Level 9 audit tool AUSVELS : English

Mapping of current course units to AUSVELS content descriptions

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| UNIT TITLE | |  |  |  |  |  |  |  |
| Level 9 content descriptions | | | | | | | | |
|  | Reading & Viewing | | | | | | | |
| LANGUAGE | Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| 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** |  |  |  |  |  |  |  |
| Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771) |  |  |  |  |  |  |  |
| 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** |  |  |  |  |  |  |  |
| Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) |  |  |  |  |  |  |  |
| Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
|  | Writing | | | | | | | |
|  | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559) |  |  |  |  |  |  |  |
| Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556) |  |  |  |  |  |  |  |
|  | 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) |  |  |  |  |  |  |  |
| Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773) |  |  |  |  |  |  |  |
|  | 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) |  |  |  |  |  |  |  |
| 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 a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) |  |  |  |  |  |  |  |
|  | Speaking & Listening | | | | | | | |
|  | 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) |  |  |  |  |  |  |  |
| Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551) |  |  |  |  |  |  |  |
|  | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634) |  |  |  |  |  |  |  |
|  | 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) |  |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |  |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741) |  |  |  |  |  |  |  |

\*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