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| **Level 10 Content Descriptions Victoria** | **Insight Australian Curriculum English Year 10** |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA457) | • Unit 1  • Unit 3  • Unit 9 |
| **Text structure and organisation** |  |
| Compare the purposes, text structures and language features of traditional and contemporary texts in different media [(VCELA458)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA458) | • Unit 3  • Unit 8 |
| **Expressing and developing ideas** |  |
| Evaluate the impact on audiences of different choices in the representation of still and moving images [(VCELA459)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA459) | • Unit 5  • Unit 8 |
| **Literature** |  |
| **Literature and context** |  |
| Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts [(VCELT460)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT460) | • Unit 2  • Unit 6 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT461) | • Unit 2  • Unit 8 |
| Evaluate the social, moral and ethical positions represented in texts [(VCELT462)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT462) | • Unit 4  • Unit 6 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT463) | • Unit 1  • Unit 4  • Unit 10 |
| Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts [(VCELT464)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT464) | • Unit 8 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT465) | • Unit 1  • Unit 2  • Unit 7 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY466) | • Unit 2  • Unit 4  • Unit 6  • Unit 11 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY467) | • Unit 4  • Unit 9 |
| Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts [(VCELY468)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY468) | • Unit 5  • Unit 8 |
| Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence [(VCELY469)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY469) | • Unit 11 |
| **Writing** |  |
| **Language** |  |
| **Text structure and organisation** |  |
| Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects [(VCELA470)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA470) | • Unit 3  • Unit 8  • Unit 10 |
| Understand conventions for citing others, and how to reference these in different ways [(VCELA471)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA471) | • Unit 12 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA472) | • Unit 7 |
| Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction [(VCELA473)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA473) | • Unit 4 |
| Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences [(VCELA474)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA474) | • Unit 1  • Unit 3  • Unit 9 |
| **Phonics and word knowledge** |  |
| Understand how to use knowledge of the spelling system to spell unusual and technical words accurately [(VCELA475)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA475) | • Unit 12 |
| **Literature** |  |
| **Creating literature** |  |
| Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts [(VCELT476)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT476) | • Unit 1 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT477) | • Unit 2  • Unit 6  • Unit 10 |
| Create imaginative texts that make relevant thematic and intertextual connections with other texts [(VCELT478)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT478) | • Unit 4 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY479) | • Unit 5  • Unit 9 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY480) | • Unit 5  • Unit 9  • Unit 10  • Unit 12 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY481) | • Unit 5  • Unit 8  • Unit 9 |
| **Speaking and Listening** |  |
| **Language** |  |
| **Language variation and change** |  |
| Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve [(VCELA482)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA482) | • Unit 6  • Unit 12 |
| **Language for interaction** |  |
| Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people [(VCELA483)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA483) | • Unit 2  • Unit 4  • Unit 7  • Unit 9 |
| **Literature** |  |
| **Responding to literature** |  |
| Reflect on, extend, endorse or refute others’ interpretations of and responses to literature [(VCELT484)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT484) | • Unit 1  • Unit 4  • Unit 9 |
| **Literacy** |  |
| **Interacting with others** |  |
| Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject [(VCELY485)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY485) | • Unit 1  • Unit 3  • Unit 7 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY486) | • Unit 6  • Unit 7 |