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| **Level 8 Content Descriptions Victoria** | **Insight Australian Curriculum English Year 8** |
| **Reading and Viewing** |  |
| **Language** |  |
| **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) | • Unit 7 |
| **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) | • Unit 2• Unit 11 |
| 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) | • Unit 8 |
| **Expressing and developing ideas** |  |
| 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) | • Unit 5 |
| Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401) | • Unit 6 |
| Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402) | • Unit 3• Unit 4 |
| **Literature** |  |
| **Literature and context** |  |
| 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) | • Unit 1• Unit 2• Unit 6• Unit 8 |
| Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404) | • Unit 2• Unit 5• Unit 8 |
| **Responding to literature** |  |
| 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) | • Unit 2• Unit 3• Unit 8  |
| Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406) | • Unit 3• Unit 8 |
| **Examining literature** |  |
| 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) | • Unit 4• Unit 8 |
| Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408) | • Unit 9  |
| Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409) | • Unit 9  |
| **Literacy** |  |
| **Texts in context** |  |
| Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410) | • Unit 5 |
| Interpreting, analysing, evaluating |  |
| Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411) | • Unit 1• Unit 3 • Unit 11 |
| 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) | • Unit 11   |
| 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) | • Unit 2• Unit 10 |
| **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) | • Unit 10 |
| Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCELA415) | • Unit 9• Unit 12 |
| **Expressing and developing ideas** |  |
| Understand the effect of nominalisation in the writing of informative and persuasive texts (VCELA416) | • Unit 2• Unit 12 |
| **Phonics and word knowledge** |  |
| Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417) | • Unit 6• Unit 12 |
| **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) | • Unit 6 |
| Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419) | • Unit 4• Unit 6• Unit 9 |
| **Literacy** |  |
| **Creating texts** |  |
| 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) | • Unit 6• Unit 10 |
| Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421) | • Unit 9 |
| Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422) | • Unit 12 |
| **Speaking and Listening** |  |
| **Language** |  |
| **Language variation and change** |  |
| 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) | x  |
| **Language for interaction** |  |
| Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424) | • Unit 5• Unit 9 |
| **Literature** |  |
| **Responding to literature** |  |
| Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425) | • Unit 1• Unit 6 |
| **Literacy** |  |
| **Interacting with others** |  |
| 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) | • Unit 1 • Unit 7 |
| 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) | • Unit 7• Unit 8 |