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| **CURRICULUM AREA – English**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Listen to some short Australian radio or television speeches recorded in the 1960s or 1970s and compare with some more recent examples. Consider changes such as how the style used today differs from the *BBC English* once used in the news media and the use of strong Australian accents in film and television programs in the past. Consider how these changes are reflective of broader cultural change in Australia.  **Content Descriptions:**   * Understand how accents, styles of speech and idioms express and create personal and social identities ([VCELA392](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA392)) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning ([VCELY396](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY396)) | | |
| **English Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Level 7 Achievement Standard – English – Speaking and Listening** |
| By the end of Level 6:  * Students listen to discussions, clarifying content and challenging others’ ideas. * They 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 create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. | In **English**, indicative progression towards the Level 7 achievement standard may be when students:   * suggest reasons for the change in the accent of Australian news readers from 40 years ago with those of today. * suggest reasons for the change in the accents and idioms used in Australian film and television of the past with those of today. * write and present a short news bulletin from the past and one from today to demonstrate some of the differences in accents and idioms used. | By the end of Level 7:   * Students listen for and explain different perspectives in texts. * They 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 and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English**  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Students read a range of poems from different cultures and times (e.g. haikus, ballads, sonnets, raps).They attend a poetry reading (or view one online) and respond to it by discussing and describing the use of language to create imagery and the feelings it evoked.  **Content Descriptions:**   * Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ([VCELT425](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELt425)) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects ([VCELY427](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY427)) | | |
| **Level 7 Achievement Standard – English – Speaking and Listening** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Level 8 Achievement Standard – English – Speaking and Listening** |
| By the end of Level 7:   * Students listen for and explain different perspectives in texts. * They 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 and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. | In **English**, indicative progression towards the Level 8 achievement standard may be when students:   * identify the words and imagery in a poem that contribute most to its effect. * identify features used in different forms of poetry from a range of places and times and the effects they aimed to achieve. * use ideas, words and images related to a poem studied in class to create and perform a poem of their own. | By the end of Level 8:   * 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. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English**  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Students listen to or view a range of short documentary film or radio texts and consider the approaches used to present a perspective. They analyse the use of voice, sound effects and music employed to create the desired impact on the viewer.  **Content Descriptions:**   * 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)) | | |
| **Level 8 Achievement Standard – English – Speaking and Listening** | **Example of Indicative Progress toward Level 9 Achievement Standard** | **Level 9 Achievement Standard – English – Speaking and Listening** |
| By the end of Level 8:  * 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. | In **English**, indicative progression towards the Level 9 achievement standard may be when students:   * Identify techniques used in documentary film or radio texts designed to influence the audience (e.g. variations in volume, tone of voice, music, sound effects) * create a short film in which a chosen topic is discussed by two or more speakers (e.g. an interview or a panel discussion). | By the end of Level 9:   * 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 |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English**  **Mode: Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Students study a play andattend a performance (or watch one online). They consider the language and staging that were used to create a desired effect on the audience. In groups, they each rewrite a scene from the play from the perspective of a different character or located in a different setting.  **Content Descriptions:**   * Reflect on, extend, endorse or refute others’ interpretations of and responses to literature ([VCELT484](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT484)) * 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)) | | |
| **Level 9 Achievement Standard – English – Speaking and Listening** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Level 10 Achievement Standard – English – Speaking and Listening** |
| By the end of Level 9:   * 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. | In **English**, indicative progression towards the Level 10 achievement standard may be when students:   * consider how a playwright can create a particular impression using language and dramatic devices (e.g. staging or lighting). * rewrite and perform a scene from a Play studied in class to either extend the scene, view it from the perspective of a different character, or to reflect a different setting (time and/or place). | By the end of Level 10:   * 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. |