

# Language features and text structures

## Essential English

These tables list language features and text structures that may be included in stimulus materials for Essential English. While this list is extensive, it does not include every language feature and text structure that students may encounter in stimulus materials.

Students are not required to identify and explain **all** the language features or text structures in each list.

### Written stimulus

Language features	Text structures
<ul style="list-style-type: none"> <li>• sentence structure, e.g. compound sentences, complex sentences, fragmented sentences, noun groups/phrases</li> <li>• vocabulary               <ul style="list-style-type: none"> <li>– complex</li> <li>– simple</li> </ul> </li> <li>• punctuation, e.g. exclamation marks, ellipses, commas, dashes, hyphens, capital letters (block capitals), hashtags (digital word-like forms)</li> <li>• design elements, e.g. typography, type of font (e.g. modern, classical), style of font (e.g. bold, italic), size of font, underlined text</li> <li>• emojis (these graphics act as nouns, verbs, adjectives and word substitutes, often injecting humour, affection or emotion, thereby serving a linguistic function of communicating and creating mood)</li> <li>• spelling, including spelling for effect (e.g. to exaggerate or emphasise ideas)</li> <li>• figurative language, e.g. simile, metaphor, personification, imagery</li> <li>• literary devices, including those that heighten imagery, e.g. alliteration, assonance, onomatopoeia, symbolism, motif, emotive words, hyperbole, repetition</li> <li>• dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• layout, e.g. titles, headings, leads (e.g. opening paragraph, hook), bullet points, indented paragraphs/lines, overviews, separated sections (e.g. comments in a blog), separation of text (e.g. three asterisks)</li> <li>• topic sentences</li> <li>• sequencing               <ul style="list-style-type: none"> <li>– organisation of ideas (e.g. three arguments in a persuasive speech)</li> <li>– order/location/positioning of content/ideas</li> <li>– use of flashback, flashforward</li> </ul> </li> <li>• paragraphing, e.g. length (short/long), juxtaposition of paragraph lengths, introductory and concluding paragraphs</li> <li>• genres, e.g. anecdote, narrative, poetry, blog, speech transcript, diary, journal.</li> </ul>

### Visual stimulus

Language features	Text structures
<ul style="list-style-type: none"> <li>• framing, e.g. close-ups, extreme close-ups, medium/long shots</li> <li>• camera angles, e.g. low/front/high angle, bird's-eye/worm's-eye view, tilted/canted</li> <li>• complementary features, including design elements               <ul style="list-style-type: none"> <li>– visual and digital features, e.g. graphics, still images, colour, shape, size, line, vector, texture, form, shading, size and scale (can provide contrast)</li> <li>– typography, e.g. type of font (e.g. classical, modern), style of font (e.g. bold, italic), size of font, underlined text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• layout, e.g. titles, headings, leads (e.g. hook), bullet points, overviews, sections (e.g. use of a three-column structure)</li> <li>• sequencing               <ul style="list-style-type: none"> <li>– order/location/positioning of content (e.g. images)</li> <li>– layout of graphics</li> <li>– patterns created by sequencing</li> </ul> </li> </ul>

Language features	Text structures
<ul style="list-style-type: none"> <li>• body language <ul style="list-style-type: none"> <li>– posture, e.g. open, closed, pointing, covering face</li> <li>– gaze</li> <li>– gesture</li> </ul> </li> <li>• facial expression</li> <li>• emojis (these graphics act as nouns, verbs, adjectives and word substitutes, often injecting humour, affection or emotion, thereby serving a linguistic function of communicating and creating mood)</li> <li>• figurative language, e.g. simile, metaphor, personification, imagery</li> <li>• literary devices, including those that heighten imagery, e.g. alliteration, assonance, onomatopoeia, symbolism, motif, emotive words, hyperbole, repetition</li> <li>• dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• placement of objects <ul style="list-style-type: none"> <li>– top (introducing concept)</li> <li>– centre (central to the concept)</li> <li>– bottom (foundational to the concept)</li> </ul> </li> <li>• genres, e.g. narrative (visual stimulus can tell a story through a series of images), poetry (e.g. rhyme can appear in visual stimulus).</li> </ul>

## References

Queensland Curriculum and Assessment Authority 2019, *Essential English Applied Senior Syllabus 2019 v1.1*, QCAA, Brisbane, [www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ess\\_english\\_19\\_app\\_syll.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_19_app_syll.pdf).

Australian Curriculum, Assessment and Reporting Authority 2019, *Australian Curriculum Glossary*, ACARA, Sydney, [www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

## More information

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