

VCAA Assessment Online On Demand Testing and the Victorian Curriculum for English

Victorian Curriculum and Assessment Authority



English

English – Curriculum – Victorian Curriculum

VCAA Online Assessment

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How to use this document

This document is based on extracts from the VCAA Victorian Curriculum website and is intended for use in conjunction with On Demand testing.

For comprehensive Victorian Curriculum – English information please go to the VCAA Victorian Curriculum website: <http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims>

On Demand tests are targeted at Year levels 3 – 10 and assess against Content Descriptions from Standard Levels 2 – 10.

The knowledge and skills assessed by any single On Demand English test represent only a **sampling** of Content Descriptions from the Victorian Curriculum.

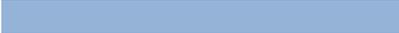
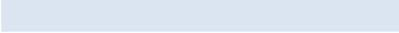
On Demand items are aligned to Content Descriptions from Reading and Viewing, and Writing. Speaking and Listening Content Descriptions are not covered on the basis that testing of this content is beyond On Demand's current assessment capability.

On Demand English tests are not directly representative of the Modes.
There are three categories of tests as follows:

- Reading (for items that test reading for information, for comprehension, for interpretation)
- Language knowledge (for items that test knowledge about language and language use, from text purpose, structures and features, through to finer structures and features at the paragraph/syntactic level, divided into the Reading and Viewing, and Writing modes)
- Word knowledge (for items that test knowledge of word formation, word changes that follow function, precision in word use for shades of meaning, knowledge of the sound-letter system, and spelling, also divided into the Reading and Viewing, and Writing modes).

This document details what the tests cover using colour codes.
Only Content Descriptions for which items currently exist have been shaded.

On Demand Online Assessment tests skill coverage:

Reading	
Language Skills – Reading and Viewing	
Language skills – Writing	
Word Building – Reading and Viewing	
Word Building – Writing	
No Item coverage	unshaded

Level 2

Level 2 Description

In Level 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend Level 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Level 3

Level 3 Description

In Levels 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Level 4

Level 4 Description

In Levels 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Level 2 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams (VCELA213)

Expressing and developing ideas

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214)

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215)

Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216)

Phonics and word knowledge

Learn some generalisations for adding suffixes to words (VCELA217)

Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations (VCELA218)

Level 3 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)

Identify the features of online texts that enhance navigation (VCELA247)

Expressing and developing ideas

Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)

Phonics and word knowledge

Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249)

Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250)

Level 4 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (VCELA278)

Expressing and developing ideas

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)

Investigate how quoted (direct) and reported (indirect) speech work in different types of text (VCELA281)

Literature

Examining literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)

Literacy

Texts in context

Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220)

Interpreting, analysing, evaluating

Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting (VCELY221)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)

Analyse how different texts use nouns to represent people, places, things and ideas in particular ways (VCELY223)

Literature

Responding to literature

Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)

Develop criteria for establishing personal preferences for literature (VCELT252)

Examining literature

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254)

Literacy

Texts in context

Identify the point of view in a text and suggest alternative points of view (VCELY255)

Interpreting, analysing, evaluating

Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking (VCELY256)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)

Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)

Literature

Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)

Responding to literature

Describe the effects of ideas, text structures and language features of literary texts (VCELT283)

Examining literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts (VCELT285)

Literacy

Texts in context

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (VCELY286)

Interpreting, analysing, evaluating

Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)

Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289)

Writing

Language

Text structure and organisation

Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms (VCELA224)

Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)

Phonics and word knowledge

Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226)

Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227)

Literature

Creating literature

Create events and characters using different media that develop key events and characters from literary texts (VCELT228)

Build on familiar texts by experimenting with character, setting or plot (VCELT229)

Writing

Language

Text structure and organisation

Understand that paragraphs are a key organisational feature of written texts (VCELA259)

Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260)

Expressing and developing ideas

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)

Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)

Phonics and word knowledge

Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)

Literature

Creating literature

Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)

Create texts that adapt language features and patterns encountered in literary texts (VCELT265)

Writing

Language

Text structure and organisation

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290)

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291)

Expressing and developing ideas

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)

Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)

Phonics and word knowledge

Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)

Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295)

Recognise homophones and know how to use context to identify correct spelling (VCELA296)

Literature

Creating literature

Create literary texts by developing storylines, characters and settings (VCELT297)

Create literary texts that explore students' own experiences and imagining (VCELT298)

Literacy

Creating texts

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230)

Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)

Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)

Construct texts featuring print, visual and audio elements using software, including word processing programs (VCELY233)

Literacy

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)

Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269)

Literacy

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)

Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)

Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302)

Level 2 Achievement Standard

Reading and Viewing

By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

Writing

Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

Level 3 Achievement Standard

Reading and Viewing

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more words that are complex. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

Writing

Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Level 4 Achievement Standard

Reading and Viewing

By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.

Writing

Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.

Level 5

Level 5 Description

In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Level 6

Level 6 Description

In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Level 7

Level 7 Description

In Levels 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Levels 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Level 5 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)

Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310)

Expressing and developing ideas

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (VCELA311)

Phonics and word knowledge

Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals (VCELA312)

Level 6 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339)

Expressing and developing ideas

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)

Level 7 Content Descriptions

Reading and Viewing

Language

Language for interaction

Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)

Text structure and organisation

Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA369)

Expressing and developing ideas

Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)

Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371)

Literature

Literature and context

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313)

Responding to literature

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (VCELT314)

Examining literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (VCELT315)

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (VCELT316)

Literature

Responding to literature

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341)

Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)

Examining literature

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (VCELT343)

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)

Literature

Responding to literature

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)

Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)

Examining literature

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)

Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry (VCELT375)

Literacy

Texts in context

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (VCELY317)

Interpreting, analysing, evaluating

Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning (VCELY318)

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)

Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)

Literacy

Interpreting, analysing, evaluating

Analyse strategies authors use to influence readers (VCELY345)

Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)

Texts in context

Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)

Writing

Language

Text structure and organisation

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321)

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322)

Expressing and developing ideas

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323)

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)

Phonics and word knowledge

Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326)

Writing

Language

Text structure and organisation

Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348)

Understand the uses of commas to separate clauses (VCELA349)

Expressing and developing ideas

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)

Phonics and word knowledge

Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)

Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)

Writing

Language

Text structure and organisation

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)

Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)

Expressing and developing ideas

Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)

Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)

Phonics and word knowledge

Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)

Literature

Creating literature

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)

Literacy

Creating texts

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329)

Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330)

Develop a handwriting style that is becoming legible, fluent and automatic (VCELY331)

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY332)

Literature

Creating literature

Experiment with text structures and language features and their effects in creating literary texts (VCELT355)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)

Literacy

Texts in context

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)

Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)

Develop a handwriting style that is legible, fluent and that can vary depending on context (VCELY360)

Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)

Literature

Creating literature

Experiment with text structures and language features and their effects in creating literary texts (VCELT385)

Create literary texts that adapt stylistic features encountered in other texts (VCELT386)

Literacy

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)

Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)

Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)

Level 5 Achievement Standard

Reading and Viewing

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.

Writing

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Level 6 Achievement Standard

Reading and Viewing

By the end of Level 6, students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Writing

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.

Level 7 Achievement Standard

Reading and Viewing

By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

Level 8

Level 8 Description

In Levels 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Levels 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Level 9

Level 9 Description

In Levels 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Level 10

Level 10 Description

In Levels 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Level 8 Content Descriptions

Reading and Viewing

Language

Language for interaction

Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (VCELA397)

Text structure and organisation

Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (VCELA398)

Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (VCELA399)

Expressing and developing ideas

Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (VCELA400)

Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401)

Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402)

Level 9 Content Descriptions

Reading and Viewing

Language

Language for interaction

Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)

Text structure and organisation

Understand that authors innovate with text structures and language for specific purposes and effects (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)

Expressing and developing ideas

Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)

Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433)

Phonics and word knowledge

Understand how spelling is used creatively in texts for particular effects (VCELA434)

Level 10 Content Descriptions

Reading and Viewing

Language

Language for interaction

Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)

Text structure and organisation

Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)

Expressing and developing ideas

Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)

Literature

Literature and context

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 (VCELT403)

Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404)

Responding to literature

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 (VCELT405)

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406)

Examining literature

Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407)

Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409)

Literature

Literature and context

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)

Responding to literature

Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (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)

Examining literature

Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438)

Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)

Literature

Literature and context

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)

Responding to literature

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)

Evaluate the social, moral and ethical positions represented in texts (VCELT462)

Examining literature

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463)

Analyse and evaluate text structures and language features of literary texts and make relevant thematic and inter-textual connections with other texts (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)

Literacy

Texts in context

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410)

Interpreting, analysing, evaluating

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411)

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 (VCELY412)

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 (VCELY413)

Literacy

Texts in context

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)

Interpreting, analysing, evaluating

Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)

Literacy

Texts in context

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)

Interpreting, analysing, evaluating

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)

Writing

Language

Text structure and organisation

Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCELA414)

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCELA415)

Expressing and developing ideas

Understand the effect of nominalisation in the writing of informative and persuasive texts (VCELA416)

Phonics and word knowledge

Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417)

Literature

Creating literature

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (VCELT418)

Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419)

Writing

Language

Text structure and organisation

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445)

Expressing and developing ideas

Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446)

Literature

Creating literature

Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)

Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)

Writing

Language

Text structure and organisation

Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)

Understand conventions for citing others, and how to reference these in different ways (VCELA471)

Expressing and developing ideas

Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472)

Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473)

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474)

Phonics and word knowledge

Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)

Literature

Creating literature

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (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)

Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)

Literacy

Creating texts

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 (VCELY420)

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421)

Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422)

Literacy

Creating texts

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)

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)

Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)

Literacy

Creating texts

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)

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)

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)

Level 8 Achievement Standard

Reading and Viewing

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.

Writing

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.

Level 9 Achievement Standard

Reading and Viewing

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.

Writing

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.

Level 10 Achievement Standard

Reading and Viewing

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.

Writing

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.