**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 / Literacy** | | | | | | | |
|  | **Sub-strand** | **Language for interaction** | | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | | | **Phonics and word knowledge** | | **Texts in context** | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor  [(VCELA428)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA428) | | Understand that authors innovate with text structures and language for specific purposes and effects  [(VCELA429)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA429) | | 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 [(VCELA430)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA430) | | Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning  [(VCELA431)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA431) | | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness  [(VCELA432)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA432) | | Explain how authors creatively use the structures of sentences and clauses for particular effects  [(VCELA433)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA433) | | Understand how spelling is used creatively in texts for particular effects  [(VCELA434)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA434) | | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts  [(VCELY441)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY441) | | Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts  [(VCELY442)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY442) | | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts  [(VCELY443)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY443) | | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension  [(VCELY444)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY444) | |
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|  | **Mode / Strand** | **Reading and Viewing / Literature** | | | | | | | | | | | |
| **Sub-strand** | **Literature and context** | | **Responding to literature** | | | | **Examining literature** | | | | | |
| **Content Description** | Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts  [(VCELT435)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT435) | | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text  [(VCELT436)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT436) | | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts  [(VCELT437)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT437) | | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style  [(VCELT438)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT438) | | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts  [(VCELT439)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT439) | | Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays  [(VCELT440)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT440) | |
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| **Reading and Viewing Level 8 Achievement Standard** | **Reading and Viewing Level 9 Achievement Standard -** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Reading and Viewing Level 10 Achievement Standard** |
| By the end of Level 8   * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. * They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. * They interpret texts, questioning the reliability of sources of ideas and information. * They select evidence from the text to show how events, situations and people can be represented from different viewpoints. | By the end of Level 9   * Students analyse the ways that text structures can be manipulated for effect. (1) * They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. (2) * They evaluate and integrate ideas and information from texts to form their own interpretations. (3) * They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. (4) | 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. |

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

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|  | **Mode / Strand** | **Writing / Language** | |  | | **Writing / Literature** | |  | | **Writing / Literacy** | |  | |  | |
|  | **Sub-strand** | **Text structure and organisation** | | **Expressing and developing ideas** | | **Creating literature** | |  | | **Creating texts** | |  | |  | |
|  | **Content Description** | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes  [(VCELA445)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA445) | | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text  [(VCELA446)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA446) | | Experiment with the ways that language features, image and sound can be adapted in literary texts  [(VCELT447)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT447) | | Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation  [(VCELT448)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT448) | | 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  [(VCELY449)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY449) | | Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features  [(VCELY450)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY450) | | Publishing texts using a range of software, including word processing programs, flexibly and imaginatively  [(VCELY451)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY451) | |
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| **Writing Level 8 Achievement Standard** | **Writing Level 9 Achievement Standard** | **Writing Level 10 Achievement Standard** |
| * Students understand how the selection of language features can be used for particular purposes and effects. * They explain the effectiveness of language choices they use to influence the audience. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. * They create texts for different purposes selecting language to influence audience response. * When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. * They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | * Students understand how to use a variety of language features to create different levels of meaning. (5) * They understand how interpretations can vary by comparing their responses to texts to the responses of others. (6) * In creating texts students demonstrate how manipulating language features and images can create innovative texts. (7) * They create texts that respond to issues interpreting and integrating ideas from other texts. (8) * They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. (9) | * 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. |

*See next page for Speaking and Listening Mode and Assessments 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** | | | |
|  | **Content Description** | Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing  [(VCELA452)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA452) | | Understand that roles and relationships are developed and challenged through language and interpersonal skills  [(VCELA453)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA453) | | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context  [(VCELT454)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT454) | | Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace  [(VCELY455)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY455) | | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes  [(VCELY456)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY456) | |
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| **Speaking and Listening Level 8 Achievement Standard** | **Speaking and Listening Level 9 Achievement Standard** | **Speaking and Listening Level 10 Achievement Standard** |
| * Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. * They understand how the selection of language features can be used for particular purposes and effects. * They explain the effectiveness of language choices they use to influence the audience. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. * They create texts for different purposes selecting language to influence audience response. * They make presentations and contribute actively to class and group discussions, using language patterns for effect. | * Students listen for ways texts position an audience. (10) * They understand how to use a variety of language features to create different levels of meaning. (11) * They understand how interpretations can vary by comparing their responses to texts to the responses of others. (12) * In creating texts, students demonstrate how manipulating language features and images can create innovative texts. (13) * They create texts that respond to issues, interpreting and integrating ideas from texts. (14) * They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. (15) | * 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. |

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