# Australian Curriculum Mapping: SugarByHalf – Analysing Advertising – English – Years 9 & 10

## Year 9 English

* Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts ([ACELY1742](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11583&elaborations=true&cd=ACELY1742&searchTerm=ACELY1742#dimension-content))
* Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ([ACELY1745](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11583&elaborations=true&cd=ACELY1745&searchTerm=ACELY1742#dimension-content))
* Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ([ACELY1746](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11583&elaborations=true&cd=ACELY1746&searchTerm=ACELY1742#dimension-content))

## Year 10 English

* Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ([ACELY1752](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11584&elaborations=true&cd=ACELY1752#dimension-content))
* Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence ([ACELY1754](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11584&elaborations=true&cd=ACELY1754#dimension-content))
* Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ([ACELY1756](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11584&elaborations=true&cd=ACELY1756#dimension-content))

## Relevant parts of Year 9 achievement standards:

* Students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

## Relevant parts of Year 10 achievement standards:

* Students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. Students create a wide range of texts to articulate complex ideas.

## 21st Century Skills



Syllabus outcomes: [EN5-1A, EN5-2A, EN5-8D](http://syllabus.bostes.nsw.edu.au/english/english-k10/content-and-outcomes/).

General capabilities: [Literacy](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy), [Critical and Creative Thinking](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/).