**Literacy**

**Introduction**

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

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

**Scope of the Literacy capability**

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

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

For a description of the organising elements for Literacy, go to Organising elements.

**Literacy across the curriculum**

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

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

- all teachers are responsible for teaching the subject-specific literacy of their learning area
• all teachers need a clear understanding of the literacy demands and opportunities of their learning area

• literacy appropriate to each learning area can be embedded in the teaching of the content and processes of that learning area.

The Literacy continuum will enable learning area teachers to:

• identify the general level of expected language and literacy skills for each year level that they are teaching

• plan how to teach specific language and literacy knowledge and skills essential to students’ understanding of learning area content.

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

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

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

• Literacy in English
  (http://www.australiancurriculum.edu.au/English/General-capabilities)

• Literacy in Mathematics
  (www.australiancurriculum.edu.au/Mathematics/General-capabilities)
• **Literacy in Science**  
  (www.australiancurriculum.edu.au/Science/General-capabilities)

• **Literacy in History**  
  (http://www.australiancurriculum.edu.au/History/General-capabilities)

### Background

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

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

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

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

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

The social view of language enables insights into differences between 'spoken-like' and 'written-like' language, and the increasing complexity of language as students progress through school. This is an important concept for subject-based learning. When young children begin school, they generally have developed facility with the spoken language of their home and community to interact informally in face-to-face situations in their immediate environment. This is the meaning-making system they use to engage with the learning experiences of the school; and their first interactions with written text generally employ print versions of 'spoken-like' language.
As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features, employing technical, abstract and specialised ‘written-like’ language forms, in order to communicate complexities of meaning. These texts include precise, densely packed information and place increasing cognitive demands on the student.

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

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


Organising elements

The Literacy continuum incorporates two overarching processes:

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

with the following areas of knowledge applying to both processes:

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

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

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<thead>
<tr>
<th>Literacy Continuum</th>
<th>Australian Curriculum: English</th>
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<tbody>
<tr>
<td><strong>Language</strong></td>
<td><strong>Literacy</strong></td>
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<tr>
<td>Comprehending texts through listening, reading and viewing</td>
<td>Expressing and developing ideas</td>
</tr>
<tr>
<td>Composing texts through speaking, writing and creating</td>
<td>Language for interaction</td>
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<tr>
<td>Text knowledge</td>
<td>Text structure and organisation</td>
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<td>Concepts of print and screen</td>
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<tr>
<td>Grammar knowledge</td>
<td>Expressing and developing ideas</td>
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<td>Language for interaction</td>
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<tr>
<td>Word knowledge</td>
<td>Expressing and developing ideas</td>
</tr>
<tr>
<td>Visual knowledge</td>
<td>Expressing and developing ideas</td>
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</tbody>
</table>

Texts in the Literacy continuum

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

Where the term ‘texts’ is used in the Literacy continuum, this should be read as the type of texts particular to or characteristic of a learning area; for example, reports, data displays and
procedures in Mathematics; models, diagrams, explanations and reports in Science; and narratives, descriptions, discussions and explanations in History.

The diagram below sets out these elements.

Organising elements for Literacy

**Comprehending texts through listening, reading and viewing**

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

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

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

**Composing texts through speaking, writing and creating**

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

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

**Text knowledge**

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

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

**Grammar knowledge**

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

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

**Word knowledge**

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

- understand learning area vocabulary
- use spelling knowledge.

**Visual knowledge**

This element involves students understanding how visual information contributes to the meanings created in learning area texts. It includes interpreting still and moving images, graphs, tables, maps and other graphic representations, and understanding and evaluating
how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they compose and comprehend. In developing and acting with literacy, students:

- understand how visual elements create meaning.
## Literacy Learning Continuum

### Comprehending texts through listening, reading and viewing

<table>
<thead>
<tr>
<th>Level 1a</th>
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<th>Level 1c</th>
<th>Level 1d</th>
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<tbody>
<tr>
<td><strong>Students:</strong></td>
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<td><strong>Students:</strong></td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td>use <em>behaviours that are not intentionally directed at another person</em> to:</td>
<td>use <em>informal behaviours</em> that show consistent anticipation of events in regular routines to:</td>
<td>use <em>conventional behaviours and/or concrete symbols</em> consistently in an increasing range of environments and with familiar and unfamiliar people to:</td>
<td>use <em>conventional behaviours and/or abstract symbols</em> consistently in different contexts and with different people to:</td>
</tr>
<tr>
<td>• attend to, respond to or show interest in familiar people, texts, events and activities</td>
<td>• attend consistently to familiar texts</td>
<td>• respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task</td>
<td>• work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary</td>
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<tr>
<td></td>
<td>• respond consistently to social interactions with familiar people</td>
<td>• respond to texts with familiar structures, for example by responding to a question</td>
<td>• respond to questions, sequence events and identify information from texts with familiar structures</td>
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<tr>
<td></td>
<td>• demonstrate anticipation of predictable events</td>
<td>• respond to requests</td>
<td>• use information in texts to explore a topic</td>
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<tr>
<td></td>
<td>• respond to questions</td>
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<td></td>
<td>• respond to requests</td>
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</table>

### Level 1e

- Typically by the end of Foundation Year, students:

#### Navigate, read and view learning area texts

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<th>Level 1e</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td><strong>Typically by the end of Foundation Year, students:</strong></td>
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<td><strong>Typically by the end of Year 10, students:</strong></td>
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<tr>
<td>navigate, read and view simple texts with familiar vocabulary and supportive illustrations</td>
<td>navigate, read and view texts with illustrations and simple graphics</td>
<td>navigate, read and view different types of texts with illustrations and more detailed graphics</td>
<td>navigate, read and view subject-specific texts with some challenging features and a range of graphic representations</td>
<td>navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations</td>
<td>navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations</td>
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</tbody>
</table>

#### Examples

- using beginning knowledge of layout, context, vocabulary,
- using and combining developing knowledge of layout,
- using and combining increasing knowledge of page and screen

#### Examples

- applying advanced knowledge of layout, context, vocabulary,
- applying detailed and specific knowledge of layout, context,
- applying detailed and extensive knowledge of layout, context, vocabulary,
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<td>Typically by the end of Year 10, students:</td>
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<tr>
<td>grammar, phonics, visuals, and simple navigating functions on tablets and personal computers</td>
<td>context, vocabulary, grammar, phonics and visuals, layout and navigational tools such as menu bars and icons</td>
<td>layout, context, vocabulary, grammar, phonics and visuals including icons and buttons</td>
<td>grammar and visuals including home pages and sub-pages to aid navigation and use</td>
<td>vocabulary, grammar, visuals</td>
<td>grammar and visuals</td>
</tr>
</tbody>
</table>

**Typically by the end of Foundation Year,** students:

- Listen and respond to learning area texts
  - Examples
    - commenting on a text read aloud
    - recalling information from a text read aloud

**English** ACELY1649  
**Science** ACSSU002  
**History** ACHHS018

**Typically by the end of Year 2,** students:

- Listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud
  - Examples
    - recalling information from a text read aloud

**English** ACELY1669  
**Mathematics** ACMNA030  
**Science** ACSSU030  
**History** ACHHK044

**Typically by the end of Year 4,** students:

- Listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud
  - Examples
    - listing information recalled from an audio text

**English** ACELY1691  
**Mathematics** ACMNA080  
**Science** ACSSU072  
**History** ACHHK077

**Typically by the end of Year 6,** students:

- Listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud
  - Examples
    - interrogating ideas presented in a group discussion

**English** ACELY1712  
**Mathematics** ACMMG137  
**Science** ACSSU094  
**History** ACHHK113

**Typically by the end of Year 8,** students:

- Listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented
  - Examples
    - making inferences from information presented in a group discussion

**English** ACELY1733  
**Mathematics** ACMNA187  
**Science** ACSSU149  
**History** ACDSEH009

**Typically by the end of Year 10,** students:

- Listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas
  - Examples
    - identifying and challenging unstated assumptions in a spoken text

**English** ACELY1753  
**Mathematics** ACMMG245  
**Science** ACSSU184  
**History** ACDSEH107

**Examples**
- commenting on a text read aloud
- recalling information from a text read aloud
- listing information recalled from an audio text
- interrogating ideas presented in a group discussion
- making inferences from information presented in a group discussion
- identifying and challenging unstated assumptions in a spoken text
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**Interpret and analyse learning area texts**

- Interpret simple texts using comprehension strategies
- Interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies
- Interpret literal information and make inferences to expand topic knowledge using comprehension strategies
- Interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies
- Interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
- Interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

**Examples**

- **Typically by the end of Foundation Year, students:**
  - relating information to own experience, sequencing events, and drawing on information in illustrations
  - drawing on prior knowledge, and interpreting illustrations and simple graphics
  - linking print text and graphics, asking and answering questions and finding the main idea

- **Examples**
  - English *ACELY1650*
  - Mathematics *ACMSP011*
  - Science *ACSSU002*
  - History *ACHHS018*

- **Typically by the end of Year 2, students:**
  - linking and summarising information from different sources
  - checking the credibility of sources

- **Examples**
  - English *ACELY1670*
  - Mathematics *ACMNA033*
  - Science *ACSHE036*
  - History *ACHHS048*

- **Typically by the end of Year 4, students:**
  - identifying embedded perspectives and evaluating supporting evidence

- **Examples**
  - English *ACELY1692*
  - Mathematics *ACMNA080*
  - Science *ACSSU073*
  - History *ACHHK078*

- **Typically by the end of Year 6, students:**
  - checking the credibility of sources

- **Examples**
  - English *ACELY1713*
  - Mathematics *ACMNA123*
  - Science *ACSSU073*
  - History *ACHHK115*

- **Typically by the end of Year 8, students:**
  - checking the credibility of sources

- **Examples**
  - English *ACELY1734*
  - Mathematics *ACMNA188*
  - Science *ACSSU073*
  - History *ACHHS154*

- **Typically by the end of Year 10, students:**
  - checking the credibility of sources

- **Examples**
  - English *ACELY1754*
  - Mathematics *ACMSP253*
  - Science *ACSHE227*
  - History *ACHHS188*
### Composing texts through speaking, writing and creating

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**Compose texts**

**Level 1a**
- Students: use *behaviours that are not intentionally directed at another person* to:
  - refuse or reject
  - reflect a preference or desire
  - reflect state of wellbeing, for example contentment, joy, worry, pain
  - reflect a physical state, for example hot, cold, nausea

**Level 1b**
- Students: use *informal behaviours* to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:
  - refuse or reject
  - express a preference
  - request the continuation of an activity
  - request something new
  - request more
  - request attention

**Level 1c**
- Students: use *conventional behaviours and/or concrete symbols* to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:
  - refuse or reject
  - request items, people or events present at the time
  - create texts, for example to comment on a recent event, story or shared experience

**Level 1d**
- Students: use *conventional behaviours and/or abstract symbols* consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to:
  - create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs
  - comment on people, events and objects in the past, present and future and to ask questions
  - convey knowledge about learning area topics

### Level 1e
Typically by the end of Foundation Year, students:

### Level 2
Typically by the end of Year 2, students:

### Level 3
Typically by the end of Year 4, students:

### Level 4
Typically by the end of Year 6, students:

### Level 5
Typically by the end of Year 8, students:

### Level 6
Typically by the end of Year 10, students:

**Compose spoken, written, visual and multimodal learning area texts**

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**Examples**
- Incorporating:
  - expressive language such as speech or sign
  - early writing knowledge

**Examples**
- Incorporating:
  - known topic information
  - familiar language structures
  - illustrations and simple graphics

**Examples**
- Incorporating:
  - known and some researched information
  - some more extended language features
  - illustrations and

**Examples**
- Combining:
  - information from several sources
  - more formal and extended language features to report information and

**Examples**
- Incorporating:
  - researched and analysed information
  - complex language features to explore topics and express

**Examples**
- Incorporating:
  - researched and evaluated information
  - complex language features to interpret and analyse challenging and
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- **drawing and other visual elements**
  - English: ACELY1651
  - Mathematics: ACMMG010
  - Science: ACSIS233
  - History: ACHHS021

- **different types of graphics**
  - English: ACELY1694
  - Mathematics: ACMMMG088
  - Science: ACSIS071
  - History: ACHHS086

- **express opinions**
  - English: ACELY1714
  - Mathematics: ACMNA122
  - Science: ACSIS110
  - History: ACHHS124

- **and support opinions**
  - English: ACELY1736
  - Mathematics: ACMMG200
  - Science: ACSIS148
  - History: ACHHS156

- **complex issues**
  - English: ACELY1756
  - Mathematics: ACMSP252
  - Science: ACSIS208
  - History: ACHHS192

---

### Use language to interact with others

#### Examples
- **sharing likes and dislikes**
  - English: ACELY1646
  - Mathematics: ACMNA289
  - Science: ACSIS011
  - History: ACHHK004

- **sharing ideas for conducting an investigation**
  - English: ACELY1666
  - Mathematics: ACMSP047
  - Science: ACSIS037
  - History: ACHHS049

- **discussing data gathered in an investigation**
  - English: ACELY1688
  - Mathematics: ACMSP092
  - Science: ACSIS065
  - History: ACHHS082

- **comparing solutions to a problem**
  - English: ACELY1709
  - Mathematics: ACMSP147
  - Science: ACSIS100
  - History: ACHHS125

- **considering data and sharing and supporting opinions**
  - English: ACELY1730
  - Mathematics: ACMSP206
  - Science: ACSIS140
  - History: ACHHS157

- **participating in a formal debate on an aspect of a topic being studied**
  - English: ACELY1750
  - Mathematics: ACMSP253
  - Science: ACSIS208
  - History: ACHHS193

---

### Deliver presentations

- **plan and deliver short presentations related to learning area topics**
  - plan, rehearse and deliver short presentations on learning area topics, incorporating some visual content

- **plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and learning area topics**
  - plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate visual content

- **plan, research, rehearse and deliver presentations on learning area topics, sequencing selected presentations**
  - plan, research, rehearse and deliver presentations on more complex issues and learning area topics,
<table>
<thead>
<tr>
<th>Level 1e</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<td>Typically by the end of Year 4, students:</td>
<td>Typically by the end of Year 6, students:</td>
<td>Typically by the end of Year 8, students:</td>
<td>Typically by the end of Year 10, students:</td>
</tr>
<tr>
<td>use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support</td>
<td>use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support</td>
<td>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</td>
<td>use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

**Examples**
- selecting an informative text to
- creating a recount of steps in a process in

**Examples**
- giving recounts of an experience
- recounting steps in a task
- providing researched information about a topic being studied
- explaining results of a group task
- describing a process and explaining its results
- adapting digital text elements to create a multimodal text to present, argue and justify a
<table>
<thead>
<tr>
<th>Level 1e</th>
<th>Level 2</th>
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<tr>
<td>find information</td>
<td>sequence</td>
<td>information</td>
<td>set of events</td>
<td>persuasive text</td>
<td>course of action</td>
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<td>• patterns</td>
<td>• simple statements of comparison</td>
<td>• days of the week</td>
<td></td>
<td>• yes/no questions</td>
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<td>• years</td>
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<td>• no</td>
<td></td>
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<td>Science examples</td>
<td>Mathematics examples</td>
<td>Mathematics examples</td>
<td>Mathematics examples</td>
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<td>• reports of a process</td>
<td>• reports of steps in a process</td>
<td>• reports of a process</td>
<td>• survey questions and reports</td>
<td>• survey questions and reports</td>
<td>• survey questions and reports</td>
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<td>• procedures on how to make mathematical shapes or complete a process</td>
<td>• descriptions of observations</td>
<td>• information reports of procedures on how to design objects or processes</td>
<td>• procedures on how to make mathematical shapes or complete a process</td>
<td>• procedures on how to complete a mathematical task or process</td>
<td>• procedures on how to complete a mathematical task or process</td>
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<td>• data displays to represent information</td>
<td>• annotated diagrams of observed objects or living things</td>
<td>• annotated diagrams that illustrate relationships or</td>
<td>• data displays with and without digital technologies</td>
<td>• data displays with and without digital technologies</td>
<td>• data displays with and without digital technologies</td>
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<td>• oral and written reports of group tasks</td>
<td>• sequential</td>
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<td>• explanations of mathematical processes</td>
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<td>• explanations of mathematical processes</td>
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<td>• multiplication and division word problems</td>
<td>\begin{itemize} \item \textbf{Science examples} \begin{itemize} \item questions and answers \item statements of observations \item drawings to represent ideas \end{itemize} \end{itemize}</td>
<td>\begin{itemize} \item \textbf{Science examples} \begin{itemize} \item reports of steps in a process \item descriptions of observations \item annotated diagrams of observed objects or living things \item sequential \end{itemize} \end{itemize}</td>
<td>\begin{itemize} \item \textbf{Science examples} \begin{itemize} \item reports and evaluations of investigations \item information reports using multi-source research \item procedures on how to carry out a \end{itemize} \end{itemize}</td>
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<td>\begin{itemize} \item \textbf{Science examples} \begin{itemize} \item reports and evaluations of investigations \item factual reports using multi-source research \item persuasive texts to \end{itemize} \end{itemize}</td>
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<td>Typically by the end of Year 10, students:</td>
</tr>
<tr>
<td>explanations, for example explaining personal growth and changes from birth, life stages in animals</td>
<td>processes • descriptions of observed objects, living things or phenomena • causal explanations, for example explaining how the properties and use of materials could lead to pollution</td>
<td>particular process or investigation using active voice • causal explanations, for example explaining the effect of a change state caused by heating and cooling familiar substances</td>
<td>argue for a particular course of action • discussion texts with supporting evidence to present both sides of a contentious issue and a conclusion • procedures on how to carry out a particular process or investigation using passive voice • consequential explanations, for example explaining how the flammability or corrosiveness of a substance affects its use</td>
<td>position and persuade others • discussion texts that, for example, present a point of view on a contentious issue with supporting evidence • theoretical explanations, for example explaining the relationship between DNA, genes and chromosomes using models and diagrams</td>
<td>History examples • simple sequences of familiar objects and events • questions and answers • narratives about the past</td>
</tr>
<tr>
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<td>Typically by the end of Year 10, students:</td>
</tr>
<tr>
<td>use beginning knowledge of how language is used to comprehend and compose written texts with support</td>
<td>use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts</td>
<td>use knowledge of how texts are made cohesive through linking words and phrases, for example ‘so’, ‘therefore’, ‘then’, ‘in addition’, and the correct use of pronouns to comprehend and compose texts</td>
<td>use knowledge of how cohesive links can be made in texts through omitting and replacing words</td>
<td>use knowledge of word functions to make connections in texts</td>
<td>use knowledge of how the cohesion in texts is improved by strengthening the internal structure</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
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<tr>
<td>• using spaces between words and return sweep when writing</td>
<td>• using synonyms when speaking about a topic</td>
<td>• retelling a sequence of events</td>
<td>• substituting a general word for a specific one previously mentioned</td>
<td>• sequencing a text (firstly), developing an argument (therefore) and signalling a conclusion (in conclusion)</td>
<td>• using paragraphing, and providing examples, quotations and substantiation of claims</td>
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<tr>
<td>English ACELA1431 Mathematics ACMNA289 History ACHHK004</td>
<td>English ACELA1464 Mathematics ACMNA030 Science ACSIS042 History ACHHS053</td>
<td>English ACELA1491 Mathematics ACMNA082 Science ACSIS071 History ACHHS086</td>
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<td>English ACELA1567 Mathematics ACMSP246 Science ACSIS208 History ACHHS192</td>
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</table>
**Grammar knowledge**

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</tr>
</tbody>
</table>

### Use knowledge of sentence structures

- **Level 1e**
  - use simple sentences to record ideas and events with emerging knowledge of word order
- **Level 2**
  - use simple and compound sentences to record observations, and make connections between ideas
- **Level 3**
  - use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events
- **Level 4**
  - use simple, compound and complex sentence structures to record, explain, question, argue, describe and elaborate ideas and events
- **Level 5**
  - control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and elaborate ideas, evidence and conclusions
- **Level 6**
  - control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis

#### Examples

- **Level 1e**
  - using simple sentences to record and report events
- **Level 2**
  - linking clauses with a conjunction such as 'and', 'but' or 'so'
- **Level 3**
  - using before/after to explain a time relationship
- **Level 4**
  - using conjunctions to indicate time (while), manner (as), cause (because), concession (although, while)
- **Level 5**
  - using conjunctions such as 'if', 'while' to express logical relationships
- **Level 6**
  - reordering clauses or using passive or active voice

#### Use knowledge of words and word groups

- **Level 1e**
  - recognise that texts are made up of words and groups of words that make meaning
- **Level 2**
  - recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision
- **Level 3**
  - recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas
- **Level 4**
  - expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses
- **Level 5**
  - recognise and use aspects of language to suggest possibility, probability, obligation and conditionality
- **Level 6**
  - develop higher order concepts in academic texts through language features that compact and generalise ideas

#### Examples

- **Level 1e**
  - matching spoken words to written words when reading
- **Level 2**
  - using articles and adjectives, such as 'community', 'my local community'
- **Level 3**
  - reporting an action such as 'The block slid slowly down the slope'
- **Level 4**
  - expanding a verb group such as "He waited." 'He/ had been waiting/ for
- **Level 5**
  - using structures such as "It might have been possible to..."
- **Level 6**
  - using nominalisation, technical and abstract vocabulary
<table>
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<tr>
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<td>English ACELA1495 Mathematics ACMSP092 Science ACSIS071 History ACHHS086</td>
<td>a long time’ English ACELA1523 Mathematics ACMNA126 Science ACSIS108 History ACHHS124</td>
<td>English ACELA1546 Mathematics ACMNA189 Science ACSIS145 History ACHHS156</td>
<td>English ACELA1570 Mathematics ACMSP247 Science ACSIS208 History ACHHS192</td>
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</table>

**Express opinion and point of view**

- Use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes
- Identify and use language that expresses feelings and opinions, and compares and evaluates people and things
- Differentiate between the language of opinion and feeling and the language of factual reporting or recording
- Use subjective, objective and evaluative language, and identify bias
- Use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer
- Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments

**Examples**

- Using simple word choices such as like, love, enjoy
- Using adjectives to compare two elements (faster, older) and more than two (fastest, oldest)
- Identifying verbs used to express opinion (think, believe) and report findings (found, observed)
- Using language to express a point of view, persuade an audience and report an event
- Identifying evaluations achieved through word choice
- Identifying evaluations achieved through exaggeration, irony, understatement and parody

**Examples**

- Using adjectives to compare two elements (faster, older) and more than two (fastest, oldest)
- Identifying verbs used to express opinion (think, believe) and report findings (found, observed)
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**Examples**

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**Examples**

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- Identifying verbs used to express opinion (think, believe) and report findings (found, observed)
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### Word Knowledge

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<tbody>
<tr>
<td><strong>Understand learning area vocabulary</strong></td>
<td><strong>Use spelling knowledge</strong></td>
<td><strong>Use spelling knowledge</strong></td>
<td><strong>Use spelling knowledge</strong></td>
<td><strong>Use spelling knowledge</strong></td>
<td><strong>Use spelling knowledge</strong></td>
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<tr>
<td>use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts</td>
<td>use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts</td>
<td>use growing subject-specific vocabulary to read, discuss and write about learning area topics</td>
<td>use vocabulary, including subject-specific vocabulary to read, discuss and write about learning area topics</td>
<td>use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts</td>
<td>use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning</td>
</tr>
<tr>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>• using familiar words in a class discussion</td>
<td>• using new terms in a spoken report</td>
<td>• using new topic vocabulary accurately in a written report</td>
<td>• using technical vocabulary to explain a process</td>
<td>• using exact terminology to create a detailed description</td>
<td>• using vocabulary to express, argue and justify a point of view</td>
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<td>English ACELA1470</td>
<td>English ACELA1498</td>
<td>English ACELA1515</td>
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<td>Science ACSSU032</td>
<td>Science ACSHE062</td>
<td>Science ACSHE220</td>
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<td>History ACHHS123</td>
<td>History ACHHS149</td>
<td>History ACHHS191</td>
</tr>
</tbody>
</table>

- **Examples**
  - using familiar words in a class discussion
  - using new terms in a spoken report
  - using new topic vocabulary accurately in a written report
  - using technical vocabulary to explain a process
  - using exact terminology to create a detailed description
  - using vocabulary to express, argue and justify a point of view

- **Examples**
  - spelling known words accurately and consistently
  - spelling known words accurately and consistently
  - writing new topic words with growing accuracy
  - demonstrating good spelling knowledge in attempts at unknown words
  - showing great consistency and accuracy in spelling
  - spelling accurately on almost all occasions
### General Capabilities in the Australian Curriculum - January 2013

<table>
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<tr>
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<td>English ACELA1779</td>
<td>English ACELA1526</td>
<td>English ACELA1549</td>
<td>English ACELA1573</td>
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<td>Science ACSIS042</td>
<td>Science ACSIS071</td>
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<td>History ACHHS192</td>
</tr>
</tbody>
</table>

### Visual knowledge

**Understand how visual elements create meaning**

- **recognise the different meanings of words and images in imaginative and informative texts**
- **describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text**
- **identify the effects of choices in the construction of images, including framing and composition**
- **explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts**
- **analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning**
- **evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances**

**Examples**

- **identifying an object in a text in word and illustration**

<table>
<thead>
<tr>
<th>English ACELA1786</th>
<th>Mathematics ACMNA005</th>
<th>Science ACSIS233</th>
<th>History ACHHS022</th>
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- **identifying added information provided by an image**

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<th>English ACELT1587</th>
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<th>Science ACSIS042</th>
<th>History ACHHS054</th>
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</table>

- **identifying the relationship between elements in an image**

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<th>Science ACSIS071</th>
<th>History ACHHS087</th>
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- **selecting a graph to present information**

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<th>Science ACSIS107</th>
<th>History ACHHS125</th>
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</table>

- **explaining the impact of an image**

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<th>English ACELT1628</th>
<th>Mathematics ACMSP292</th>
<th>Science ACSIS144</th>
<th>History ACHHS157</th>
</tr>
</thead>
</table>

- **identifying the most effective image to include in a report**

<table>
<thead>
<tr>
<th>English ACELA1572</th>
<th>Mathematics ACMSP250</th>
<th>Science ACSIS208</th>
<th>History ACHHS193</th>
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