, reviews of aesthetic works and History source analyses using a clear structure through a developed introduction, topic sentences and a conclusion; uses evidence from the text/source to support an interpretation and/or illustrate a literary/film technique	**Procedure:** continues to compose texts on how to carry out a process, using passive voice, typically part of a macro-genre **Procedural Recount/Simple Investigation:** composes mathematical and scientific investigations, including for example, an introduction, aim, hypothesis, method, results, analysis of results, and conclusion with diagrams, charts and graphs and begins to include an evaluation **Biographical and Historical Recount:** continues to compose detailed, longer texts that recount a series of events from a particular personal or cultural perspective with visuals and some summative commentary and/or reflection and evaluation **Narrative:** composes longer narrative using variations with greater confidence eg begins with final resolution and continues as a flashback; and/or composes effective short stories, creating a sense of drama **Poetry and dialogue:** constructs literary forms incorporating culturally specific resources such as humour and satire **Descriptive/Comparative and Classifying Report:** continues to compose longer, complex examples, with appropriate questions or noun groups as sub-headings and effectively incorporating multi-sources and visuals eg maps, photos, diagrams **Explanation:** constructs causal and consequential explanations with increasingly more written text; begins to compose accounts which provide more than one explanation as to the causes of events **Exposition (Argument, Discussion or Debate):** composes longer, sustained texts, well supported with evidence and basic explanations, with longer concluding paragraphs that reinforce writer position by choosing skillfully from the text **Response/Review/Source Analysis:** composes History source analyses, reviews and creative, interpretive responses to aesthetic works, such as trailers, creating pod-casts or social media pages as a character that portray the cultural and historical context; begins to compose comparative text analyses, such as comparing themes in a book and a poem	**Procedure:** continues as for Levels 12 and 13 **Procedural Recount/Simple Investigation:** continues to compose mathematical and scientific investigations, including for example, an introduction, aim, hypothesis, method, results, analysis of results, conclusion and an evaluation with diagrams, charts and graphs **Biographical and Historical Recount:** composes detailed, longer texts that reflectively recount events from a particular personal or cultural perspective and comments on the significance of the events **Narrative:** composes texts where characterisation emerges through descriptions, actions, speech, thought and feeling; begins to use optional stages of reflection, evaluation and flashback **Poetry and dialogue:** confidently composes texts incorporating appropriate examples of culturally specific resources such as humour and satire **Descriptive/Comparative and Classifying Report:** continues as for Levels 12 and 13 **Explanation:** confidently constructs longer, more detailed causal, factorial and consequential explanations with effective use of paragraphing; begins to compose theoretical explanations using models and diagrams; composes accounts from a particular personal or cultural perspective **Exposition (Argument, Discussion or Debate):** may vary structure such as beginning with a description of an imagined scenario as a dramatic introduction; evidence-based arguments; conclusions that synthesise points of argument to arrive at a new perspective; able to speak or write from the viewpoint of others eg critique a policy from another's perspective **Response/Review/Source Analysis:** constructs range of responses to texts that contain challenging issues; synthesises information from multiple sources to create own interpretation and insight; makes reference to and draws comparisons with other relevant texts; analyses accuracy of interpretations, identifies bias and prejudice and offers alternative readings to a text

Text knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Text cohesion • **Foregrounding** ○ text and paragraph openers, including headings, sub-headings and text connectives ○ sentence openers including using passive voice to change the focus of the sentence By the end of Year 8 students: • use knowledge of word functions to make connections in text By the end of Year 10 students: • use knowledge of how the cohesion in texts is improved by strengthening the internal structure, for example, using paragraphs and providing examples, quotations and substantiation of claims From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Chooses a wide range of features and visual devices to set up the structure and organisation of a text and guide readers, avoiding repetitiveness: • uses headings/sub-headings in a report • writes developed introductory paragraphs and topic sentences that help reader predict what is to come • uses a small range of alternatives to text connectives to organise formal oral and written texts: chooses *One of the main reasons* instead of 'Firstly'; *My second reason* instead of 'Secondly'; *To sum up; Due to all the evidence previously stated* instead of 'In conclusion' • uses more text connectives to make logical connections between paragraphs and sentences: *Therefore, For example, For instance, To add to that* Chooses a range of sentence starting points to orient the reader and give prominence to the message of the text, using: • descriptive foregrounded phrases and subordinate clauses in a range of genre ○ time: *As I set my line in the deep blue space; When foxes have chosen a territory, they …; Right from the first scene where I saw Miss Honey, I …* ○ place: *From the East to the West* ○ cause: *Because your singing and composing style is …; Due to the foxes amazing ability to adapt, Since foxes and dogs are so closely related* ○ contingency: *With enough begging and pleading; Despite this; Instead of camels; Although it is all of those things, it …* ○ angle: *As stated in the novel; In my opinion* • passive voice: *Too much money is being spent,* rather than 'People are spending too much ; The first results that were achieved,* rather than 'We achieved ' • foregrounded generalised/abstract noun groups in reports, explanations and arguments: **Trade along the Silk Road** *began,* rather than 'People traded '; **A scribe's equipment** *included ,* rather than 'Scribes used '	Chooses wide range of language features and visual devices to set up the structure and organisation of a text, guiding readers, avoiding repetitiveness and beginning to organise the text with optimal effect: • composes more complex introduction and topic sentences appropriately to clearly predict the content of the whole text and the paragraph respectively • uses a wider range of alternatives to text connectives in formal oral/written texts: ○ instead of 'Firstly, Secondly' chooses *One reason; The first event ;The next instance; The last event* ○ rhetorical questions in arguments, particularly oral debates • chooses appropriately from the range of text connectives to make logical connections between paragraphs and sentences: *In addition; Overall; Indeed* Chooses a range of sentence starting points to orient the reader, and organise the flow of information using: • more complex foregrounded phrases and subordinate clauses ○ time: *During a scene that is focused on a good character; After changing the two fractions into twelfths and then trwnty-fourths; When adding heat energy to a chemical reaction* ○ place: *In a physical change* ○ means: *By using eco-tourism and raising awareness about the reef's protection; With more tourists* ○ comparison: *In contrast to the lengthy ship and mast* ○ cause: *Due to mining; Because we had some difficulties; Because of this* ○ contingency: *Even though this is true; If I was a peasant;* ○ angle: *As a modern day person reading about Viking raiders, I …* • uses passive voice to foreground issues and abstractions: **The damage of these habitats** *needs to be looked at …,* rather than 'The government needs to look at ' • foregrounded abstract noun groups in factual genres: **The loss of habitats** *has ; **The safety of the workers** is*	Chooses a wide range of language and visual devices to set up the structure and organise text, to optimally guide the reader: • uses noun groups or rhetorical questions as heading and sub-headings • composes detailed, well-organised introductions, which may be two paragraphs, and topic sentences in a range of genres to clearly preview content of whole text and paragraph respectively • uses a wide range of alternatives to text connectives to organise formal texts: ○ chooses: *The main argument; One of the major events of the war; One important piece of evidence;* • begins to include less common examples of text connectives to make logical connections between paragraphs and sentences: *Subsequently; Consequently; To conclude; Yet; Though; Nevertheless* Chooses a small range of sentence starting points typical of more written texts: • a small range of more complex foregrounded phrases and clauses ○ time: *After 2 hours of swimming in fierce waters; After about a month of the natives' aggression building up* ○ place: *From the moment that Bob Cratchit is employed;* ○ comparison: *Instead of pain and sadness* ○ cause: *Based on this part of New Holland's plant restrictions and the fact that we could find no fresh water* ○ angle: *Being a Franciscan priest and living in this church for all my holy life* • continues to use passive voice for appropriate and effective foregounding • foregrounded abstract noun groups in factual genres: **The arrival** *of the First Fleet had lasting effects on versus* 'After the First Fleet arrived ' • begins to manipulate what to foreground appropriately, which may require a shift of phrases or text connectives from the front: *The British, therefore, came …; Books, on the other hand, are …; This setting, however, can …*	Chooses from extensive range of language and visual devices to set up structure and organise complex texts with optimal effect: • composes detailed and well-organised introductions and topic sentences in a wide range of texts that not only clearly predict content of whole text and the paragraph respectively but also capture the attention of the reader/listener/viewer • composes detailed, well-organised concluding paragraphs that achieve their purpose at a high level • uses a full range of alternatives to text connectives to organise formal oral and written texts: *The primary argument for an increase is …; One of the features of …; The most significant feature of …; The first step to determining …* • includes less common examples of text connectives: *In fact; Subsequently; Thus; Moreover; Furthermore; Additionally* Chooses a wider range of sentence starting points typical of highly written texts: • a wider range of more complex foregrounded phrases and clauses ○ time: *As your awareness widens; During the experimental process* ○ place: *Against this background* ○ means: *By following The Law of Conservation of Energy;* ○ cause: *Because of the law of conservation of energy* ○ contingency: *Without the inspiring leaders of the World Cup campaign, such as …; Despite the fact that there is a lot of information in these pages* • foregrounded abstractions within longer noun groups: *The **terrain** of the Kokoda Track within this film; The variable that will be purposely manipulated in this experiment; The **evidence** shown in both the photos below;* • *foregrounded **abstrac**tions in reference to people: **Craig Joh**nston's **aspirations**; Elizabeth and Georgiana's **attachment*** • manipulates by shifting elements from the front to foreground appropriately and strategically: *Dr X, on the other hand, thinks …; The question is, therefore, …*

Text knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Text cohesion (cont) • **Reference** (pronouns, demonstratives and substitution) By the end of Year 8 students: • use knowledge of word functions to make connections in text By the end of Year 10 students: • use knowledge of how the cohesion in texts is improved by strengthening the internal structure, for example, using paragraphs and providing examples, quotations and substantiation of claims From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Begins to use (1 or 2 instances, which may be appropriate/effective) reference items in longer factual genres to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward to elaborate and show logical connections to new ideas and to develop arguments using: • this and that: *Ned committed a number of villainous crimes. Despite* **this**, *he also …; People often claim that he was very protective of his family. To add to* **that** *…; Traders built shrines and temples to practice their own faith.* **This** *was important because …* • common abstract terms within a noun group: *... more advanced with computers, truck, cars, ships and planes …;* **This technology**; **These techniques**; *Ned ran down and saved him. He received a stash for* **this act**; *There are different interpretations …* **One** *is …* **Another idea** *is …*	Uses reference items (2 or 3 instances used appropriately) in longer factual genres to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward to elaborate and show logical connections to new ideas and to develop explanations and arguments using: • this and that: *Mining is bad because it digs up the earth and destroys animals' habitats.* **This** *is happening …; When it was put into water that was hot, the particles were moving faster.* **This** *made the …* • abstract terms within a noun group: *It is a very dangerous job. Rocks could collapse … Some people don't take* **this matter** *seriously; Also in Source 2 it has a picture that shows what would happen to people if thy had sinned.* **These tortures** *included…* Begins to use reference items to offer an interpretation of a previous statement, series of statements: • this and that: *Their water for crops is becoming polluted.* **This** *means …; The school has been closed until there is a full investigation.* **This** *is a problem because…; …their colour is healthy, happy and bright.* **This** *shows …*	Uses effectively reference items in longer factual genres to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward to elaborate and show logical connections to new ideas and to develop explanations and arguments: *Some carbon atoms are different.* **They** *contain 8 neutrons.* **These** *are called Carbon -14 and are radioactive.* **This** *means they can decay and form into different atoms.* **This decay** *can be …; They would not exercise … may develop diabetes 2 or become obese.* **These 3 factors** *can cause; Our hunters came running back to our tribe camp telling me that they had seen ghosts …* **This encounter** *…* Uses reference items to offer an interpretation of a previous statement, series of statements: *… until the visits of the spirits.* **These visits** *enabled …; The histogram is skewed to the left side.* **This** *is evident because …; Scrooge shows that he cannot love even those who are the most lovable and loving …* **His inability to love** *… was the reason …*	Uses the range of reference items strategically to compact and carry forward previously mentioned ideas: *The language used in this chapter …; A particularly apt example …;* **Such** *word usage …; We followed* **this procedure** *with every piece* where 'this procedure' refers back to 7 steps outlined in the 3 previous sentences.; *These differences* referring back to the previous paragraphs which stated two characters are different and exemplified how

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Sentence Structures
 	
• **Complex**
  o Subordinating (binding) conjunctions
  o Relative clauses
  o Non-finite clauses
• **Simple** (sophisticated and dense)
 	
By the end of Year 8 students:
• control a range of simple, compound and complex sentence structures to record, explain, questions, argue, describe and link ideas, evidence and conclusions
 	
By the end of Year 10 students:
• control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
 	
From: The Australian Curriculum: Literacy continuum across stages of schooling
	Constructs a wide variety of complex sentences using:
	• an extensive range of subordinating (binding) conjunctions appropriately and accurately most of the time (*except for, whilst*)
	• non-finite clauses
	  o with greater accuracy: *The sun etches closer to the horizon,* **reflecting the sea**; **Being a scribe**, *I collected all the taxes; They mark their territory,* **using a scent gland**; *Foxes answer this* **by digging holes and putting the uneaten food in the hole to come back to later**; *The fox is very adaptable,* **being able to live everywhere from a forest to a city**
	  o some inaccuracies when adding a further clause: *Islam became known to other populations,* **beginning new ways of life and gave (sic = giving) people a sense of identity**
	  o beginning to use non-finite clause as participant/subject: **Giving to someone much less fortunate than yourself** *is a much better way to spend you money*
	• more relative pronouns used accurately:
	  o to elaborate: *There were a mysterious people called Sea Peoples,* **who destroyed Mycenae**; *She is a very attractive person,* **who is enjoyable to be around**
	  o may begin to use to add a comment or make causal connection: *The Kelly gang provoked a confrontation with the police,* **which resulted in officers shot dead**; *It was built on a rocky mountaintop,* **which would have made it easier to defend**
		Constructs well-formed complex sentences using:
		• an extensive range of subordinating (binding) conjunctions appropriately and accurately: *since; ever since; as if; like; while; as though; though; except that;*
		• non-finite clauses with accuracy:
		  o as subordinate clause*: It would be different,* **depending who you were**; *Count Olaf has been found* **disguised as a teacher**; *He was found at 10 am this morning,* **having kidnapped two of the school's students**; *When it has contact with oxygen, it rusts,* **turning red** …; *she said in a friendly way,* **sounding as if she genuinely wanted to help**
		  o begins to use to express interpretation /comment or cause: *Evil characters generally have dark and dull lighting around them,* **adding a sense of scariness and fear**; *the Spanish defeated them,* **causing many to die**;
		  o as participant/subject: **Seeing a ship carrying a dragon head on the prow**
		• relative clauses accurately most of the time and uses them to add a comment or make causal connection: *we kept the cups off the cold metal bench,* **which was a good way to control extra heat loss**; *Water spinning around in the limestone takes off little bits,* **which makes a smooth surfaced pool**; *The manager didn't do one of his calculations right,* **which resulted in his incorrect claim**
		• varies length and may use fragments for effect in narratives: *Everyone is so quiet. The woman sitting across from me is wearing a black beret and seems to be fixed on looking at something on the floor. I try talking to her but no response. Nothing.*
			Constructs well-formed complex sentences and begins to manipulate clauses and sentence structures for precision and effect using:
			• a full range of subordinating (binding) conjunctions: *for* (meaning because); *whereas; rather than; wherever; whenever*
			• non-finite clauses with accuracy:
			  o as subordinate clause: **Using the bionic eye,** *blind people* …; *We are a poor family,* **struggling to survive**; *I am in the lower deck of the ship,* **enclosed by sea of people**The median was worked out **by arranging all the digits in numerical order and finding the middle number.**
			  o to express interpretation, comment or cause: *They came and killed more of our elder men,* **forcing us to flee**; *There were at least fifty of us mining for gold in the same small area of the stream,* **causing a lot of competition to find the most gold**
			• complex relative clause appropriately and accurately most of the time: *There is only one person,* **whom I can lean on when I'm standing in troubled waters**; *The land was not for sale,* **which, in my view, means that they do not own it and it is England's land now**; *We attempted to buy the land with our currency, with food and clothes among other luxuries***, all of which were declined**
			• begins to compose sophisticated, dense simple sentences with non-finite clauses as participant/subject: **To have school uniform as a compulsory part of a school's identity** *is* …; **Unifying the races** *was* …; **Being in Australia** *provided*
				Constructs well-formed complex sentences, manipulating clauses and sentence structures for precision and effect with greater use of:
				• multiple <u>dependent clauses</u>: *This bullying occurs <u>when students wearing less stylish or fashionable clothing are singled out and excluded <u>because their families cannot afford to buy them trendy clothes</u>.</u>*
				• interrupting phrases and clauses with:
				  o circumstances: *This implies that Mr Bennett,* **with the departure of his two favourite daughters**, *is* …; *Mrs Bennett, who,* **despite her granted wishes of opportune marriages for her daughters**, *remains nervous and silly; don't just abandon your dog where,* **out of fear or hunger**, *it will attack children and other dogs!*
				  o clauses with subordinating conjunctions: *The language used in this chapter –* **as was imperative to Jane Austen** *– was indicative of the feelings and personalities of the people involved*
				  o non-finite clauses: *Kitty,* **taken away from the influence of Lydia and into that of Jane and Elizabeth,** *becomes greatly improved in mind and manner*
				  o relative clauses: *Mary,* **who remained at home,** *became* …
				• begins to compose sophisticated, dense simple sentences with **nominalisations** and <u>expanded noun groups</u> built around a relating verb (process): *<u>One of the features</u> of this chapter is <u>the development</u> of certain characters; The graph shows <u>the number of Australian casualties</u> as a result of fighting against the Japanese and the Germans in World War II*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Punctuation
 	
• **Basic punctuation**
  o commas after text connectives
• **Beyond basic:**
  o commas after foregrounded phrases and clauses to indicate pausing and with direct speech
  o quotation marks to indicate speech, quotes and other elements such as a title or name
  o brackets, dashes, colons and semicolons
 	
Note: The Australian Curriculum: *Literacy continuum across stages of schooling* does not include reference to punctuation. The information included here corresponds to The Australian Curriculum: *English*
	Uses with growing control, commas to support meaning in complex sentences:
	• most of the time:
	  o after foregrounded subordinate (dependent) clauses: **Although these were grave goods,** this tells us that …
	  o to mark phrases, text connectives and clauses and indicate pauses: *In 468BC, however, troops captured Mycenae, killed the inhabitants and …; With enough begging and pleading, parents will eventually …, or they will just buy it; We collected all the taxes, made sure everybody followed the law, wrote legal documents … and more.*
	• sometimes
	  o around an interrupting clause: *All of the palaces in southern Greece were burned,* **including Mycenae,** *around the same time*
	  o before a subordinate non-finite clause*: The sun etches closer to the horizon,* **reflecting the sea***;*
	• rarely for relative clauses (those that are not qualifiers within a noun group, but add non-essential information or comment as an aside): *Gravity comes from the centre of the earth, which …*
	
	Begins to use a small range of punctuation devices beyond the basic:
	• quotation marks for highlighted words and words used with ironic emphasis: *This helped show that Miss Honey was the 'goodie' and Ms Trunchbull was the 'baddie'; He used a technique called 'public relations exercise'.*
	• slashes to indicate alternatives: *This poem/ballad is about …*
		Uses appropriately and consistently commas to support meaning in complex sentences:
		• after foregrounded subordinate clauses
		• to mark phrases, text connectives and clauses and to indicate pauses
		• most of the time:
		  o around interrupting clauses and phrases: *A major point that may suggest that tourists are good for the reef,* **even if there aren't a lot still visiting,** *is that without tourists there would be no need for the Green Island resort*
		  o before a subordinate non-finite clause*: the Spanish defeated them,* **causing many to die**
		• sometimes for relative clauses (those that are not qualifiers within a noun group, but add non-essential information or comment as an aside): *It looks as though it has passed through many hands,* **which money does**.
		
		Uses a small range of punctuation devices beyond the basic:
		• quotation marks
		  o for technical or subject specific words: *'artifacts'; 'oral testimony'*
		  o when defining or referring to a word: *The name 'smallpox' is from the Latin word for 'spotted'.*
		• brackets to include additional information/comment: *Once it is in the flame, the steel wool catches fire (this is a chemical change).*
			Begins to use colons and semicolons in expositions and other extended writing to improve precision and clarity of expression:
			• a colon:
			  o before a list of dot points: *There are three types of plate boundaries:*
			    ▪ *Transform boundaries …*
			    ▪ *Divergent boundaries …*
			    ▪ *Convergent boundaries …*
			  o to separate a subtitle: *Diary Entry 3: The Arrival*
			  o before a quote: *She said: 'It was …' A doctor commented on the state of Manchester city: 'Whole streets …'*
			• a semicolon to separate two closely related statements*: Most of my measurements are below the average for Australian students in year nine; my height is 159cm whereas the average height for an Australian student is 164.7*
				Uses colons, semicolons and dashes appropriately most of the time in the most basic cases:
				• a colon before a list of dot points or quote
				• a semicolon to separate two closely related statements*: Mr Bingley is also seen to grow as a character; for the first time the reader sees his temper being driven to the edge*
				• a dash:
				  o to add a comment, explanation or reiteration: *another child and her small dog were attacked by a dog wandering the streets – no owner in sight and no registration tag on the dog; I write to urge all dog owners to be responsible – register and secure their dogs; our genome is all our genetic information – all of our genes*
				  o before and after an aside: *the chapter could have been longer – something Jane Austen does not seem to shy from – in order to avoid …*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Words and word groups
• **Verbs and verb groups/phrases**
  o representing different processes (doing, sensing, saying, relating)
  o subject/verb agreement
 	
By the end of Year 8 students:
• recognise and use aspects of language to suggest possibility, probability, obligation and conditionality
 	
By the end of Year 10 students:
• develop higher order concepts in academic texts through language features that compact and generalise ideas, for example using nominalisation, technical and abstract vocabulary
From: *The Australian Curriculum: Literacy continuum*
	Uses a wide range of vocabulary to express shades of meaning, beginning to include <u>possibility and probability</u>, for processes.
	• doing: ***Reinforce*** all four edges; ***Attach*** string; Our aim ***was achieved***; The sun ***etches*** closer; This ***could harm*** our pets; Communities ***could experience*** different ways of life; We ***are*** still ***exchanging*** goods; Vapour ***cools*** and ***forms*** clouds; We ***store*** water but we still ***need to purify*** it; Troops ***captured*** Mycenae
	• saying: The results ***<u>show</u>*** that …; The Hittites also ***mention*** the Sea Peoples; This ***<u>tells</u>*** us that …; People often ***claim*** that …; Some ***<u>state</u>*** otherwise
	• sensing: People ***could enjoy*** new goods; listeners ***wouldn't forget***; I ***believe***; I still ***remember***
	• relating: Bushrangers ***are <u>known to be</u>*** lawbreakers; Children ***appear to be having*** the time of their lives; Foxes ***belong to*** the same family; It ***<u>is</u> <u>considered</u>*** a pest;
	  o causal: They ***<u>were affected</u>*** by drought; This ***<u>could</u> mean*** animals will be endangered; It all ***<u>helped</u> <u>show</u>*** …; Technology ***<u>lets</u>*** us ***communicate***
		Uses an extensive range of vocabulary to express delicate shades of meaning, for processes, including <u>possibility/probability</u>,
		• doing: They ***<u>will not</u> hesitate***; Scar ***betrayed*** his family; students ***<u>had to be</u> evacuated***; we ***could utilise*** these funds; animals ***would have to relocate***; mining ***could*** potentially ***contaminate***; they ***<u>were forced to</u> seek out*** new places
		• saying: … I ***whisper***; … ***exclaimed*** Jess; the author ***has described*** him as …; a major point that ***<u>may suggest</u>*** that …
		• sensing: I ***selected*** the novel; I ***realised*** I ***couldn't remember***; Eliza ***reminds*** me of Count Olaf; they ***discovered*** that …; we can ***appreciate*** the reef; you ***have mistaken*** me; I ***can't help but*** believe …
		• relating: the character ***<u>seems</u>*** friendly; the keep ***would consist of*** many floors; These tortures ***included***… I chose grey ***to represent*** gloom; which ***<u>maybe means</u>*** there was a quick end;
		  o greater range of causal: jobs ***are created***; concerns about tourist's affect on the reef ***arose***, this ***<u>allows</u>*** parents to have time; his wrong calculations ***<u>resulted in</u>*** his incorrect claim; a 2 metre hull ***<u>ensured</u>*** that …
		Begin to express abstract doings and happenings metaphorically: we ***<u>can</u> document*** it; they ***are*** always ***plotting*** against others; they ***disturb*** the wildlife; the throne ***is restored***; children ***<u>may be</u> exposed*** to …; as a result of ***being deprived*** of …
			Uses an extensive range of vocabulary to express complex, technical and abstract meanings.
			• abstract doing and happening: Historians ***have to put forward*** arguments; the tide ***seemed to ease***; a Federation ***did not*** actually ***unify*** Australia; he ***makes sure to provide*** enough rations; they ***have been forced to undergo*** an eight month voyage; people ***began to flood*** in; ***Is*** the school uniform ***hindering*** you expressing your individuality; he ***passed away***
			• saying: it ***is*** often ***debated***; It ***is suggested***; Sergeant John Wilder ***recalled*** …; a doctor ***commented***; we ***have been instructed to***; I ***can't help but scream***; the lad ***recounted …***
			• sensing: people ***tend to think***; the man ***doubts*** that …; I ***was expecting*** to …
			• relating: they ***contain*** 8 neutrons; his story ***relates to*** the poem; it ***involves*** expensive machinery; we ***appear to be***; the campaign ***is regarded as*** important; it ***indicates*** that …; it ***is considered*** a valid measure; they ***are*** now ***acknowledged as*** the founders the battle ***is perceived as*** a defining moment
			  o extensive range of causal: choices that ***result in*** …; conditions ***caused*** …; the campaign ***led to*** …; the Industrial Revolution ***affected*** …; advance in farm technology ***forced*** many people off the land; this ***enabled*** …; that ***allowed*** …; The war ***gave rise to*** …
				Continues to use an extensive range of vocabulary to express complex, technical and abstract meanings.
				• abstract doing and happening: ***deals with*** matters; ***provide*** information; ***served*** the purpose; ***sought*** reconciliation; his legacy ***extended*** beyond …; by ***manipulating*** the variables; ***raises*** points; energy ***has been conserved***; Australia was ***isolating*** itself; your awareness ***widens***; ***applied*** more strength; ***exhibit*** great courage; ***encountered*** a few problems; ***facing*** realities; ***could eliminate*** the possibility; ***overcoming*** her fear; ***conveyed*** the joy; ***tower*** over her; ***to pursue*** happiness; she ***does not seem to shy from it***;
				• saying: I ***urge*** all dog owners to …; ***refused to communicate***; Ellie ***chants*** to herself; I ***wasn't complaining***; Darwin ***proposed*** that …; Frank Farina ***commented*** on it
				• sensing: he ***is reflecting on*** it; I can almost ***make out*** the faint outline; it ***disappoints*** us; courage ***is acknowledging*** your fear
				• relating: he ***defines*** it ***as***; religion ***is*** closely ***linked to*** happiness; she ***remains*** nervous; this ***continues to influence*** players; This ***implies*** that …; it ***illustrates*** the accuracy
				  o a range expressing both cause and modality: ***knowing*** of the ***consequences*** that ***may*** have followed; This ***might cause*** too many nutrients

• **Subject/verb agreement**	Demonstrates greater control of subject-verb agreement although may make occasional errors with more complex agreements: • after 'there', where verb needs to agree with a longer noun group that follows: *There has (sic = have) been several dangerous events over the past years* • noun groups with qualifiers: *All of the weapons that the Spanish used was (sic = were) made of iron; their water for crops are (sic = is) becoming polluted*		Demonstrates control of subject–verb agreement although may make very occasional errors with more complex agreements: • when there may be confusion as to which noun should be agreed with: *The number of assaults have (sic = has, agreeing with number) increased over time*	

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
• **Adverbs, adverb groups/phrases and prepositional phrases** to express the circumstances surrounding happenings and states ○ place ○ time ○ accompaniment ○ manner ○ cause ○ matter ○ role ○ angle ○ contingency By the end of Year 8 students: • recognise and use aspects of language to suggest possibility, probability, obligation and conditionality By the end of Year 10 students: • develop higher order concepts in academic texts through language features that compact and generalise ideas, for example using nominalisation, technical and abstract vocabulary From: The Australian Curriculum: *Literacy continuum*	Uses a wide range of circumstances to provide important details and perspectives of events including: • place: *from the centre of the Earth; from a tomb in Mycenae; across the entire world; on every continent except Asia* ○ may begin to use circumstances of abstract space: *in this poem* • time: *for many years to come; throughout his whole life; in Mycenaean times; during the Persian Wars, right from the first scene* • accompaniment: *with computers, trucks, cars ships and planes; instead of camels* • manner: ○ quality: *in very military styled clothes; almost completely; safely; closely; more quickly; impulsively* ○ means: *communicates* **through barks and yelps**; *shown* **through both her appearance and her personality**; *surrounded* **by walls made of stone** ○ comparison: *like a mix between a dog and a cat* • cause: *for the sake of the song; due to the fox's amazing ability to adapt* • matter: *(This poem is) about an orphan's life back in the 1930's* • role: *as an introduced species* • angle: *from their perspective; in my opinion; to the people of the time* • begins to use contingency to express conditionality: *with enough begging and pleading*	Begins to use more complex circumstances with expanded noun groups and/or using more precise and technical vocabulary: • place: *outside a house with perfectly cut flowers and lime green grass; on the prow of the ship; 30 cm above the bunsen burner* ○ abstract space: *into our communities* • time: *over the course of 5 years; for long periods every day; during Early Medieval Times; during a scene that is focused on a good character* • accompaniment: *with the decline in tourists; along with those treasures* • manner: ○ means: *cover* **with a thin layer of growing medium** ○ comparison: *in contrast to the lengthy ship and mast* • cause: *for our economy and the Great Barrier Reef itself; because of the pollution of the water; due to lack of healthiness of water; for extra protection against waves and sea spray* • role: *as a world heritage site and a natural wonder of the world; as a teacher in Prufrock Preparatory School; as a 'loathsome, horrible and evil man'* • angle: *as a modern day person reading about Viking raiders, I know I see them* • contingency: *with more tourists; without tourists* Note: May begin to use a wide range of circumstances of manner (quality) to express emotions, judgements and evaluation, particularly in narratives, as in 'Expressing opinion and point of view.'	Uses more complex circumstances with expanded noun groups and/or using more precise and technical vocabulary: • place, including abstract space: *outwards of our position; on the edges of the continental plates; in the stem and leaf plot; at a parliamentary committee; in a sea of people; in small cottage industries* • time: *Prior to the Industrial Revolution; during the 252 day journey of the First Fleet; After about a month of the natives' aggression building up; in the time when we most need you; never in my existence* • accompaniment: *with the Factory Acts of 1802 and 1819* • manner: ○ quality: *wirelessly; in numerical order; behaviourally and socially; officially* ○ means: *with natural methods such as windmills; with more force* ○ comparison: *instead of pain and sadness* • cause: *as a result of the Industrial Revolution; because of convection current in the mantle; from lack of food and hygiene and proper ventilation; for the greater good of everyone; due to unsafe and unhygienic areas on the ship; from the deadly disease of dysentery; for our annual camping trip at a beach camping ground near the Gold Coast* • role: *As Romeo's confidante and a priest; as part of Federation Celebrations in NSW* • angle: *from the information in the sources provided; to some historians* • contingency: *except for the weather conditions* Note: Uses wide range of circumstances of manner (quality) to express emotions, judgements and evaluation in narratives etc. as in 'Expressing opinion and point of view.'	Uses an extensive range of circumstances to express abstract and technical meanings, with expanded noun groups, nominalisation and cultural metaphor • place, including abstract space: *in rock formations and ocean sediments; in the tissues of living and dead organisms; at the pinnacle of international competition; below poverty level* • time: *at regular intervals; throughout the course of the experiment; upon finishing* • accompaniment: *with torrential rain* • manner: ○ quality: *appropriately; at an accelerated rate; according to the Geneva Convention; extravagantly; in the same proportion; in a manner that expresses a laidback approach* ○ means: *through techniques such as repetition, comparisons and the style of clever social commentary used so well by Jane Austen* ○ comparison: *like a leaf falls off a tree in the middle of autumn; as opposed to the more commonly used term* • cause: *for his efforts in promoting the sport; because of their personalities and where and how they were brought up; for guidance; out of fear and hunger* • role: *as small gas particles; as prisoners of war of the Japanese; under the banner of Australia* • angle: *According to my results; in the eyes of Australians* • contingency: *Despite these useful aspects shown in the film; with some urging on Elizabeth's part* May use cultural metaphor for effect: *we are never going to settle down* **in a cottage on a hill with our one true love forever**

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Words and word groups (cont) • **Nouns and noun groups/ phrases** By the end of Year 8 students: • recognise and use aspects of language to suggest possibility, probability, obligation and conditionality By the end of Year 10 students: • develop higher order concepts in academic texts through language features that compact and generalise ideas, for example using nominalisation, technical and abstract vocabulary From: The Australian Curriculum: Literacy continuum across stages of schooling • **Nominalisation**	Uses expanded noun groups to express shades of meaning and more specialised knowledge: • key nouns (things): *event; harvests; supplies; techniques; features; suspense; scene; society; invasion; evidence; citizen;* • combining and contrasting describers: *a very **calm, peaceful and understanding** person; **bright but soft** lighting* • classifiers: ***legal** documents; **scent** gland; **native pea** plant; **drinking water** supplies; **warrior** class; **family comedy** movie; **low angle** shots* • qualifiers using a longer prepositional phrase: *swords **like the one in Figure 2**; records **of harvests and food supplies** an orphan's life **back in the 1930's*** • qualifiers *using (embedded) relative clause, which may ellipse words: the children **(who are) watching the advertisement at home**; the money **(which) they are spending**; a native pea plant **that is poison to foxes*** • beginning to use multiple qualifiers: *an invasion **of Greeks from the North called the Dorians**; a mysterious people **called the Sea People who destroyed Mycenae*** Uses a growing range of nominalisations with grammatical accuracy to: • begin to shift from a focus on people and things to one of abstraction: *their main **diet*** • summarise complex processes: *filtration evaporation, air resistance; precipitation* • compact information and make connections between ideas in text: *The fox is very adaptable … This is not the only clever **adaptation**; People traded silk … **Trade** …*	Begins to use more complex noun groups built around a nominalisation and/or using more precise and technical vocabulary: • key nouns (things): *ores and minerals; hull; prow; ecosystem; incident* • greater use of classifiers: ***archeological evidence; oral testimony; domestic** animals; a **primary** source; **chemical reaction; medieval** times; **digestive** enzymes; **sediment** layer; **mining** industry; **natural underground** systems; **camera** angles* • qualifiers using a longer prepositional phrase: *the loss **of vegetation and natural habitat**; contamination **of the underground coal and water system**; a business **like the Green Island Resort tours**; a positive effect **on our economic position*** • qualifiers using longer (embedded) relative clause, which may ellipse words: *an artefact **(that was) used in the time period** being studied; a loose soil **that didn't compact, get soggy or crust over and allowed water to moisten the soil easily**; children **who have attended day care before they start school**; parts **where tourists have littered or harmed coral and animals*** • multiple qualifiers: *healers **who could stop the spread of disease brought by the European invaders**; the raised lumps **that spread over the faces and bodies of sufferers**; threats **of explosions** that are very dangerous to the miners* Uses with accuracy a greater range of nominalisations expressing cause: *impact; effects; result; causes; reason*	Uses more complex noun groups built around nominalisation and/or using more precise and technical vocabulary: • key nouns (things): *allies; campaign; residence; authority; civilization; compressions; variables; reforms* • greater use of classifiers: ***alluvial** gold; **nomadic** people; **bionic** eye; **greenhouse** gas; **auditory** and **sight** reflexes; **cottage** industry; **endocrine** system; **nervous** system; **law and order** system; **physical** representation; **visual** representation* • qualifiers using longer (embedded) relative clause: *the common view **that Botany Bay was simply chosen as a place to dump convicts**; the data **that best represents the height variable in our class**; the people **who do not display good behaviour or refuse to do work**; a group of electrodes **which send electrical signals to the brain*** • multiple qualifiers including a nominalisation: *access **to the flax and timber on Norfolk Island**; the first European sighting **of the eastern coast of Australia**; the landing **of Captain Cook in Botany Bay** a re-enactment **of the landing of Captain Cook in Botany Bay**; signs **of aggression towards our presence**; the number of cities **with a population of more than 20,000 in England and Wales**; the benefits **of using child labour in the cotton factories*** Uses with accuracy nominalisations: • an extensive range expressing cause: *reason; benefit; consequences; result; effects; impact; outcome* • a range expressing thinking and saying: *conversation; theory; debate; view; idea; voice; notion*	Composes expanded noun groups with nominalisation to express abstract and technical meanings: • key nouns (things): *foliage; advocate; traits; ambassador; departure; pursuit; imprisonment; expats; origins; setback* • multiple classifiers: ***geographically isolated** populations; the **commercial cut flower** preservative; a responsible **pet ownership** course* • qualifiers using a more complex prepositional phrase with nominalisation: *the main causes **of the Bay's poor water quality and aquatic habitat loss*** • qualifiers using longer (embedded) relative clause: *several years of campaigning **to try and make it into the world's best tournament**; two of the main protagonists **that have matured and developed throughout the book**; moments in time **that prove to us that life is worth living*** • multiple qualifiers with nominalisation: *effect **of dredging on the nitrogen and phosphorous cycles**; the living conditions **of the Australian soldiers during the war against Japan**; the portrayal **of the limited supplies that the Australian soldiers had*** Uses cultural metaphor: ***the building blocks** of all cells; **a base** for future successes on **the world stage*** Uses nominalisations with accuracy: • wide range of abstract and technical: *approach; aspects; condition; evidence; influence; techniques; variables; usage; motivation; accuracy; achievements* • wide range expressing thinking and saying: *afterthought; commentary; awareness*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Expressing opinion and point of view • **Evaluative language:** (expressing feelings and emotions; judgement of people; evaluation of things and varying the intensity) By the end of Year 8 students: • use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer By the end of Year 10 students: • use language that indirectly expresses opinions and constructs representations of people events, and consider expressed and implied judgements From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Uses a wide range of evaluative language appropriately in a range of genres to express: • feelings and emotions: *the **despairing** life of an orphan; heavy **crying**; she didn't look **nervous**; she looked **calm**; the **butterflies in my stomach**; my **anxiety**; the real **thrill*** • judgements of people (characters): *a very **attractive** person who is **enjoyable to be around**; an **accomplished** person; a very **calm, peaceful** and **understanding** person; an **awful, mean** and **aggressive** person who **hates children*** • appreciation of things: *bright **but soft** lighting; **look quite unique;** not the only **clever adaption** foxes have; the Silk Road was very **valuable;** war was **important in the life of the Mycenaenas*** • varied intensity: *an **actual** battle; I can **faintly** distinguish; **relatively** long; **much**-loved poems; **heavy** crying a **downright** villain; **completely** different continent*	Uses an extensive range of evaluative language appropriately and begins to use <u>nominalisation</u> to express: • feelings and emotions: *sends **shivers up my spine; tears** start **streaming down his face**; his **eyes are flashing from side to side;** a **hopeful** tone in his voice; **gloom,** <u>**sadness**</u> **and self-pity;** <u>**unease**</u>**; calm,** <u>**reassurance and safety;**</u> he feared that ...; felt <u>**terror**</u>**; felt inspired and thrilled; petrified; joy;** screamed **at the top of his lungs;** <u>**thoughts**</u> **dash** through my head* • judgements of people (characters): ***nothing but a nuisance;** very **intelligent; never purposely hurt anyone;** sympathetically; better **socialized;** more **independent; great ship building skills;** fought **with all their** <u>**might**</u>**; never show mercy or** <u>**forgiveness**</u>**;** politely; **lovingly;** her eyes lit up **like the sun rising for a brand new day*** • appreciation of things: *the **most advanced** technology around; **terrible** <u>**destruction**</u>**; significant milestones;** use it for **constructive** purposes; the **most efficient** oven; it made this movie such a **top interest;** how **gloomy** their lives were; the test is **fair;** the **fastest, swiftest** and **fiercest** ships; it was **more successful/ unsuccessful;** the figures would be **more convincing;*** • varied intensity: ***every spare** cent; **100% truth; fairly** similar; **every single** bone in your body; **largely** made up of; **mainly** right; the **exact** same amount; **properly** trained*	Continues to appropriately use an extensive range of evaluative language, including some <u>nominalisation</u> and/or cultural metaphor, moving to less emphasis on feelings and more on judgement and appreciation: • feelings and emotions: ***scream in agony;** a strong <u>**sense**</u> of <u>**pride**</u> and <u>**belonging; miss**</u> them **dearly; relieved;** <u>**regrets;**</u> <u>**confusion;**</u> <u>**exhaustion;**</u> <u>**frustration; horrified;**</u> <u>**terror; terrifying;**</u> signs of <u>**aggression; speechless***</u> • judgements of people (characters): ***racist;** <u>**greed;**</u> <u>**bravery; never generous; cannot love even those** who are **most loveable and loving; compassionate;** <u>**inability**</u> to love; hardened criminals; aggressively; lazily;** left to rot; were **not willing to take it lying down;** travel down the same road, **never learning** from our lesson* • appreciation of things: ***poor quality/fertile** soil; **thriving** community; **well-illustrated and humorous** shows; **practical and long-lasting; up-to-date as well as interesting;** information is **reliable; not skewed; defining** moment; **picturesque; valid** measurement; **strategic** benefit; **dominant** sea power; **not accurate or reliable; unsanitary and unhygienic** conditions; its usefulness **outweighs** the harm; **in troubled waters; dumping ground; turning point;*** • varied intensity: *affected us **greatly; pure** love; **true** individuality; **dreadfully** sick; a **dramatic** decrease; expensive **in the short term;** cheaper **in the long term;** stretched **to the limits; heavy** <u>**casualties**</u> (referring to injuries and deaths)*	Appropriately and effectively chooses from an extensive range of evaluative language including a greater range of <u>nominalisation</u> and/or cultural metaphor, with less emphasis on feelings and more on judgment and appreciation: • feelings and emotions: *a **shiver** of <u>**hope**</u> **runs down my spine;** <u>lack of</u> <u>**regret;**</u> the <u>**joy**</u> (or <u>lack</u> thereof); **unbearable** <u>**pain;**</u> a <u>**sense**</u> of <u>**satisfaction and delight;**</u> a <u>**feeling**</u> of national <u>**pride;** paranoia; **overrun by** <u>**fear; pulled myself together;** felt at **home; flood** of <u>**panic;**</u> her <u>**fear**</u> **is paralysing;** his temper being driven **to the edge; in the** <u>**heat**</u> **of the** <u>**moment***</u> • judgements of people (characters): ***logical; irresponsible; responsible; dangerous guerillas; not like a coward;** her <u>**patience**</u> **and** <u>**kindness; placid;** it was **shameful** to surrender; <u>**popularity; courageously; self-sacrificial; quick to jump to** <u>**conclusions***</u> • appreciation of things: ***valid science;** <u>**accuracy; concise** and deals with matters **quickly and efficiently; blunt** and **to the point;** like **an** <u>**afterthought; light-hearted** and **satirical;** too **ambitious** for them; an **unusual and unwanted** growth; **biased; great detail;** many **facts excluded; vital** point; **key** thing; **best suited; essential;** a **house-hold** name; a **landmark** event;* • varied intensity: ***absolutely** horrendous; she is **practically** my sister; could **barely** walk; matured **dramatically; completely** fulfilling and satisfying **one hundred percent of the time; slightly** bereft of emotion; cut him off **entirely***
	Begins to use expressions of personal comment: ***of course;** it is **obvious** that ...; but **actually,** foxes ...; a picture of soldiers **actually** carrying the swords shown in Source 2; parents will **eventually** buy the children **exactly** what they want; they could **in fact** be spent on ...*	Uses expressions of personal comment: ***thankfully; Indeed;** it could **actually** do a lot, the film is **clearly** ...; people aren't **exactly** sure*	Continues to use expressions of personal comment: ***Basically,** it was just ...; it was **simply** chosen as ...; **more importantly;** it is **certainly considerably** cheaper*	Continues to use expressions of personal comment: ***But the thing is** ...; **Let's face it; surprisingly; On a better note,** ...; **It's not surprising** that ...*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Expressing opinion and point of view
 	
• **Modality**
• **Expresses opinion directly and indirectly**
 	
By the end of Year 8 students:
• use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer
 	
By the end of Year 10 students:
• use language that indirectly expresses opinions and constructs representations of people events, and consider expressed and implied judgements
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Expresses modality with a greater range of language resources beyond modal verbs accurately in most contexts
	• adverbs: *Ms Trunchball is **definitely** the bad person; it **isn't likely** that …; the most **commonly** seen bird; people **often** claim …; foxes **usually** hunt at night; the **most frequently** recorded outcome*
	• processes: *I **knew** that she was a 'goodie'; children **appear to be** having the time of their lives*
	• adjectives: *a **typical** bushranger; a **definite** lawbreaker; it could be **equally likely**; made **sure** everybody followed the law*
	• nouns: *different **interpretations** about …; the **option** of charity*
	
	Uses a narrow range of ways to appropriately express opinion in, for example, arguments, discussions and source analysis:
	• directly (subjectively):
	  o identifying self as opinion holder: ***In my opinion, I believe** that …;*
	• indirectly (more objectively), for example in a factual recount, by:
	  o attributing opinions to other generalised groups: ***people say** …; **others argue***
	  o deferring to sources: ***As stated in** …; **Source 2 shows** … **This tells us** that war was important in their life*
	  o through language choices that indirectly express opinion or infer judgement: ***It is obvious that** … **Due to all the evidence previously stated, it is clear that** …*
		Expresses modality with a greater range of language resources accurately and appropriately in most contexts:
		• adverbs: *they are **certainly** more independent; **possibly** build up*
		• processes: *it **seemed to happen**; it **tended to be** drier*
		• adjectives: *it wasn't **common**; the most **likely** reason*
		• nouns: *the score with highest **frequency**; there is **no need**; felt an **urge** to explore*
		Begins to combine elements: *mining **should definitely** be banned; we **might never know for sure**; they **can't possibly** get enough; there **perhaps might** not be a suitable place; it **could potentially** contaminate the water*
		
		Uses appropriately a small range of resources to express opinion in, for example, arguments, discussions and source analysis:
		• directly (subjectively):
		  o identifying self as opinion holder: *I **see** them as …;I **find** this one hard to believe; I **feel** that …; I **disagree** …*
		• indirectly (more objectively):
		  o attributing opinions to other generalised and/or 'group' voices: *there are **some who argue** …; **Aboriginals and conservationalists rated** the economic value quite poorly*
		  o deferring to sources and research: *the **results show; According to Source 4; In Source 5 it mentions** that*
		  o through language choices that indirectly express opinion or infer judgement: *they **are certainly more independent**; the children **can't possibly** get **enough** individual attention; The film **is clearly** …*
		• begins to use modality to show openness to other opinions/views: ***It is thought that** …*
			Chooses and combines a wider range of complex language expressing modality accurately and appropriately in most contexts: ***most** people **tend to think**; I **knew** my decision **could** change my life; it **always seems** quicker; they **seem to** be **mostly** occurring*
			
			Uses a range of resources to appropriately express opinion in most contexts:
			• directly (subjectively):
			  o identifying self as opinion holder: *which, **in my view, means** that …*
			• indirectly (more objectively):
			  o including other generalised and more expert voices: ***Historians** have put forward different arguments **…; other historians think that** …*
			  o deferring to specific sources and experts: ***Edward Baines argued** that …; **The following letter**, which was sent to a journalist **shows** this: **A doctor commented** …; as **shown in the photo** below; **The historian, Geoffrey Blainey questioned** …; **Geoffrey Blainey's view** is that …*
			  o through language choices that indirectly express opinion or infer judgement: ***It is evident that** …; it **is apparent that** …*
			• using modality to show openness to other opinions/views: *His book **suggested** the British really wanted access to the flax and timber on Norfolk Island; **in Turkey,** the battle is **perceived as** a defining moment; earthquakes and volcanoes **seem to** occur…*
				Chooses and combines an extensive range of complex language, including beginning to use <u>nominalisation</u>, to express modality accurately and appropriately in most contexts: ***If this fact** was included in the film, then **perhaps** it would've been **more accurate** as it **would have clearly** portrayed …; there is the **<u>possibility</u>** that the chapter **could have been** longer – something that Jane Austen **does not seem to** shy from*
				
				Appropriately expresses opinion in most contexts using a wide range of resources:
				• directly (subjectively) using a wide range of resources
				• indirectly (more objectively):
				  o defer to specific sources and experts: *… questioned by **the German media, with one newspaper** saying …; a **Brazilian ambassador** said …; **Les Murray, SBS Football analyst,** said …; **Socceroo Frank Farina** commented on …; **Johnny Warren, a former player and advocate for football,** talks of …; **Dr X, who is a fertility expert, has disagreed.***
				  o through language choices that indirectly express opinion or infer judgement: *This aspect is **impressively** presented; It was **crucial** …; it is **indeed** very useful; **One of the most courageous characters** …; The **most significant** feature of this chapter; A **particularly apt** example of Austen's satire; often backed by evidence: This film **clearly shows** the accuracy …; **This is also evident in** the characters …*
				• using modality to show openness to other opinions/views: *Austen **does not seem to** …; **One of the multiple theories** is …*

Word knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Understanding learning area vocabulary By end of Year 8 students: • use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts By end of Year 10 students: • use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Continues to use a growing range of topic and subject-specific vocabulary from a range of learning areas, to construct specialised fields: • English: *imagery; poem; ballad; scene; suspense; comedy; director; lighting; shot* • History: *trade route; scribe; hieroglyphics; pharaoh; papyrus; source; society; culture* • Maths: *co-interior and alternate angles; isosceles; scalene; equilateral; trapezium* • Science: *vapour; precipitation; evaporation; filtration; distillation; air resistance* • Geography: *livability; proximity; commercial; industry; services*	Uses a wide range of specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts: • English*: stimulus; classic; camera angles; opening scene; dull lighting; appropriate shot types; animation; series* • History: *archaeological evidence; historians; navigation; beliefs and customs; plunder; medieval times; allies; primary source; artefact; oral testimony* • Maths*: statistical measure; tally; range; mode; median; mean score; gradient* • Science: *absorption; sediment; digestive enzymes; mucus layer; oesophagus; HCL; seed germination; growing mediums; chemical reaction; particles; beakers; bunsen burner; potential energy; kinetic energy* • Geography: *high density residential land use; recreational land use; tidal water; erosion; deposition; conservationists*	Uses an extensive range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts: • English*: documentary; animated; social media; trailer; multimodal* • History: *parliamentary committee; campaign; re-enactment; industrial revolution; merchants; land ownership; revolted; passed the Factory Act* • Maths*: grouped numerical data; histogram; outlier; pronumerals; interval; stem and leaf plot; hypotenuse; adjacent; simple interest; angle of depression; angle of elevation* • Science: *continental plates; convection currents; folding and faulting; a subduction zone; periodic table; carbon compounds; oxidation; bases; alkalis; reactants; solvents; peripheral nervous system; endocrine system* • Geography: *biomass; climatic conditions; overgrazing; water harvesting; cultivation; primary production; manufacturing; distribution; domestic consumption; ethical practices; exploitation*	Uses subject-specific vocabulary to express abstract concepts and/or refines vocabulary choices to discriminate between shades of meaning: • English*: tone/theme of the novel; imagery; protagonists; Regency era language; social satire; social commentary; evokes* (vs gives/creates a feeling of) *fear and paranoia; keeps the reader engaged* (vs interested)*; the wave thrashes over my head. I claw at the surface but the wave pounds me back to its depths; the book entails/deals with* (vs is about/covers) • History*: troops were pulled out; a landmark event; terrain* (vs land/field)*; troops were posted to …; expats, who are people who orginate* (vs come/have migrated) *from a different country, but live abroad* (vs overseas) • Maths*: parabola; hyperbola; exponential; congruent triangles; tangent; it shows no correct logic* (vs it doesn't make sense); *the same number of depletion each time* (vs the same number of losses each time) • Scien*ce: atomic mass; electrons; protons; neutrons; genome; pipette; the law of conservation of energy; friction; natural selection; primitive fossil; tissue; organism; foliage* (vs leaves)*; manipulating* (vs changing) *the variables; preliminary trials* (vs first experiments) • Geography: *riparian vegetation; run-off; sediment; cross-section of the river; pollutants; algal growth; loss of aquatic habitat; biodiversity; life expectancy; sanitation; infastructure* (vs roads, schools and hospitals)*; leaching of nutrients* (vs loss of nutrients)*; health expenditure* (vs money spent on health)
	Uses the varied specialist and everyday meanings of a range of common words: **separation** – *my parents are going through a separation; separation is the process of removing pure substances from mixtures* **scene** – *don't make a scene; one of the scenes in the movie; the photo shows a real battle scene*	Uses appropriately the various specific and specialist meanings of a range of common words: **range** – *they have a good range of products; range is the difference between the highest and lowest scores; the explorers discovered a pass through the ranges* **mode** – *what's your mode of transport?; mode is the score with the highest frequency; the film-maker used a number of modes to get her message across* **medium** – *I'll have a medium size; the aim of the experiment was to find which is the best growing medium for oat seed germination; the artist uses several mediums in his work*	Continues to use appropriately the various subject-specific and specialist meanings of a range of common words: **compound** – *don't compound the problem; compound sentence; compound interest; carbon compound* **bimodal –** In mathematics: *the mode of a set of data is the number occurring most frequently. If two numbers occur most frequently, then this is a bimodal data set*. In English, *the mode refers to how a message is being conveyed, for example, orally, in writing, through visual images. A picture book is bimodal since it makes meaning through visuals and written text.*	

Word knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Spelling
 	
By end of Year 8 students:
• spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixed and unusual letter combinations to spell correctly
 	
By end of Year 10 students:
• 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
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Spells correctly:
	• multi-syllabic words ending in:
	  o ible/able: *terrible; enjoyable; adaptable*
	  o ence/ance: *evidence; appearance; resistance; instance;*
	  o ful/fully: *successful; carefully,*
	  o al: *personally; typical*
	  o ty: *society; identity; ability; community*
	  o ous/ious: *horrendous; numerous; obvious; continuous*
	• difficult homophones: *practice/practise*
	• difficult subject-specific words and words with Greek and Latin roots: *rhombus; isosceles; equilateral; metaphor; source; species; techniques; hypothesis*
		Spell most words correctly, and applies their understanding of spelling to spell specialist topic words:
		• multi-syllable words: *historians; artefact; inhabitants; testimony; statistical; gradient; absorption; sediment; potential; kinetic; digestive; germination; particles; sustainability*
		• homophones: *source/sauce*
		• difficult subject and topic specific words: *medieval; enzymes; mucus; allies; hyena; Polynesians; Rapa Nui; Aztecs; mortgage*
			Continues to spell most words correctly, and applies their understanding of spelling to spell specialist topic words:
			• multi-syllable words: *multimodal; re-enactment; industrial; revolution; adjacent; parliamentary; committee; numerical; continental; subduction; periodic; oxidation; reactants; peripheral; unhygienic; auditory*
			• homophones: *principal/principle; affect/effect; presents/presence*
			• difficult subject and topic specific words: and words originating from other languages: *campaign; hypotenuse; alkalis; endocrine; Dardanelles; Gallipoli; massacre; dysentery; cholera; alluvial*
				Uses knowledge of a wide range of English spelling conventions to spell unusual and technical words accurately on almost all occasions
				• multi-syllable words: *imagery; protagonists; commentary; exponential; congruent*
				• difficult subject and topic specific words: and words originating from other languages: *terrain; parabola; hyperbola; neutrons; genome; pipette*

	May use spelling creatively for particular effects, for example for characterisation and to represent accents and styles of speech in narratives or for humour or effect in advertising			