**AUSVELS: AUSTRALIAN CURRICULUM: ENGLISH: Level 10**

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|  | Reading & Viewing | Writing | Speaking & Listening |
| LANGUAGE | Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566) | Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567) | Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563) |
| Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) | Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts (ACELA1569) | Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) |
| Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) | Understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses (ACELA1570) |  |
|  | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571) |  |
|  | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573) |  |
|  | Understand conventions for citing others, and how to reference these in different ways (ACELA1568) |  |
| LITERATURE | Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)  **ã** | Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) | Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640) |
| Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641) | Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) |  |
| Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642) | Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644) |  |
| Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774) |  |  |
| Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643) |  |  |
| Evaluate the social, moral and ethical positions represented in texts (ACELT1812) |  |  |
| LITERACY | Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)  | Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756) **ã** | Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750) |
| Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) | Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) | Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813) |
| Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753) | Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776) | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751) |
| Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) |  |  |
| ACHIEVEMENTSTANDARDS | By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. | Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. | Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments |

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.