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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: Writing** | | |
| **VCAA EXAMPLE**  **Context:** Students read some examples of narrative styles used in popular fiction (e.g. science-fiction, fantasy, action/adventure) and list key distinguishing features. They select their preferred style and write a short story that employs its features.  **Content Descriptions:**  Experiment with text structures and language features and their effects in creating literary texts ([VCELT385](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT385))  Create literary texts that adapt stylistic features encountered in other texts ([VCELT386](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT386))  Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact ([VCELY388](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY388)) | | |
| **Level 6 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Level 7 Achievement Standard – Writing - English** |
| By the end of Level 6:   * 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. | In **English**, indicative progression towards the Level 7 achievement standard may be when students:   * identify the distinctive features of a range of literary styles. * suggest reasons for differences in literary styles in terms of intended audience and purpose. * write their own narrative using a preferred literary style and supporting images. * use the kind of vocabulary typical of their preferred literary style. | By the end of Level 7:   * 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. |

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| **CURRICULUM AREA – English**  **Mode: Writing** | | |
| **VCAA EXAMPLE**  **Context:** Compare the use of verbs versus the use of nouns in a passage from a novel with a passage from an informative text and consider the different effects achieved by each text type created by these differences. Rewrite a piece of given text using nominalisations to create a more objective or authoritative tone.  **Content Descriptions:**   * Understand the effect of nominalisation in the writing of informative and persuasive texts ([VCELA416](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa416)) * Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ([VCELA417](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa417)) | | |
| **Level 7 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Level 8 Achievement Standard – Writing - English** |
| By the end of Level 7:  **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. | In **English**, indicative progression towards the Level 8 achievement standard may be when students:   * identify the role that nominalisation plays in contributing toward the effect of an informative text. * describe the purpose of nominalisation in information texts. * rewrite a piece of text to nominalise verbs where possible and explain the effect this has on the impact of the text. | By the end of Level 8:  **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. |

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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: Writing** | | |
| **VCAA EXAMPLE**  **Context:** After studying a number of examples, students research and write a news report designed for either a print or online publication.  **Content Descriptions:**  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)) | | |
| **Level 8 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 9 Achievement Standard** | **Level 9 Achievement Standard – Writing - English** |
| By the end of Level 8:  **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. | In **English**, indicative progression towards the Level 9 achievement standard may be when students:   * select and combine appropriate language and images to convey a particular perspective. * incorporate ideas and information found in a range of news reports about a given topic into a report of their own. * construct a news report using paragraphs in which ideas and information are clearly expressed, sequenced and linked. * use appropriate tools for publishing text and images. | By the end of Level 9:  **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. |

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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: Writing** | | |
| **VCAA EXAMPLE**  **Context:** Students read a play and view afilm adaptation of it (e.g. *Romeo and Juliet*). They compare the way that the original play script with the way that the film text treats the narrative (may involve bringing it into a contemporary setting).  **Content Descriptions:**   * Review, edit and refine own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects ([VCELY480](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY480)) * Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ([VCELY479](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY479)) | | |
| **Level 9 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Level 10 Achievement Standard – Writing - English** |
| By the end of Level 9:  **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. | In **English**, indicative progression towards the Level 10 achievement standard may be when students:   * write a text response that compares the language used in a traditional play script with that used in a film adaptation and provide reasons for the differences. * participate in peer review activities and recognise reasons for a variety of interpretations. * redraft their written responses to correct spelling, grammar and punctuation. | By the end of Level 10:  **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. |