

CURRICULUM LINKS : VICTORIAN ESSENTIAL LEARNING STANDARDS

Discipline-based learning

English, Level 5	
Dimension	Element of standard
Reading	<ul style="list-style-type: none"> > read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. > identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. > produce personal responses, for example, interpretive pieces > infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.
Writing	<ul style="list-style-type: none"> > produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. > write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. > write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues.
Speaking and listening	<ul style="list-style-type: none"> > express creative and analytical responses to texts, themes and issues. > identify main issues in a topic and provide supporting detail and evidence for opinions. > critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. > use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience. > show an awareness of the influence of audience on the construction and presentation of spoken texts, and of how situational and sociocultural factors affect audience responses.

Interdisciplinary learning

Communication, Level 5	
Dimension	Element of standard
Listening, viewing and responding	> modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.
Presenting	> use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.
Thinking Processes, Level 5	
Dimension	Element of standard
Reasoning, processing and inquiry	When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view.
Creativity	> apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.
Reflection, evaluation and metacognition	<ul style="list-style-type: none"> > use specific language to describe their thinking and reflect on their thinking processes during their investigations. > modify and evaluate their thinking strategies. > describe and explain changes that may occur in their ideas and beliefs over time.

CURRICULUM LINKS : THE AUSTRALIAN CURRICULUM: ENGLISH YEAR 8

This list includes only the direct connections within each strand of English.

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 (ACELA1542)
Text structure and organisation	> Analyse how the <u>text structures</u> and <u>language features</u> of persuasive texts, including <u>media texts</u> , vary according to the <u>medium</u> and <u>mode</u> of communication (ACELA1543)
Expressing and developing ideas	> Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)

Literature

Literature and context	> Explore the ways that ideas and viewpoints in literary <u>texts</u> drawn from different historical, social and cultural <u>contexts</u> may reflect or challenge the values of individuals and groups (ACELT1626)
Responding to literature	> Understand and explain how combinations of words and images in <u>texts</u> are used to represent particular groups in society, and how <u>texts</u> position readers in relation to those groups (ACELT1628) > Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in <u>texts</u> (ACELT1807)
Examining literature	> Identify and evaluate devices that <u>create</u> tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual <u>texts</u> (ACELT1630)
Creating literature	> Experiment with particular <u>language features</u> drawn from different <u>types of texts</u> , including combinations of language and visual choices to <u>create</u> new <u>texts</u> (ACELT1768)

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 (ACELY1729)
Interacting with others	> Interpret the stated and implied meanings in spoken <u>texts</u> , and use evidence to support or challenge different perspectives (ACELY1730) > Use interaction skills for identified purposes, using <u>voice</u> and <u>language conventions</u> to suit different situations, selecting vocabulary, modulating <u>voice</u> and using elements such as music, images and sound for specific effects (ACELY1808) > Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)
Interpreting, analysing, evaluating	> Analyse and evaluate the ways that <u>text structures</u> and <u>language features</u> vary according to the purpose of the <u>text</u> and the ways that referenced sources add authority to a <u>text</u> (ACELY1732) > Apply increasing knowledge of vocabulary, <u>text structures</u> and <u>language features</u> to understand the content of <u>texts</u> (ACELY1733) > Use <u>comprehension strategies</u> to interpret and evaluate <u>texts</u> by reflecting on the validity of content and the credibility of sources, including finding evidence in the <u>text</u> for the <u>author's point of view</u> (ACELY1734) > Explore and explain the ways <u>authors</u> combine different <u>modes</u> and media in <u>creating texts</u> , and the impact of these choices on the viewer/listener (ACELY1735)
Creating texts	> <u>Create</u> imaginative, informative and persuasive <u>texts</u> that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) > Experiment with <u>text structures</u> and <u>language features</u> to refine and clarify ideas to improve the effectiveness of students' own <u>texts</u> (ACELY1810) > Use a range of software, including word processing programs, to <u>create</u> , edit and publish <u>texts</u> imaginatively (ACELY1738)