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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))
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| **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))
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| **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.
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