

Introducing the Victorian Curriculum: English 7–10

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VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



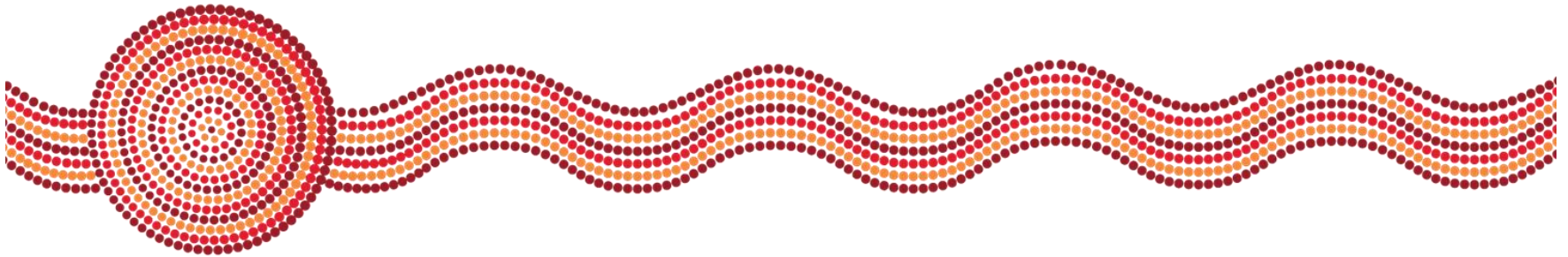
Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



Victorian Curriculum F–10

- Meets the requirements of the Victorian legislation for a curriculum framework
- Is the curriculum framework used by all Victorian government and catholic schools, and a proportion of independent schools
- Incorporates the Australian Curriculum and reflects Victorian priorities and standards

<http://victoriancurriculum.vcaa.vic.edu.au/>

Victorian Curriculum
Foundation–10

Home Overview Curriculum ▾ Levels ▾ Download ↗

The Victorian Curriculum F–10

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Curriculum planning

The Curriculum Planning Resource offers schools a range of resources to support planning and documenting a comprehensive whole-school teaching and learning program based on the curriculum.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social
English Health and Physical Education The Humanities <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography• History	
Languages Mathematics Science Technologies <ul style="list-style-type: none">• Design and Technologies• Digital Technologies	

Updates to the curriculum

From time to time, there are updates or information about the F-10 Victorian Curriculum, and some of those updates will include English.

To keep your school and staff updated with any new information, please check in with the VCAA Bulletin (monthly), the Notice to Schools (weekly), and the F-10 Curriculum update

You can subscribe to these publications through the following link:

<https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx>

F-10 English

The F-10 English curriculum is a comprehensive document incorporating the key knowledge and key skills identified as central to this study, and the many pathways we might imagine beyond primary and secondary education.

In this presentation, we will focus on the 7-10 English curriculum.

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Rationale

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Aims

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Structure

The English curriculum offers a number of organisational structures.

The curriculum is organised by **level**, **mode** and **strand**.

Levels

English and Mathematics are organised by level (all other KLAs are organised by bands).

Each level typically represents a year of learning. However, the curriculum is flexible, so students can move between levels and teachers can design teaching and learning, and assessment, with an eye to differentiation across a number of levels.

Modes

There are three modes in the English curriculum:

- reading and viewing,
- writing
- speaking and listening.

We can think about the modes as the fundamental skills students develop as they move through the levels from F to 10.

Strands

There are three strands in the English curriculum:

Language

Literature

Literacy

If we have conceptualised the modes as the skills students acquire, we might see the Strands as the knowledge. The curriculum document offers an intersection between knowledge and skills for teachers to implement in their classrooms.

Sub-strands

Beneath the Strands, the content is organised by sub-strands (I'll speak more about these later).

These sub-strands create a continuum of key knowledge and key skills.

Structure

Within each language mode, the content descriptions are grouped into strands and sub-strands

Strand	Sub-strands	Strand	Sub-strands	Strand	Sub-strands
Language	Language variation and change	Literature	Literature and context	Literacy	Texts in context
	Language for interaction		Responding to literature		Interacting with others
	Text structure and organisation		Examining literature		Interpreting, analysing, evaluating
	Expressing and developing ideas		Creating literature		Creating texts
	Phonics and word knowledge				

Focus areas

Focus area information is not included on the digital version of the curriculum. This information is located on the Scope and Sequence charts.

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>

Focus areas in English: Annotation

The scope and sequence tab for the English curriculum includes a range of documents. These have been designed to assist teachers to view the curriculum in more detail and provide additional information on the focus area of each content description. Please note that the focus area information is not included on the digital version of the curriculum.

The focus area for each content description is indicated in italics

Victorian Curriculum Foundation-10		English – Level 2		VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY	
Mode	Reading and Viewing	Writing	Speaking and Listening		
Strand	Language	Language	Language	Language	Language
<i>Sub-strand</i>	<i>Text structure and organisation</i>	<i>Text structure and organisation</i>	<i>Text cohesion</i>	<i>Language variation and change</i>	<i>Language variation and change</i>
	<i>Purpose, audience and structure of different types of texts</i>	<i>Understand how texts are made cohesive by the use of resources, for example word associations, synonyms, and onyms</i>	<i>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</i>	<i>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background</i>	<i>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background</i>
	<i>Concepts of print and screen</i>	<i>Punctuation</i>	<i>Recognise that capital letters signal proper nouns and commas are used to separate items in lists</i>	<i>Language for interaction</i>	<i>Language for interaction</i>
	<i>Know some features of text organisation including page and screen layout, alphabetical order, and different types of diagrams</i>			<i>Language for social interactions</i>	<i>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context</i>
				<i>Evaluative language</i>	<i>Identify language that can be used for appreciating texts and the qualities of people and things</i>
<i>Sub-strand</i>	<i>Expressing and developing ideas</i>	<i>Expressing and developing ideas</i>	<i>Spelling</i>	<i>Expressing and developing ideas</i>	<i>Expressing and developing ideas</i>
	<i>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</i>	<i>Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words</i>	<i>Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words</i>	<i>Vocabulary</i>	<i>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose</i>
<i>Sub-strand</i>	<i>Visual language</i>	<i>Spelling</i>	<i>Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds</i>		
	<i>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how those images add to or contradict or multiply the meaning of accompanying words</i>				

Content descriptions

While the structure is important to read and make sense of the curriculum document, it is the content descriptions that represent the heart of the curriculum document.

The content descriptions are the statements that guide the teaching and learning of key knowledge and skills mandated for F-10 classrooms.

The structure – particularly the sub-strands – organises the content descriptions into through lines so students can build their knowledge and skills systematically and sequentially. However, the through lines are not always organised under the modes, and can move between modes.

Phonics and word knowledge Expressing and developing ideas (R & V)

Level 8 Content Descriptions	Level 9 Content Descriptions	Level 10 Content Descriptions
Reading and Viewing	Reading and Viewing	Reading and Viewing
Language	Language	Language
Language for interaction	Language for interaction	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)	Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)	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	Text structure and organisation	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 that authors innovate with text structures and language for specific purposes and effects (VCELA429)	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)
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)	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
Expressing and developing ideas	Expressing and developing ideas	Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)
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)	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)	Literature
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401)	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)	Literature and context
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402)	Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433)	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)
Literature	Phonics and word knowledge	Responding to literature
Literature and context	Understand how spelling is used creatively in texts for particular effects (VCELA434)	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)

Phonics and word knowledge

Expressing and developing ideas

(W)

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)

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)
Literacy
Creating texts
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate

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)

Content descriptions

We can see, from this example, the content descriptions work with the structure providing details of key knowledge and key skills across all modes.

The curriculum invites a flexible approach, supporting teacher agency to construct teaching and learning most appropriate for their school context and student cohort.

Each content description contains level-specific knowledge with which students can engage.

Example

This flexibility in the curriculum can be explored in a number of ways. For example, at level 8, in the mode of Writing and the strand of Literature, VCELT419 indicates:

‘Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects’.

This content description sits within the ‘Creating literature’ sub-strand, and teachers can use this content description in conjunction with those that are at levels 7 and 9 across the same sub-strand to provide for differentiation.

Levels: 7 to 9

Mode: Writing

Strand: Literature

Sub-strand: Creating literature

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

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

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)

Literacy

Creating texts

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions

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)

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)

Example

The teaching and learning sequence for a level 8 classroom that includes this Content Description then might also include:

Level 7	Level 8	Level 9
Create literary texts that adapt stylistic features encountered in other texts (VCELT386)	Create literary texts that draw upon text structures and language features for particular purposes and effects (VCELT419)	Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)

Example

Using this continuum, a class 8 teacher could explore the level 7 content description with the class as a diagnostic exercise, and then strengthen those understandings in order to move into the knowledge and skills at levels 8 and 9.

Teachers might invite identification and application of stylistic features, and then examine how they can be used for purpose and audience. An extension sequence could engage with the concept of parody.

Teachers are further assisted in this work in the elaborations.

The elaborations sit underneath each content description and provide extra information, advice and support for teaching to think about the knowledge and skills in the context of their cohort and community.

Elaborations

The elaborations for the content description at level 8 (on the previous slide) suggests combining an analysis of a text with the creation of an individual text ('based on understanding and analysis of their context, narrative structure ... and style'). Thus teachers can prepare teaching and learning that engages with this knowledge and these skills.

It is important to note how open the verbs are across the curriculum. Teacher offer students ways to 'create' text, and apply knowledge and skills. 'How' that 'creation' is developed and demonstrated is a school-based decision.

Elaborations

To access the elaborations, click on the content description curriculum number on the digital curriculum document. This live link will open the elaborations.

Note too, each elaboration will also provide a live link to Fuse, which can offer related teaching and learning resources.

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

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)

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)

Literacy

Creating texts

Create imaginative, informative and persuasive texts

the use of parody, allusion and appropriation (VCELT448)

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)

Elaborations

embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information in texts.

Phonics and word knowledge

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

English / Level 8 / Literature / Creating literature

Content description	Elaborations
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	<ul style="list-style-type: none">creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and stylecombining visual and digital elements to create layers of meaning for serious and humorous purposes

Code
VCELT419

ScOT catalogue terms
[Text structure](#); [Rhetorical devices](#); [Literary style](#); [Literary texts](#)

Curriculum resources and support

FUSE

Find related teaching and learning resources in [FUSE](#)*

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Find related curriculum resources on the [VCAA resources site](#)

*[Disclaimer](#) about use of these sites

Achievement standards

The curriculum also provides achievement standards for each level, organised by mode. Each level has achievement standards relevant to the curriculum that do not exactly replicate the material.

The achievement standards represent a synthesis of the curriculum for teacher to prepare assessment based on their teaching and learning. They are organised by mode.

Like many of the content descriptions, the verbs used in the achievement standards are open – ‘understand’, ‘demonstrate’ and so on (though, at times they are more specific) – so teachers can determine the best possible assessment tasks and tools for their context and cohort.

Achievement standards

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.

Speaking and Listening

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.

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.

Speaking and Listening

Students listen for ways texts position an audience.



Example

The achievement standards identified on the previous slide connect with the examples from the content description on earlier slides. The achievement standards provide the language to assist in assessing students.

English as an Additional Language (EAL) Update

In 2021, a comprehensive F-10 EAL curriculum will be implemented in schools.

For more information, including support resources and a professional learning program (webinar recordings), use this link:

<https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx>

Literacy across the curriculum

- Literacy is foundational to all learning areas and capabilities in the Victorian Curriculum.
- However, it is not one of the four capabilities which have separate curriculum documents.
- Much of the explicit teaching of literacy occurs in the English learning area, however, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning and assessment with significant literacy demands.
- Students develop knowledge and skills across the Language and Literacy strands of the English curriculum.

Literacy Learning Progressions

The Literacy Learning Progressions

(<https://www.vcaa.vic.edu.au/curriculum/foundation-10/crosscurriculumresources/Pages/Literacy.aspx>) are an additional resource to assist teachers map student progression.

The progressions are particularly useful for teachers who are working with students who are at levels either much lower or much higher than the general cohort.

They complement the curriculum but do not replace it.

VCAA resources

The VCAA have produced resources to support the F-10 English curriculum. For resources to assist with planning for curriculum coverage, and planning within a whole school context: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english/help-me-plan/Pages/default.aspx>

For resources to assist with teaching and learning: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english/Pages/Help-me-find-a-teaching-resource.aspx>

For resources to assist with assessment, including template for indicative progress, annotated work samples and information about formative assessment: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english/help-me-assess/Pages/default.aspx>

Questions and contacts

You are welcome to ask questions today.

If you have questions after this presentation, please contact:

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For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update:

<https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>