Year 8 Curriculum Grids

Curriculum grid for Western Australia
Curriculum grids are available to download at www.insightpublications.com.au

Strand: Language

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	No corresponding content		

Sub-strand: Language for interaction

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Understand how conventions of speech adopted by communities influence the identities of people in those communities	Recognise how language shapes relationships and roles AC9E8LA01	Recognise how language shapes relationships and roles For example: • explore the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identify language names that inform relationships to Country/Place • recognise and give examples of how language varies in formal and informal situations	• Unit 5 • Unit 9
Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA02	Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor For example: • identify how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways, such as by	• Unit 7

| | | making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement) | |

Sub-strand: Text structure and organisation

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LA03	Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres For example: • explain how a verse novel combines elements of poetry and prose narrative • explore how mockumentataries blend elements of fiction and documentary	• Unit 10
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims. Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis,	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims AC9E8LA04	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims For example: • write a paragraph in an analytical essay that includes quotes and examples from a studied text	• Unit 8

grammatical theme and text connectives			
Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts	No corresponding content description Moved to *Language for expressing and developing ideas*		

Sub-strand: Expressing and developing ideas

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	Examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LA05	Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences For example: • change the meaning of a sentence by inserting different embedded clauses, such as *French fries, which are a fattening and unhealthy snack, are made from potatoes or French fries, which are a delicious treat, are made from potatoes.*	• Unit 5
Understand the effect of nominalisation in the writing of informative and persuasive texts	Understand the effect of nominalisation in texts AC9E8LA06	Understand the effect of nominalisation in texts For example: • highlight examples of nominalisation in informative texts and explain the impact on content and tone	• Unit 2 • Unit 12
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	Investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07	Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning For example:	• Unit 4

		• identify intertextual references in picture books and discuss how they create meaning	
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Identify and use vocabulary typical of academic texts AC9E8LA08	Identify and use vocabulary typical of academic texts For example: • identify and use the vocabulary of academic report writing on a topic, such as the use of 'evidence', 'consequence', 'contradiction' and 'acknowledgement' for the topic 'sustainability'	• Unit 10 • Unit 11
Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts	Understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning AC9E8LA09	Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning For example: • create dialogue in drama showing interruptions, asides and pauses for effect	• Unit 9 • Unit 12

Sub-strand: Sound and letter knowledge

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	Apply learnt knowledge to spell accurately and to learn new words AC9E8LY08	Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy	• Unit 12

Strand: Literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE01	Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators. For example: • explain the ways films and television by Aboriginal and Torres Strait Islander creators represent unique ways of being, knowing, thinking and doing	• Unit 2 • Unit 6 • Unit 8

Sub-strand: Responding to literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.	Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE02	Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts For example: • compare reviews of a novel and evaluate whether these challenge or support personal opinions	• Unit 1 • Unit 6

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.	Explain how language and/or images in texts position readers to respond and form viewpoints AC9E8LE03	Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives. For example: • share opinions in an online class blog or forum about how a short story positions the reader to respond to a theme	• Unit 3 • Unit 8
Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts.	No corresponding content description Merged with AC9E8LE03		

Sub-strand: Examining literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities.	Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04	Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text For example: • identify intertextual references through allusion within a poem and discuss how knowledge of other texts influences the reader's understanding and appreciation	• Unit 4 • Unit 8

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts	Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LE05	Analyse how language features such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect For example: • recognise that Aboriginal and Torres Strait Islander authors use words and language to set tone when writing or speaking about specific themes, such as words used to set the tone when writing or speaking about Country/Place	• Unit 1 • Unit 6 • Unit 7
Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	Merged with AC9E8LE05		

Sub-strand: Creating literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects AC9E8LE06	Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects. For example: • collaborate with a peer, to write a short script with two characters, focusing on dialogue choices to establish character	• Unit 6 • Unit 7 • Unit 12

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Merged with AC9E8LE06		

Strand: Literacy

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	Identify how texts reflect contexts AC9E8LY01	Identify how texts relate to contexts. For example: • identify how famous speeches relate to the context in which they were created	• Unit 1 • Unit 3

Sub-strand: Interacting with others

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02	Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion. For example: • participate in a panel discussion about a social issue and use appropriate linguistic, vocal and non-verbal protocols	• Unit 7
Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using	No corresponding content description		

elements such as music, images and sound for specific effects			
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	No corresponding content description		

Sub-strand: Interpreting, analysing, evaluating

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text AC9E8LY03	Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text. For example: • analyse how a persuasive text uses sources and quotations to strengthen its purpose and to appeal to a particular audience	• Unit 2 • Unit 10
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Analyse how authors organise ideas to develop and shape meaning AC9E8LY04	Analyse how authors and creators use text structures to organise ideas and develop and shape meaning. For example: • analyse how the organisation of an infographic shapes its meaning	• Unit 1 • Unit 5
Use comprehension strategies to interpret and evaluate texts by reflecting on the	Use comprehension strategies such as visualising, predicting, connecting,	Use comprehension strategies, such as visualising, predicting, connecting, summarising,	• Unit 6 • Unit 11

validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY05	monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing. For example: • analyse the selection and composition of an image or graphic in a feature article and evaluate its effect on the audience	
Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	No corresponding content		

Sub-strand: Creating texts

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 8
Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY06	Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical	• Unit 9 • Unit 10
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal	Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features,	Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of	• Unit 9 • Unit 10

elements, to reflect a diversity of viewpoints	literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY06	voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical	
Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts	No corresponding content		
No corresponding content	No corresponding content	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	XX
Use a range of software, including word processing programs, to create, edit and publish texts imaginatively	No corresponding content	Select and vary features of digital tools to create texts for different purposes and audiences For example: • create a mock sponsored social media post aimed at a particular audience	XX

*Refers to the draft Western Australian Curriculum released in July 2023. The draft Curriculum is proposed only and is subject to review.