

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.1</b> Love is a two-player game	<b>Narrative</b>	<b>Short story (romantic comedy)</b>	<b>'Star-crossed' lovers</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of literary texts</li> <li>Using established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and analysing use of language for specific purposes and effects</li> <li>Identifying and explaining how representations of characters are drawn from different social and cultural contexts</li> <li>Evaluating the content and 'appeal' of literary texts</li> <li>Exploring and reflecting on representations of life matters in texts</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Responding to literature	ACELT1634
			Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To entertain and engage readers</li> <li>In a light-hearted story about 'forbidden' love</li> <li>For a young adult or mature audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Flashback or 'mid-story' opening, to engage readers quickly in the story</li> <li>Plot, characters and setting developed around the themes of romance and comedy</li> <li>Well-developed Evaluation (Reaction) stage, interspersed through the text</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns to refer to characters and objects in the story</li> <li>Adjectives and adjectival phrases</li> <li>Expanded noun groups</li> <li>Adverbs and adverbial phrases to add detail about how and where events occur</li> <li>A variety of verbs, including action verbs, sensing verbs and relating verbs</li> <li>Simple, compound and complex sentences</li> </ul>	Language	Text structure and organisation	ACELA1770
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1637 ACELT1772
		<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Figurative language (hyperbole and metaphor)</li> </ul>	Literacy
Language	Expressing and developing ideas			ACELA1561
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Punctuating direct speech</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adjectives (factual, classifying and comparing)</li> <li>Simple, compound and complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1557

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.2</b> Whose planet is it, anyway?	<b>Discussion</b>	<b>Discussion thread in an online forum</b>	<b>Conservative and radical views on conservation</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Discussion texts</li> <li>Using established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts</li> <li>Identifying and analysing the different perspectives on the topic of 'ownership' of the planet</li> </ul>	Literacy	Texts in context	ACELY1739
			Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express individual responses to the <i>Morning 201</i> interview with Sir Edward Fawkner</li> <li>In an online forum hosted by <i>Morning 201</i>, a breakfast television show</li> <li>For viewers of the show</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Issue Statement comprising a statement inviting <i>Morning 201</i> viewers to provide feedback about a recent interview</li> <li>All posts begin with a Statement of the sender's opinion on the 'news item', followed by an Argument or reason supporting this opinion</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General nouns that refer to classes or groups of things</li> <li>Adjectives to add detail about the nouns</li> <li>Evaluative language</li> <li>Viewpoint adverbs and degree adverbs</li> <li>A range of verbs, including action verbs, sensing verbs and relating verbs</li> <li>Adverbs and adverbial phrases</li> <li>A range of sentence types, including simple, compound and complex sentences</li> </ul>	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Nouns indicating point of view</li> <li>Opinion adjectives</li> <li>Adverbs indicating point of view</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
			Language for interaction	ACELA1552
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate words, phrases and clauses in sentences</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Verbs (action, relating, sensing and saying)</li> <li>Verb groups</li> <li>Phrasal verbs</li> <li>Using different sentence types for different purposes (simple, compound and complex)</li> </ul>	Language	Expressing and developing ideas	ACELA1557

**Cross-curriculum priority: Sustainability**

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.3</b> The 'Sleeping Beauty' syndrome	<b>Report</b>	<b>Short article in an online encyclopedia</b>	<b>Neurological disorders</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Report texts</li> <li>Using established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and explaining innovations on text structures and use of language for specific purposes and effects in informative texts</li> <li>Identifying the discourses that are represented in informative texts</li> <li>Identifying and analysing information provided about Kleine–Levin syndrome</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To classify and describe the neurological condition known as the 'Sleeping Beauty' syndrome</li> <li>In the form of an article in an online encyclopedia</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>General statement defining the phenomenon of the Sleeping Beauty syndrome</li> <li>Followed by descriptions of the syndrome, including symptoms, consequences and treatment, with a focus on identifying how the syndrome might be recognised and/or managed</li> <li>Summative statement/concluding comments</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language</li> <li>General nouns</li> <li>Adjectives, adjectival phrases and adjectival clauses</li> <li>Action verbs and relating verbs</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> <li>A variety of sentence types, including simple, compound and complex sentences</li> </ul>	Literature	Responding to literature	ACELT1771
Examining literature	ACELT1636 ACELT1772			
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies to spell technical terms correctly (Greek and Latin roots)</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using capital letters for proper nouns and initialisms</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nominalisations and verbal nouns</li> <li>Simple sentences</li> <li>Compound sentences</li> <li>Complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1557 ACELA1559

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.4</b> Trial by media not on!	<b>Exposition</b>	<b>Australian Civic Association (ACA) media release</b>	<b>Rights and responsibilities of social media</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Exposition texts</li> <li>Using established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts, e.g. evaluative language used to persuade</li> <li>Identifying and analysing a single perspective relating to use of social media in situations involving legal processes</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To present one opinion (institutional) on privacy and justice issues in the use of social media</li> <li>In the form of a media release from ACA</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction, including a statement of the thesis (Contention), with a clear indication of the ethical underpinnings of the argument</li> <li>Three short Argument paragraphs where assertions and 'evidence' are offered in support of the thesis</li> <li>Each Argument paragraph begins with a topic sentence that extends or develops the ethical stance</li> <li>Conclusion that reinforces the concept of traditional justice</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language to express positive/negative judgement</li> <li>General and abstract nouns</li> <li>Large noun groups</li> <li>Text connectives to link arguments and evidence</li> </ul>	Language	Text structure and organisation	ACELA1770
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using evaluative language to persuade</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas, semicolons, colons and dashes to separate phrases and clauses</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nouns (abstract, common and nominalisations)</li> <li>Compound-complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1557 ACELA1559

All material identified by  Australian CURRICULUM is material subject to copyright under the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority 2014. **For all Australian Curriculum material except elaborations:** This is an extract from the Australian Curriculum. **Elaborations:** This may be a modified extract from the Australian Curriculum and may include the work of other authors. **Disclaimer:** ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that:
 

- The content descriptions are solely for a particular year and subject;
- All the content descriptions for that year and subject have been used; and
- The author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject. You can find the unaltered and most up to date version of the material at <http://www.australiancurriculum.edu.au> This material is reproduced with the permission of ACARA.

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.5</b> A strawberry with a fish gene?	<b>Explanation</b>	<b>Advertorial</b>	<b>The benefits of genetically modified (GM) foods</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Explanation texts</li> <li>Using established strategies and processes to predict, access and monitor meaning</li> <li>Identifying and explaining use of language for specific purposes and effects in informative texts</li> <li>Identifying and analysing the information about how GM foods contribute to human health and wellbeing</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To explain how genetically modified foods enhance the nutritional benefits of existing food sources</li> <li>In an advertorial prepared on behalf of the farmers for GM Foods Association</li> <li>For a general audience/readers of a national daily newspaper</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Title in the form of a question</li> <li>Phenomenon Identification stage, providing an overall statement of how genetic modifications increase the nutritional benefits of traditional food sources, in a time of shrinking resources and rising costs</li> <li>Explanation Sequence, where the nutritional benefits of specific GM foods are explained, with an emphasis on cause and effect and/or temporal relationships</li> <li>Optional Conclusion, where the process of enhancing food sources is summarised and commented on</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Factual and technical language</li> <li>Nominalisations</li> <li>Relating verbs and action verbs</li> <li>Multi-word verb groups</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> <li>Conjunctions that indicate time and cause</li> </ul>	Language	Text structure and organisation	ACELA1770
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies and rules to spell more difficult words correctly (base words; common suffixes; syllabification)</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using a variety of sentence punctuation (full stops, commas and brackets)</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Expanded noun groups (with adjectives and adjectival phrases)</li> <li>Adjectival clauses</li> </ul>	Language	Expressing and developing ideas	ACELA1557

## Cross-curriculum priority: Sustainability


All material identified by  Australian CURRICULUM is material subject to copyright under the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority 2014. **For all Australian Curriculum material except elaborations:** This is an extract from the Australian Curriculum. **Elaborations:** This may be a modified extract from the Australian Curriculum and may include the work of other authors. **Disclaimer:** ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that: • The content descriptions are solely for a particular year and subject; • All the content descriptions for that year and subject have been used; and • The author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject. You can find the unaltered and most up to date version of the material at <http://www.australiancurriculum.edu.au> This material is reproduced with the permission of ACARA.

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.6</b> Beatles to Bollywood	<b>Discussion</b>	<b>Online forum</b>	<b>Asian influences on global popular culture</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Discussion texts</li> <li>Using established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts</li> <li>Identifying and analysing the different perspectives relating to Asian cultural influence on global culture</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide an opportunity for the expression of personal viewpoints on Asian influences on global popular culture</li> <li>In the form of a series of posts on PopCultureVulture's online forum</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Issue Statement, where the focus issue is outlined</li> <li>All posts begin with a Statement of the blogger's opinion on Asian influences on global popular culture, followed by an Argument or reason and evidence supporting this opinion</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>A range of nouns, including general nouns, abstract nouns and proper nouns</li> <li>Adjectives and adjectival phrases</li> <li>Relating verbs, action verbs and sensing verbs</li> <li>Modal verbs</li> <li>Evaluative language including adjectives and degree adverbs</li> <li>Text-speak often found in online forums</li> </ul>	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies to spell technical terms correctly (compound words; common suffixes; hard and soft 'c'; using 's' for a /zh/ sound; using 'ci' for a /sh/ sound)</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1562
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using sentence punctuation, symbols, initialisms and acronyms in online forums</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Modal verbs, adverbs and nouns</li> <li>Using different sentence types for different purposes (simple, compound and complex)</li> </ul>	Language	Expressing and developing ideas	ACELA1557

**Cross-curriculum priority: Asia and Australia's engagement with Asia**

All material identified by  is material subject to copyright under the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority 2014. **For all Australian Curriculum material except elaborations:** This is an extract from the Australian Curriculum. **Elaborations:** This may be a modified extract from the Australian Curriculum and may include the work of other authors. **Disclaimer:** ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that:
 

- The content descriptions are solely for a particular year and subject;
- All the content descriptions for that year and subject have been used; and
- The author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject. You can find the unaltered and most up to date version of the material at <http://www.australiancurriculum.edu.au> This material is reproduced with the permission of ACARA.

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.7</b> How to survive the drive	<b>Procedure</b>	'How to' article in <i>Dirt Wheels</i> (magazine)	Road safety	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Procedure texts</li> <li>Using established strategies and processes to predict, access and monitor meaning</li> <li>Identifying and explaining use of language for specific purposes and effects in informative texts</li> <li>Identifying the discourses represented in an informative text, e.g. how to drive sensibly in wet weather conditions</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide precise and technically accurate advice on how to drive or ride safely in wet weather conditions</li> <li>In a 'top tips' format</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Statement of Goal (safety in wet weather conditions/no accidents), including some information about the background/authority of the writer</li> <li>Sequence of Steps to successful achievement of Goal</li> <li>Optional final Comment</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Sentences expressed as commands</li> <li>Action verbs and relating verbs</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> <li>Nouns and adjectives specific to the task</li> <li>Adjectival phrases</li> <li>Complex sentences</li> </ul>	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies to accurately spell words associated with driving and road conditions (base words; common suffixes; using 'si', 'ci' or 'ti' for a /sh/ sound; silent letters)</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1562
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate introductory expressions, phrases and clauses from the rest of the sentence</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adverbs</li> <li>Adverbial phrases</li> <li>Complex sentences with dependent adverbial clauses</li> </ul>	Language	Expressing and developing ideas	ACELA1557

All material identified by  Australian CURRICULUM is material subject to copyright under the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority 2014. **For all Australian Curriculum material except elaborations:** This is an extract from the Australian Curriculum. **Elaborations:** This may be a modified extract from the Australian Curriculum and may include the work of other authors. **Disclaimer:** ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that: • The content descriptions are solely for a particular year and subject; • All the content descriptions for that year and subject have been used; and • The author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject. You can find the unaltered and most up to date version of the material at <http://www.australiancurriculum.edu.au> This material is reproduced with the permission of ACARA.

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.1.8</b> Programmed to plank	<b>Exposition</b>	<b>Podcast by a sports psychologist (transcript)</b>	<b>The human need to 'live on the edge'</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text type, form and topic</li> <li>Identifying and explaining the text structures and language features of Exposition texts</li> <li>Using established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and explaining use of language for specific purposes and effects in persuasive texts</li> <li>Identifying and analysing a professional opinion and information relating to the area of human behaviour</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To present an informed opinion on the human need for risk-taking and adventure</li> <li>In the form of a 'expert talk'/podcast</li> <li>For an audience interested in psychology or human behaviour</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction, including a clear statement regarding the human need for adventure and risk-taking, but making links to social concerns about adolescent and young adult behaviours, especially relating to extreme activities such as 'planking'</li> <li>Short Argument paragraphs where assertions and scientific data are presented to support the contention</li> <li>Each Argument paragraph begins with a topic sentence that extends or develops the central contention and contains some elaboration and supporting evidence</li> <li>Conclusion that places planking in social and scientific contexts</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language to express positive and negative value judgements</li> <li>General nouns and abstract nouns</li> <li>Detailed noun groups</li> <li>Action verbs, relating verbs and modal auxiliary verbs</li> </ul>	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Technical language (human psychology and sociology)</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate introductory and transitional expressions from the rest of the sentence</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nominalisation</li> <li>Variations in sentence beginnings</li> </ul>	Language	Expressing and developing ideas	ACELA1557
				ACELA1559