**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Indicate within each marked cell the connection to the relevant sentence/s in the achievement standard, using the numbering scheme provided. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Mode / Strand** | **Reading and Viewing / Language** | | | | | | | **Reading and Viewing / Literature** | | | | | | | | | | | |
|  | **Sub-strand** | **Language for interaction** | | | **Text structure and organisation** | | **Expressing and developing ideas** | | **Literature and context** | | **Responding to literature** | | | | **Examining literature** | | | | | |
|  | **Content Description** | Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication  [(VCELA457)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA457) | | Compare the purposes, text structures and language features of traditional and contemporary texts in different media  [(VCELA458)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA458) | | | Evaluate the impact on audiences of different choices in the representation of still and moving images  [(VCELA459)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA459) | | Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts  [(VCELT460)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT460) | | 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  [(VCELT461)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT461) | | Evaluate the social, moral and ethical positions represented in texts  [(VCELT462)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT462) | | Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text  [(VCELT463)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT463) | | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts  [(VCELT464)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT464) | | 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  [(VCELT465)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT465) | |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Mode / Strand** | **Reading and Viewing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Texts in context** | | **Interpreting, analysing, evaluating** | |  | |  | |
|  | **Content Description** | 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  [(VCELY466)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY466) | | Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences  [(VCELY467)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY467) | | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts  [(VCELY468)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY468) | | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence  [(VCELY469)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY469) | |
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| **Reading and Viewing Level 9 Achievement Standard** | **Reading and Viewing Level 10 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. |
| * 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. | * By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. (1) * They explain how the choice of language features, images and vocabulary contributes to the development of individual style. (2) * They develop and justify their own interpretations of texts. (3) * They evaluate other interpretations, analysing the evidence used to support them. (4) |

*See next pages for Writing and Speaking and Listening Modes and Assessment section*

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|  | **Mode / Strand** | **Writing / Language** | | | | | | | | | | | | **Writing / Literature** | | | | | | **Writing / Literacy** | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | | | **Phonics and word knowledge** | | **Creating literature** | | | | | | **Creating texts** | | | | | |
|  | **Content Description** | Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects  [(VCELA470)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA470) | | Understand conventions for citing others, and how to reference these in different ways  [(VCELA471)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA471) | | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts  [(VCELA472)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA472) | | Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction  [(VCELA473)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA473) | | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences  [(VCELA474)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA474) | | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately  [(VCELA475)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA475) | | Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts  [(VCELT476)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT476) | | 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  [(VCELT477)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT477) | | Create imaginative texts that make relevant thematic and intertextual connections with other texts  [(VCELT478)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT478) | | 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  [(VCELY479)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY479) | | Review, edit and refine own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects  [(VCELY480)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY480) | | 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 [(VCELY481)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY481) | |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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| **Writing Level 9 Achievement Standard** | **Writing Level 10 Achievement Standard** |
| * 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. | * Students show how the selection of language features can achieve precision and stylistic effect. (5) * They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. (6) * They develop their own style by experimenting with language features, stylistic devices, text structures and images. (7) * They create a wide range of texts to articulate complex ideas. (8) * They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. (9) |

*See next page for Speaking and Listening Mode and Assessment section*

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|  | **Mode / Strand** | **Speaking and Listening / Language** | | | | **Speaking and Listening / Literature** | | **Speaking and Listening / Literacy** | | | |
|  | **Sub-strand** | **Language variation and change** | | **Language for interaction** | | **Responding to literature** | | **Interacting with others** | | | |
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|  | **Content Description** | Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve  [(VCELA482)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA482) | | Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people  [(VCELA483)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA483) | | Reflect on, extend, endorse or refute others’ interpretations of and responses to literature  [(VCELT484)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT484) | | 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 audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject [(VCELY485)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY485) | | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences  [(VCELY486)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY486) | |
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| **Speaking and Listening Level 9 Achievement Standard** | **Speaking and Listening Level 10 Achievement Standard** |
| * Students 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. | * Students listen for ways features within texts can be manipulated to achieve particular effects. (10) * They show how the selection of language features can achieve precision and stylistic effect. (11) * They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. (12) * They develop their own style by experimenting with language features, stylistic devices, text structures and images. (13) * They create a wide range of texts to articulate complex ideas. (14) * They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. (15) |

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| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening | | |  |  | | |
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