English: Years 7 – 8

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By the end of Year 8, ‘students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects’ (Achievement Standard). They do this through texts that ‘include various types of media texts including newspapers, magazines and digital texts’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 8 - Text analysis of media texts**

**Language:** Language variation and change (texts)
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.

**Literature:** Examining literature (identity)
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.

**Literacy:** Texts in context (choosing and using)
Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.

| What do you already know about the historical or cultural context of this text? What can you imagine this text will be about? | How can the purpose and audience of the text affect its structure? How might persuasive texts be affected by the medium of communication that is used? | How can the purpose and audience of the text affect its language features? How has language been compressed to achieve dramatic effect? Is specialised vocabulary used in the text? Why has it been used? How is English continuing to change? Why? How has language evolved over time? What factors have influenced its evolution? | What are the effects of different representations in different media? What are the effects of technological innovations on texts? How are audiences influenced by the structures and features of multimodal texts? How do combinations of words in this text represent particular groups in society? How does this text position readers in relation to those groups? How does it make you feel? | What metalanguage can you use to discuss the aesthetic and social value of texts? Why would you use it? What devices are used to create tone (eg word play and parody)? How effective are they? | What devices can you use to create the tone you are after in your text? How will you know they are effective? How can you experiment with language features from different types of texts? For what purposes? What literary texts can you plan and create that adapt aspects of other literary texts for particular purposes and effects? How do you choose what to use? |