**AUSVELS: AUSTRALIAN CURRICULUM : ENGLISH: Level 8**

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|  | Reading & Viewing | Writing | Speaking & Listening |
| LANGUAGE | Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543) | Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809) | Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540) **ã** |
| Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) | Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546) | Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541) |
| Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses (ACELA1545) | Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549) |  |
| Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547) | Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544) |  |
| Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542) |  |  |
| Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548) |  |  |
| LITERATURE | Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626) | Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768) | Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) |
| 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 (ACELT1628) | Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) |  |
| Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629) |  |  |
| Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) |  |  |
| Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806) |  |  |
| Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) |  |  |
| Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)  **ã** |  |  |
| LITERACY | Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) | Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) | Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) |
| Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (ACELY1734) | Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts (ACELY1810) | Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808) |
| Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729) | Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738) | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731) |
| Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732) |  |  |
| Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735) |  |  |
| ACHIEVEMENT  STANDARDS | By the end of Year 8, students understand how the selection of [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures)  structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. | Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. |

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ is the official documentation for Victorian schools.

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.