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| **Level 9 Content Descriptions Victoria** | **Insight Australian Curriculum English Year 9** |
| **Reading and Viewing** |  |
| **Language** |  |
| **Language for interaction** |  |
| Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor [(VCELA428)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA428) | • Unit 2• Unit 7• Unit 9 |
| **Text structure and organisation** |  |
| Understand that authors innovate with text structures and language for specific purposes and effects [(VCELA429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA429) | • Unit 1• Unit 4• Unit 6• Unit 9 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA430) | • Unit 5• Unit 12 |
| **Expressing and developing ideas** |  |
| Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning [(VCELA431)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA431) | • Unit 3• Unit 9 |
| Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness [(VCELA432)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA432) | • Unit 6• Unit 7 |
| Explain how authors creatively use the structures of sentences and clauses for particular effects [(VCELA433)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA433) | • Unit 1• Unit 12 |
| **Phonics and word knowledge** |  |
| Understand how spelling is used creatively in texts for particular effects [(VCELA434)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA434) | • Unit 10• Unit 12 |
| **Literature** |  |
| **Literature and context** |  |
| Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts [(VCELT435)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT435) | • Unit 4• Unit 6• Unit 8• Unit 9 |
| **Responding to literature** |  |
| Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text [(VCELT436)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT436) | • Unit 4• Unit 6 |
| Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts [(VCELT437)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT437) | • Unit 7• Unit 8 |
| **Examining literature** |  |
| Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style [(VCELT438)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT438) | • Unit 3• Unit 6• Unit 9 |
| Analyse text structures and language features of literary texts, and make relevant comparisons with other texts [(VCELT439)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT439) | • Unit 3• Unit 6• Unit 8• Unit 9 |
| Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays [(VCELT440)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT440) | • Unit 1• Unit 8 |
| **Literacy** |  |
| **Texts in context** |  |
| Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts [(VCELY441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY441) | • Unit 2• Unit 7 |
| **Interpreting, analysing, evaluating** |  |
| Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts [(VCELY442)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY442) | • Unit 3• Unit 4 |
| Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts [(VCELY443)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY443) | • Unit 8• Unit 11 |
| Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension [(VCELY444)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY444) | • Unit 7• Unit 8• Unit 11 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA445) | x  |
| **Expressing and developing ideas** |  |
| Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text [(VCELA446)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA446) | • Unit 5• Unit 12 |
| **Literature** |  |
| **Creating literature** |  |
| Experiment with the ways that language features, image and sound can be adapted in literary texts [(VCELT447)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT447) | • Unit 3• Unit 5• Unit 8 |
| Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation [(VCELT448)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT448) | • Unit 10 |
| **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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY449) | • Unit 1• Unit 6 |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY450) | • Unit 1• Unit 7 |
| Publishing texts using a range of software, including word processing programs, flexibly and imaginatively [(VCELY451)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY451) | • Unit 8 |
| **Speaking and Listening** |  |
| **Language** |  |
| **Language variation and change** |  |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA452) | • Unit 10 |
| **Language for interaction** |  |
| Understand that roles and relationships are developed and challenged through language and interpersonal skills [(VCELA453)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA453) | • Unit 10 |
| **Literature** |  |
| **Responding to literature** |  |
| Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context [(VCELT454)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT454) | • Unit 9 |
| **Literacy** |  |
| **Interacting with others** |  |
| 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY455) | • Unit 3• Unit 4• Unit 5• Unit 11 |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes [(VCELY456)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY456) | • Unit 5• Unit 8 |