

Level 7	Level 8	Level 9	Level 10
Reading and Viewing	Reading and Viewing	Reading and Viewing	Reading and Viewing
Language	Language	Language	Language
Language for interaction	Language for interaction	Language for interaction	Language for interaction
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)	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	Text structure and organisation
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA369)	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)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)	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)	Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Understand how spelling is used creatively in texts for particular effects (VCELA434)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Literature	Literature	Literature	Literature
Literature and context	Literature and context	Literature and context	Literature and context
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (VCELT403)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Responding to literature	Responding to literature	Responding to literature	Responding to literature
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (VCELT405)	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCELT436)	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)
Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406)	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437)	Evaluate the social, moral and ethical positions represented in texts (VCELT462)
Examining literature	Examining literature	Examining literature	Examining literature
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407)	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438)	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463)
Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry (VCELT375)	Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409)	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)	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)
Literacy	Literacy	Literacy	Literacy
Texts in context	Texts in context	Texts in context	Texts in context
Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410)	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)	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)

Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating
Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411)	Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (VCELY412)	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (VCELY413)	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.	By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.	By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.	By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

Level 7	Level 8	Level 9	Level 10
Writing	Writing	Writing	Writing
Language	Language	Language	Language
Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation
Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCELA414)	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445)	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCELA415)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand conventions for citing others, and how to reference these in different ways (VCELA471)
Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	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 the effect of nominalisation in the writing of informative and persuasive texts (VCELA416)	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446)	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472)
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474)
Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)
Literature	Literature	Literature	Literature
Creating literature	Creating literature	Creating literature	Creating literature
Experiment with text structures and language features and their effects in creating literary texts (VCELT385)	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (VCELT418)	Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476)
Create literary texts that adapt stylistic features encountered in other texts (VCELT386)	Create literary texts that draw upon text structures and language features of other texts 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)	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)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)
Literacy	Literacy	Literacy	Literacy
Creating texts	Creating texts	Creating texts	Creating texts
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420)	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)	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)
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421)	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)	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)
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422)	Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)	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)
Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
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.	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.	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.	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.

Level 7	Level 8	Level 9	Level 10
Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening
Language	Language	Language	Language
Language variation and change	Language variation and change	Language variation and change	Language variation and change
Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCELA391)	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCELA423)	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (VCELA452)	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482)
Language for interaction	Language for interaction	Language for interaction	Language for interaction
Understand how accents, styles of speech and idioms express and create personal and social identities (VCELA392)	Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424)	Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453)	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)
Literature	Literature	Literature	Literature
Literature and context	Literature and context	Literature and context	Literature and context
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Responding to literature	Responding to literature	Responding to literature	Responding to literature
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425)	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)
Literacy	Literacy	Literacy	Literacy
Interacting with others	Interacting with others	Interacting with others	Interacting with others
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)	Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCELY426)	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)	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)
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)	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)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (VCELY456)	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)
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
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.	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.	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.	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.