Expected Standards: C Grade Descriptors

English

Effective February 2011
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The *Curriculum, Assessment and Reporting Policy* requires all public school principals and teachers to make judgements of student achievement in relation to expected standards. In 2010, the Department of Education developed and released draft *Expected Standards: C Grade Descriptors* to assist principals and teachers in this process. The Department encouraged those who used the draft expected standards to provide feedback that would assist in validation and improvement. This consultation process has now been completed and minor amendments have been made to some learning areas. Decisions regarding ‘if’ and ‘how’ to use the expected standard descriptors continue to be made by individual schools.

The descriptors of expected standards were developed in close collaboration with focus groups of teachers. The development and review process also drew upon available data sets and *Australian Curriculum Achievement Standards*.

Teachers can use the Department of Education’s student *A-E Exemplars* to assist them to make judgements of student achievement in relation to expected standards:

- work samples that exemplify the standards associated with a ‘C’ grade are at the expected standard;
- achievement associated with the D (and where included, ‘E’) grade work samples does not meet the expected standard; and
- standards associated with the achievement of ‘A’ and ‘B’ grades exceed the expected standard.

The description of expected standards for each learning area does not attempt to encompass all of the knowledge, understandings and skills that should be taught in a particular year of schooling. Teachers may refer to the *K-10 Syllabus* for this information or to the *Australian Curriculum*, as they begin to familiarise themselves with available content. Teachers will continue to use a range and variety of assessment information collected throughout the year to determine a final grade for the purpose of reporting to parents. It is not intended that teachers use the descriptors of expected standards to assess individual pieces of work.

The descriptors of expected standards are available for Years 1-10 in English, Mathematics, Science and Society and Environment. For all other learning areas, in which learning contexts are not necessarily continuous, descriptors are available for Years 1, 3, 5, 7 and 9.

The *Expected Standards: C Grade Descriptors* and *A-E Exemplars* are accessible through the Department’s Portal and Curriculum Support website [det.wa.edu.au/curriculumsupport](http://det.wa.edu.au/curriculumsupport).

**English Learning Area**

Descriptors of expected standards for the English learning area are provided for Years 1-10. The descriptors of expected standards are organised by the *Curriculum Framework* outcomes of Listening and Speaking, Reading, Writing and Viewing. Separate descriptors have been provided for the Reading and Viewing outcomes. In the *Australian Curriculum Achievement Standards*, reading and viewing have been combined.

Development of the *Expected Standards: C Grade Descriptors* has been informed by NAPLAN and MSE data, national benchmark bands for literacy (writing and reading), the *Australian Curriculum Achievement Standards*, *National Statements of Learning for English* and the professional knowledge of experienced teachers.

During the consultation process, teachers strongly supported the retention of descriptors for each outcome. In response to feedback from schools and following the release of the *Australian Curriculum Achievement Standards*, minor changes were made to Reading in Years 3, 5, 7, 8 and 9 to include the identification of and response to elements of literary texts. Spelling strategies have also been added to the Year 5 Writing standard.
Expected Standard: C Grade Descriptor - English

Listening and Speaking
By the end of Year 1, students listen and respond to a range of spoken texts and to texts read aloud. They use developing listening skills to retell events and give some details, remember and follow spoken instructions. They ask questions, make comments and exchange information. They speak clearly and audibly and vary volume for their audience and purpose. They participate in pair, group and class discussions using familiar vocabulary and some complete and incomplete sentences. They make brief presentations of a few connected sentences on familiar topics and use appropriate vocabulary to discuss ideas in texts and to share responses.

Reading
By the end of Year 1, students identify a book's purpose using information from the cover, spine and illustrations in the book. They read different types of print texts. They read simply-structured narrative and information texts and recall information and ideas. They participate in discussions about content, plot, characters and setting and retell events of a story in sequence. They make simple inferences about directly stated information and ideas, characters and events. They identify words that represent people, things and actions. They read texts aloud, responding appropriately to sentence punctuation. They use illustrations, context, grammatical and phonic knowledge to predict and confirm as they read and to work out unfamiliar words, including words containing learned digraphs and blends.

Writing
By the end of Year 1, students write short imaginative and information texts for a small range of purposes. They incorporate familiar ideas in their writing and demonstrate emerging understanding of text structures and features. They generally use capital letters for names and sentence beginnings, full stops, exclamation and question marks. They accurately spell a growing number of words and demonstrate an increasing ability to spell high frequency words using sound-letter knowledge. They use lower case and upper case letters appropriately in their writing and use simple word processing programs, including knowing the constant position of letters on the keyboard. They use some strategies to edit their work including circling misspelt words, adding and crossing out.

Viewing
By the end of Year 1, students view a range of visual texts that represent real or imaginary people, places and ideas. They make inferences from directly-stated ideas and information in visual texts. They show how simple visual codes such as speech bubbles; spoken codes, including volume; and auditory codes, including music, have meaning. They are beginning to develop a vocabulary, such as close ups, to discuss visual texts. They create simple, sequenced visual texts.
Expected Standard: C Grade Descriptor – English

Year 2

Listening and Speaking
By the end of Year 2, students listen to a range of spoken texts on familiar topics. They recall literal information and retell main ideas and two or more key facts. They ask and answer questions and engage in talk-based learning situations. They begin to adjust spoken language to suit their audience and situation. They use everyday talk to discuss ideas and specific vocabulary to express ideas more effectively when explaining or describing. They engage in group and class discussions and make simple oral presentations with some attention to voice and eye contact. They give opinions on topics of interest and provide some examples to support their points of view.

Reading
By the end of Year 2, students select books to suit different purposes and use the title, table of contents, headings and subheadings, and indexes. They read longer narrative and information texts, discussing possible meanings and predicting likely future events. They use a range of strategies to find information on a range of topic areas. They identify literal information in texts and make inferences about characters’ actions and motivations. They demonstrate knowledge of most high frequency words and use morphemes and syllabification to read some simple multisyllabic words. They read aloud with fluency and self-correct using context, prior knowledge, syntactical and phonic knowledge.

Writing
By the end of Year 2, students write imaginative and informative texts for different purposes and a widening range of audiences. They present events in sequence, and information in order in predictable ways. They write texts that display developing control over simple and compound sentences, and use action verbs, nouns, pronouns and conjunctions. They use capital letters to indicate names, days of the week and months of the year and punctuation including full stops, question marks and exclamation marks. They spell most high frequency words accurately and demonstrate an increasing ability to spell unknown words using sound, visual and meaning patterns. They handwrite letters and numbers with uniform size, shape and slope, and use the space bar and the shift key for capital letters in a word-processing program. They re-read and edit their work for meaning, spelling and punctuation.

Viewing
By the end of Year 2, students view a range of visual texts that represent reality or fantasy and explain information and events. They draw inferences from ideas and information contained in directly stated descriptions and actions. They identify common stereotypes and show how expressions and gestures can contribute to the representation of particular characters. They show how visual codes and conventions help viewers to make meaning of visual texts. They are starting to use a vocabulary, including close ups and wide angle, to understand and discuss visual texts. They create simple visual texts with a growing awareness of the audience who will view these texts.
Listening and Speaking
By the end of Year 3, students listen attentively to others, exchange information, share ideas and express opinions. They contribute actively to group discussions, ask relevant questions and contribute to others’ ideas and information. They show interest by using appropriate body language. They identify and use turn-taking patterns in group and pair work. They speak clearly to known small audiences about familiar ideas and information, mostly in informal situations. They speak clearly, providing details in sequence, using eye contact and appropriate volume and pace to emphasise and clarify meaning. They initiate and maintain conversations with known adults and peers.

Reading
By the end of Year 3, students read and respond to a range of print texts with familiar structures. They read aloud with clarity and expression. They retell the main ideas in texts in sequence, and identify the main idea of a story. They locate literal information, connect ideas in texts across sentences, paragraphs and the whole text, and make some inferences about ideas in texts. They use word identification strategies, self questioning, pausing, re-reading and self-correcting to maintain meaning. They make relevant connections between visual and written elements in texts, and draw conclusions from ideas and information. They identify characters’ actions, offer opinions on characters and events, and give some directly-stated, supporting detail when interpreting texts. They use a range of strategies for selecting and evaluating resources including CD’s, book-marked websites and indexes.

Writing
By the end of Year 3, students write texts to inform, recount, narrate, persuade, and explain. They write about familiar ideas, experiences, events and information and develop characters, ideas and events in some detail. They sequence ideas appropriately and use mostly correct simple and compound sentences to achieve their purposes in writing. They choose vocabulary appropriate to the purpose and context of their writing. They show how ideas can be elaborated through the careful choice of nouns, verbs and adverbs. They use simple punctuation correctly including apostrophes for contraction, and commas to separate items in lists. They use a variety of spelling strategies to spell high frequency words correctly including sound, visual and meaning patterns. They re-read their own writing to check accuracy and to improve meaning. They handwrite using joined letters of consistent size and shape and they use simple word processing functions.

Viewing
By the end of Year 3, students view a wide range of visual texts that represent people, characters and events in different ways. They show how visual texts can be grouped according to content and audience, and how visual and non-verbal codes and conventions help viewers to make meaning of visual texts. They discuss techniques to create still and moving images and use appropriate vocabulary to interpret visual texts. They create visual texts incorporating written, visual and auditory language and experiment with creating texts for different audiences.
Listening and Speaking

By the end of Year 4, students listen to obtain specific information from spoken texts. They listen for main ideas and form questions to clarify their understanding. They listen and respond to peers in discussions, negotiating roles, proposing other viewpoints and extending ideas. They plan, rehearse and make presentations for different purposes in some informal contexts. They use structures and features of spoken language to share and explain ideas and information to different audiences. They participate actively in group discussions, and collaborate effectively with small groups of peers to develop a range of presentations. They respond to different contexts and audiences, by adjusting voice, facial expression, pace, and gestures. They recognise differences in spoken language used in informal, personal contexts and more formal and public situations.

Reading

By the end of Year 4, students read and respond to imaginative, informative and persuasive texts with some unfamiliar ideas and information. They identify the features and purposes of a range of different text types. They discuss text structures and features and how they contribute to meaning. They discuss the ways people, places and events are represented in texts, and provide some reasons for their opinions. They identify key ideas, characters and events in texts. They make inferences about ideas, information and events in texts. They use strategies such as predicting, drawing on previous experience, questioning, and using knowledge of text types to explain ideas and information. They share their own preferences about texts, and respond to others' viewpoints. They select evidence from texts to explain cause and effect. They locate appropriate texts for different purposes, using the library, other data bases and bookmarked websites.

Writing

By the end of Year 4, students write texts for imaginative, informative and persuasive purposes and for different audiences. They compose imaginative texts, experimenting with characters and events from texts read and viewed. They organise texts in paragraphs. They develop coherent texts by using compound sentences and correct tense. They mostly use sentence punctuation correctly. They draw on vocabulary relevant to various areas of the curriculum. They understand how language choices provide detail about people, things and ideas. They use descriptive words and phrases in texts they create. They use sound, visual and meaning patterns and generalisations to spell words. They plan and organise ideas before writing, and re-read work to check and improve meaning.

Viewing

By the end of Year 4, students view a range of still, moving and electronic multimodal texts created for different purposes and audiences. They recognise how people and events are represented in a particular way in visual texts through the use of written, visual, spoken, auditory, technical and symbolic codes and can explain simple examples of how the layout and structure of visual texts influence meaning and direct the viewers’ attention. They explain how viewers’ understanding and interpretation of visual texts are influenced by their experiences. They experiment with the creation of visual and multimodal texts using subject matter and begin to manipulate technology for specific effect.
Expected Standard: C Grade Descriptor – English

**Listening and Speaking**

By the end of Year 5, students interact with others in a variety of informal and more formal contexts. Students listen attentively and respond to short presentations, and offer relevant comments on key points. They identify key ideas and details in short presentations, and can summarise these ideas. They use questions to prompt speakers to provide more information. They plan, rehearse and make presentations for different purposes, selecting and ordering ideas and information in appropriate sequence for short oral presentations in informal contexts. They present a point of view and support their arguments in conversations with peers. They use prepared strategies to ask for information, to make requests or to negotiate roles in a group. They employ a variety of techniques to engage audiences, including variations in volume and pace, and pausing for effect.

**Reading**

By the end of Year 5, students read and respond to a range of imaginative, informative and persuasive print texts that present some complex ideas and themes. They make links between text structures and their language features. They explain the connection between visual and written information in texts. They make conclusions and draw inferences about texts. They interpret ideas, figurative language and information in texts, supporting their responses with some evidence from the text. They recognise and describe how language choices and techniques influence audiences. They identify ways in which their own interpretations of texts are shaped by experiences, and take account of some different interpretations. They infer reasons for characters' actions, and infer relationships between characters in imaginative texts. They use a range of research strategies, and locate information on a topic from a range of sources for a particular purpose, including identifying gaps in information.

**Writing**

By the end of Year 5, students write a variety of imaginative, informative and persuasive texts for different purposes and with an emerging awareness of audience. They use information and ideas from personal, literary and researched resources. They predict the needs of readers when organising ideas and reviewing their writing. They develop coherent texts by using compound and complex sentences and paragraphs to connect related ideas. They recognise how connections can be made between ideas by using time connectives, linking and referring words, and pronouns. They select precise vocabulary to express ideas, to engage and persuade readers and to convey emotions. They write clear sentences and sequenced texts. They attempt to use punctuation to provide further information and precision, including apostrophes for possession and contractions. They use sound, visual and meaning patterns and generalisations to spell words. They review their own writing to identify spelling and punctuation errors, omissions and repetitions.

**Viewing**

By the end of Year 5, students view a range of still, moving and electronic texts created for different purposes and a wide range of specific audiences. They understand that viewers make connections between visual texts using auditory information and visual images. They understand that visual texts present a point of view and construct characters, situations and events, selecting or omitting information for a particular effect. They discuss the function and effect of visual, auditory, symbolic and technical codes and conventions and explain how they shape meaning, including promoting a certain view. They explain how viewers’ interpretations of visual texts are influenced by purpose and by viewers’ own context. They create simple visual and multimodal texts, consciously incorporating different conventions and explaining their reasons for doing so.
Listening and Speaking
By the end of Year 6, students listen attentively to live and recorded spoken and multimodal texts. They identify and record key points and distinguish between relevant and irrelevant supporting detail. They listen to and respond to others' opinions justifying and advancing their own opinions to influence or persuade others to their point of view. They plan, rehearse and make presentations for different purposes in informal and some formal contexts. They select relevant visual resources to support oral presentations. They talk to clarify ideas and arguments, to reach shared decisions, to share experiences, and to contribute to discussions. They adopt various roles in group discussions to confirm understanding and provide feedback to others. They select specific details to develop a point of view in oral presentations. They consider the needs of known audiences when preparing presentations. They experiment with some structures and features of spoken language to influence audiences and to share a point of view. They interact with a range of audiences using appropriate register, tone, volume, pace and gestures.

Reading
By the end of Year 6, students read, and respond to a wide variety of imaginative, informative and persuasive texts that explore themes from different social and cultural contexts. They use evidence from literary and informative texts to take a position on key ideas, and can provide some reasons for this position. They use appropriate strategies to process and organise information on a particular topic from several texts, including reflecting on this to determine whether more information is required. Through an analysis of the language and structure of texts, they compare different perspectives used to influence audiences or present a point of view. They source specific information using advanced searches from a range of sources, and consider the appropriateness of the resources for the particular purpose.

Writing
By the end of Year 6, students write texts for a variety of purposes, including informing, persuading, explaining and entertaining and socialising. They justify opinions with relevant supporting ideas and information. They select text structures, language and grammatical features to influence audiences and use complex sentences to achieve coherence in their writing. They correctly use brackets to enclose additional information, quotation marks for direct speech and titles, and colons to introduce a list. They choose subject-specific vocabulary, including technical terms, to add detail and emphasis to their writing. Their handwriting style is fluent and legible. They plan, draft, and respond to feedback about, edit and proofread their writing for improvement.

Viewing
By the end of Year 6, students view a wide range of still, moving and electronic texts created for different purposes and with subject matter that appeals to target audiences. They understand that viewers’ interpretations of visual texts are influenced by the knowledge and values of the groups to which they belong, and their own experiences. They understand that aspects of subject matter, written, visual, technical and auditory codes are integrated to appeal to, or influence, different groups and shape meaning. They select from a range of media and experiment creatively with the production of visual and multimodal texts.
Expected Standard: C Grade Descriptor – English

Listening and Speaking

By the end of Year 7, students listen attentively to spoken texts in order to identify key information and ideas and discuss the language choices used to influence listeners. They ask probing questions to clarify understandings and present accurate summaries of what has been heard. They use appropriate protocols when participating in discussions, clarifying information and working cooperatively with others in developing group presentations. They create spoken texts for specific purposes and audiences, and for informal and formal contexts. They create imaginative, informative and persuasive texts with awareness of the language and structural choices they made to convey meaning and content. They explain how language can function to create imaginative worlds, describe personal experiences, explain social issues, acknowledge power, and indicate closeness or distance in relationships. They interact with others with increasing confidence to report information, discuss ideas, issues, and interpret differing perspectives. They plan, revise and rehearse oral presentations for accuracy and clarity.

Reading

By the end of Year 7, students read and respond to imaginative, informative and persuasive texts drawn from a range of contexts, and that cover topics of personal, social and cultural significance. They identify the main ideas of texts, make inferences about characters, settings, events and issues, drawing on textual evidence to support their views. They interpret and integrate information and ideas in texts, including challenging stereotypes with alternative representations. They draw conclusions about main ideas and arguments. They compare organisational and language features of texts and explain how readers are influenced by specific language choices and literary devices. They collect and evaluate evidence from a range of sources including books, websites, search engines and databases to inform research.

Writing

By the end of Year 7, students write well-structured and sequenced written texts for imaginative, informative and persuasive purposes. They create imaginative texts and present points of view that maintain meaning and structure. They draw on literary devices and figurative language to compose texts for specific audiences. They select relevant content to support points of view and interpretations. They guide readers through their texts using introductions, topic sentences in paragraphs, verb groups and dependent and independent clauses. They choose vocabulary to express and develop ideas and create interest. They use a range of sentence level and clause level punctuation. They experiment with the place of ellipsis, hyphens and dashes in complex sentences. They plan, draft, edit and proofread for appropriateness and accuracy.

Viewing

By the end of Year 7, students view a range of complex still, moving and electronic texts created for different purposes. They identify combinations of written, visual, technical and auditory elements in visual texts, and explain how these elements convey meaning and influence audience responses and interpretations. They understand how viewers compare information and ideas in different visual texts to identify the different emphases, and how these emphases influence their own perceptions. They understand how, written, visual, auditory and technical codes construct representation of people, places and events. They use a range of verbal, visual, auditory and technical codes to add meaning, interest and authority in creating their own visual and multimodal texts.
Expected Standard: C Grade Descriptor – English

Year 8

Listening and Speaking

By the end of Year 8, students listen to a range of spoken texts, identify relevant information, ideas and issues, and identify the language choices used to influence listeners. They create a range of spoken texts for specific purposes and audiences, and for formal and informal contexts. They create imaginative, informative and persuasive texts and they explain language choices that convey meaning and content. They use language to express and develop ideas and to engage audiences. They interact with others to report information, discuss ideas and opinions, debate issues and consider differing perspectives. They use appropriate strategies and protocols for participating in discussions and negotiations, and for collaborating with others in group presentations. They plan, revise and rehearse oral presentations for effectiveness and impact.

Reading

By the end of Year 8, students read and respond to a range of imaginative, informative and persuasive texts, covering topics and issues of personal, social and cultural significance, and that include differing viewpoints about human experience. They identify the main ideas of texts with accessible subject matter and the evidence that supports those ideas. They make inferences to support their understandings. They explore and explain different viewpoints about human experience, drawing on textual evidence to support their opinions. They discuss language features, structural, and literary devices, including figurative language, explaining how these influence readers. They use a range of strategies for locating information.

Writing

By the end of Year 8, students write extended, logically sequenced texts for imaginative, informative and persuasive purposes. They explore ideas, use their personal knowledge and experience, take account of other perspectives and possibilities, report events, express opinions, respond to others’ views and reflect on their writing. They write texts designed to develop meanings and effects for specific audiences and contexts. They select language structures and features to develop ideas and information. They use a variety of clause combinations, supported through the use of correct punctuation, to write clear and coherent texts. They use a range of spelling conventions to enhance meaning and clarity. They plan, draft, edit and proofread for accuracy.

Viewing

By the end of Year 8, students view a range of still, moving and electronic multimodal texts that help them understand themselves and others, their own world and the wider world. They interpret written, visual, auditory, symbolic and technical codes and examine how these are used to make meaning, achieve particular purposes and shape viewers’ understandings. They create clearly structured visual and multimodal texts, selecting compositional elements for specific audiences and contexts.
Expected Standard: C Grade Descriptor – English

**Listening and Speaking**

By the end of Year 9, students listen attentively to a range of oral texts, and are able to identify and analyse main ideas and issues. They identify literal meaning in spoken texts. They produce coherent and sequenced spoken texts for imaginative, informative and persuasive purposes. They use a variety of strategies to participate in conversations and discussions, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate with others to solve problems, and to create and produce different types of presentations. They use spoken and non-verbal language to influence audiences, to enhance meaning, and to achieve desired effects. They plan, rehearse and revise oral presentations for effect.

**Reading**

By the end of Year 9, students read and respond to imaginative, informative and persuasive texts drawn from a variety of contexts with challenging themes and issues relating to personal and wider social and cultural experiences. They interpret ideas and information in texts and draw conclusions about characters, events and key ideas. They analyse and discuss texts, identifying the evidence used to support central ideas or opinions. They make inferences, explaining how choices of language, structural and rhetorical devices influence readers. They compare and contrast their own and others’ responses to texts. They identify and explain how the structures and features of texts are designed to appeal to audiences. They locate and use relevant research from a range of sources.

**Writing**

By the end of Year 9, students write a range of coherent texts for imaginative, informative and persuasive purposes. They select relevant subject matter to present and justify arguments to persuade others. They construct representations of people, places and events, making choices to position and appeal to audiences. They organise ideas and link information in texts. They use different text structures and language conventions to compose texts for particular purposes and effects. They make vocabulary choices that enhance the atmosphere, description and accuracy of texts. They mostly use correct punctuation to support meaning in complex sentences with embedded clauses and phrases. They make appropriate vocabulary choices to contribute to the clarity and persuasiveness of texts. They plan, draft, edit and proofread for clarity, and coherence.

**Viewing**

By the end of Year 9, students view a range of still, moving and electronic multimodal texts that explore ideas, issues and complex human relationships. They explain how written, visual, auditory, symbolic and technical codes are used to gain viewers’ attention, to shape viewers’ interpretations and to infer meaning. They interpret the use of visual language used to target different audiences. They create visual texts that integrate written, spoken and visual elements to position viewers, and represent ideas in particular ways.
Expected Standard: C Grade Descriptor – English Year 10

Listening and Speaking
By the end of Year 10, students listen attentively and critically to spoken texts that deal with challenging ideas and issues, identifying values, attitudes and assumptions conveyed in these texts. They use strategies to comprehend and interpret oral presentations in different contexts. They understand strategies speakers use to respond to and influence audience expectations. They interact appropriately with audiences in a range of formal and informal contexts. They engage in discussions, consider others' ideas, solve problems, give opinions and develop arguments. They communicate ideas and arguments in well-structured presentations for different audiences, in familiar and public situations. They use a variety of features of spoken language, including tone, pace, pitch, pause and volume to enhance meaning. They understand and use the features of language in responding to and presenting spoken and multimodal texts.

Reading
By the end of Year 10, students read, interpret, infer, and respond to a wide range of informative, persuasive and imaginative texts and recognise the multiple purposes for which texts are created. They explore and analyse the personal, social and cultural issues represented in these texts. They offer explanations of how the language choices and literary devices in different texts influence the responses of audiences in different ways. They compare and contrast typical features and key ideas in particular texts. They reflect on issues and ideas from texts. They undertake research, selecting and synthesising ideas and information from a range of sources.

Writing
By the end of Year 10, students produce a wide range of sustained written and multimodal texts for imaginative, informative and persuasive purposes. They develop complex ideas and explore social issues. They construct logical arguments which explore and analyse a range of attitudes, values and perspectives. They choose details and subject matter to support a point of view, to develop imaginative ideas or to persuade others to action. They use a range of texts as starting points for writing, transforming and adapting these to suit different contexts and audiences. They sequence and organise content and ideas in longer texts. They use a variety of sentence structures for effect and use active or passive voice as appropriate. They use mostly correct punctuation when writing complex sentences and texts. They plan, draft, edit, proofread and revise for accuracy, clarity and correctness.

Viewing
By the end of Year 10, students view a wide range of complex still, moving and electronic multimodal texts that communicate representations of values and attitudes, make critical commentary and raise complex social issues. They analyse how audio, written, visual, technical and symbolic codes are used to position viewers and to make social or political comment. They discuss how viewers’ responses to texts change over time and how text content and programming can be used to present different world views, to appeal to mass audiences and to exclude or include the beliefs and values of specific groups. They manipulate visual and structural features of visual texts to shape a point of view and experiment with compositional elements to create hybrid text forms.