**AUSVELS: AUSTRALIAN CURRICULUM : ENGLISH: Level 9**

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|  | Reading & Viewing | Writing | Speaking & Listening |
| LANGUAGE | Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559) | Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550) |
| Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770) | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556) | Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551) |
| Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552) |  |  |
| Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) |  |  |
| Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561) |  |  |
| Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562) |  |  |
| Explain how authors experiment with the structures of sentences and clauses to create particular effects (ACELA1557) |  |  |
| LITERATURE | Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)  **ã** | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638) | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634) |
| Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771) | Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773) |  |
| Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style (ACELT1636) |  |  |
| Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635) |  |  |
| Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772) |  |  |
| Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) |  |  |
| LITERACY | Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)  **ã** | 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) | Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740) |
| Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) | Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747) | Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) |
| Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) | Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741) |
| Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739) |  |  |
| Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743) |  |  |
| ACHIEVEMENT  STANDARDS | By the end of Level 9, 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. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. | Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | They listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. |

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.