Level 10 audit tool AUSVELS : English

Mapping of current course units to AUSVELS content descriptions

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| UNIT TITLE | |  |  |  |  |  |  |  |
| Level 10 content descriptions | | | | | | | | |
|  | Reading & Viewing | | | | | | | |
| LANGUAGE | Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566) |  |  |  |  |  |  |  |
| Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) |  |  |  |  |  |  |  |
| Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) |  |  |  |  |  |  |  |
| LITERATURE | Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)  **ã** |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) |  |  |  |  |  |  |  |
| Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753) |  |  |  |  |  |  |  |
| Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) |  |  |  |  |  |  |  |
|  | Writing | | | | | | | |
|  | Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567) |  |  |  |  |  |  |  |
| Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts (ACELA1569) |  |  |  |  |  |  |  |
|  | 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) |  |  |  |  |  |  |  |
|  | Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
|  | Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644) |  |  |  |  |  |  |  |
|  | 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** |  |  |  |  |  |  |  |
| 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 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) |  |  |  |  |  |  |  |
|  | Speaking & Listening | | | | | | | |
|  | Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563) |  |  |  |  |  |  |  |
| Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) |  |  |  |  |  |  |  |
|  | Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640) |  |  |  |  |  |  |  |
|  | 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) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751) |  |  |  |  |  |  |  |

\*This audit tool has been produced by adapting the Queensland audit tools to the Victorian environment – I thank Michael from Monivae College for initially bring the Queensland audit tool to my attention – A. Doody