Level 8 audit tool AUSVELS : English

Mapping of current course units to AUSVELS content descriptions

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|  UNIT TITLE |  |  |  |  |  |  |  |
| Level 8 content descriptions |
|  | Reading & Viewing |
|  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 cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) |  |  |  |  |  |  |  |
| Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses (ACELA1545) |  |  |  |  |  |  |  |
| Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547) |  |  |  |  |  |  |  |
| 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)  |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
|  | Writing |
|  | Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809) |  |  |  |  |  |  |  |
| Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546) |  |  |  |  |  |  |  |
| Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549) |  |  |  |  |  |  |  |
| Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544) |  |  |  |  |  |  |  |
|  | Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768) |  |  |  |  |  |  |  |
| Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) |  |  |  |  |  |  |  |
|  | 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) |  |  |  |  |  |  |  |
| Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts (ACELY1810) |  |  |  |  |  |  |  |
| Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738) |  |  |  |  |  |  |  |
|  | Speaking & Listening |
|  | 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 conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541) |  |  |  |  |  |  |  |
|  | Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) |  |  |  |  |  |  |  |
|  | Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731) |  |  |  |  |  |  |  |

\*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