English Level 10 map – example

**Use this curriculum area map to identify where achievement standards and content descriptions are explicitly addressed within your school’s teaching and learning units. This template will help you to both map the Victorian Curriculum F–10 Version 2.0 and audit your current teaching and learning units.**

# Instructions

1. Enter your details in the footer on page 1.
2. Look over the Curriculum Mapping table on pages 2 to 4. Read the information and important notes, below.
3. Enter the title of your teaching and learning units into each part of the mapping table. Indicate each teaching and learning unit’s connections to the curriculum by checking the box of the relevant content description(s) and writing the number(s) of the connected achievement standard extract. Refer to the VCAA ‘Connections between the achievement standards and content descriptions’ support resources if necessary.
4. Check that all content descriptions have been covered at least once.
5. Detail any comments, notes and actions.
6. Complete the Check of Achievement Standard Coverage table.
7. Complete the Assessment, Analysis of Curriculum Coverage and Next Steps sections on the final page.

**About the achievement standards in English:**

In English, achievement standards are organised via the language modes (Speaking and Listening, Reading and Viewing, and Writing). At every level there are 5 key achievement standard extracts, each beginning ‘When …’ (see the diagram, right). The 5 achievement standard extracts can be connected to content descriptions across the 3 strands of Language, Literature and Literacy. For more information about how the achievement standards and content descriptions are connected in English Version 2.0, see [Learning in English](https://f10.vcaa.vic.edu.au/learning-areas/english/english/introduction).

The VCAA has published tables that help map these connections for you; see the ‘Connections between the achievement standards and content descriptions’ support resources.

**Important notes:**

* Refer to the VCAA ‘Connections between the achievement standards and content descriptions’ support resources (see [Learning in English](https://f10.vcaa.vic.edu.au/learning-areas/english/english/introduction)) before completing the mapping table in this document.
* Some content descriptions connect to more than one language mode so, in some teaching and learning units, you might connect some content descriptions to more than one achievement standard extract.
* Make sure you use the Check of Achievement Standard Coverage table to check that you are assessing all the achievement standard extracts.



*Connecting the achievement standards and sub-strands*

# Curriculum Mapping

|  |
| --- |
| **Achievement standard (AS), with numbered extracts** |
| **Speaking and Listening** | **Reading and Viewing** | **Writing** |
| 1. When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language. They discuss and present opinions about texts. They explore language that reveals views and values. | 3. When reading and viewing, students engage with a range of different types of texts for meaning.They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas. | 5. When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes. They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice. They use standard and non-standard spelling appropriate for purpose and audience.  |
| 2. When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. | 4. When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation. |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Language** |
|  | **Sub-strand** | **Language for interacting with others** | **Text structure and organisation** | **Language for expressing and developing ideas** |
|  | **Content description (CD)** | understand how language can have inclusive and exclusive social effects, and how it can empower or disempower peopleVC2E10LA01 | understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and valuesVC2E10LA02 | analyse text structures and language features and evaluate their effectiveness in achieving their purposeVC2E10LA03 | understand how text structures are selected and can be varied to create sequence and cohesionVC2E10LA04 | analyse and evaluate the effectiveness of particular sentence structures to express and craft ideasVC2E10LA05 | analyse how syntax contributes to meaning and styleVC2E10LA06 | evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representationsVC2E10LA07 | understand and use, with precision, an expanded vocabularyVC2E10LA08 |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** |
| **10.1** The Tragedy of *Macbeth* (text response) | 1, 2024 |[ ]   |[ ]   |[x]  3, 4, 5 |[x]  5 |[ ]   |[x]  3, 5 |[ ]   |[x]  1, 2, 3, 5 |
| **10.2** The Power of Your Voice (speech) | 1, 2024 |[x]  2 |[x]  4 |[x]  4, 5 |[ ]   |[ ]   |[ ]   |[ ]   |[ ]   |
| **10.3** The influence of social media on teenage mental health (argument analysis) | 1–2, 2024 |[x]  1 |[x]  1, 4 |[x]  3, 4, 5 |[x]  5 | [x]  | 3, 5 |[x]  3, 5 |[ ]   |[x]  1, 3, 5 |
| **10.4** A Refugee Story (personal response) | 2, 2024 |[ ]   |[ ]   |[ ]   |[ ]   |[x]  3, 5 |[ ]   |[x]  3, 4, 5 |[x]  3, 5 |
| **10.5** Texts in Culture (reflective response) | 2, 2024 |[x]  1 |[x]  4, 5 |[x]  3, 4, 5 |[ ]   |[ ]   |[ ]   |[x]  3, 4, 5 |[ ]   |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Language continued** |
|  | **Sub-strand** | **Language for expressing and developing ideas** |
|  | **Content description (CD)** | use and experiment with punctuation for meaning and effectVC2E10LA09 |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** |
| **10.1** The Tragedy of *Macbeth* (text response) | 1, 2024 |[ ]   |
| **10.2** The Power of Your Voice (speech) | 1, 2024 |[x]  5 |
| **10.3** The influence of social media on teenage mental health (argument analysis) | 1–2, 2024 |[ ]   |
| **10.4** A Refugee Story (personal response) | 2, 2024 |[x]  3, 5 |
| **10.5** Texts in Culture (reflective response) | 2, 2024 |[ ]   |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Literature** |
|  | **Sub-strand** | **Literature and contexts** | **Engaging with and responding to literature** | **Examining literature** | **Creating literature** |
|  | **Content description (CD)** | analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authorsVC2E10LE01 | synthesise their own interpretation of a literary text, and explore the interpretations of othersVC2E10LE02 | analyse the ways that social, moral or ethical positions are represented in a range of literary textsVC2E10LE03 | analyse how text structure, language features, literary devices and intertextual connections shape interpretations of literary textsVC2E10LE04 | compare and evaluate how ‘voice’ as a literary device is used in a range of texts to evoke emotional responses and to create aesthetic qualitiesVC2E10LE05 | create texts with a sustained voice, selecting and adapting literary text structures and devices, and language, auditory and visual features for purposes and audiencesVC2E10LE06 |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** |
| **10.1** The Tragedy of *Macbeth* (text response) | 1, 2024 |[ ]   |[x]  4 |[x]  4 |[x]  4 |[ ]   |[ ]   |
| **10.2** The Power of Your Voice (speech) | 1, 2024 |[x]  3, 4, 5 |[ ]   |[x]  4 |[ ]   |[x]  4 |[ ]   |
| **10.3** The influence of social media on teenage mental health (argument analysis) | 1–2, 2024 |[ ]   |[ ]   |[ ]   |[ ]   |[ ]   | [ ]  |  |
| **10.4** A Refugee Story (personal response) | 2, 2024 |[x]  1, 3, 4, 5 |[x]  1, 4 |[x]  4 |[x]  4 |[x]  4 |[x]  5 |
| **10.5** Texts in Culture (reflective response) | 2, 2024 |[x]  1, 3, 4, 5 |[x]  1, 4 |[ ]   |[x]  4 |[x]  4 |[x]  5 |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Literacy** |
|  | **Sub-strand** | **Interacting with others** | **Word knowledge** | **Texts in context** | **Analysing, interpreting and evaluating** |
|  | **Content description (CD)** | use interaction skills to discuss an opinion about texts and analyse the purposes and effects of text structures and language featuresVC2E10LY01 | deliver structured spoken texts for particular purposes, experimenting with formality in deliberate consideration of an audience, using features of voice and multimodal or digital elementsVC2E10LY02 | use learnt knowledge of the spelling system to spell words accurately and to manipulate standard and non-standard spelling for particular effectsVC2E10LY03 | analyse and evaluate how people, places, events and concepts are represented in texts and reflect contextsVC2E10LY04 | analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudesVC2E10LY05 | analyse and evaluate how authors organise ideas in texts to achieve a purposeVC2E10LY06 | integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideasVC2E10LY07 |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** |
| **10.1** The Tragedy of *Macbeth* (text response) | 1, 2024 |[ ]   |[ ]   |[x]  5 |[x]  5 |[x]  4 |[x]  4 |[x]  4 |
| **10.2** The Power of Your Voice (speech) | 1, 2024 |[x]  1 |[x]  2 |[ ]   |[ ]   |[ ]   |[ ]   |[ ]   |
| **10.3** The influence of social media on teenage mental health (argument analysis) | 1–2, 2024 |[x]  1 |[ ]   |[ ]   |[x]  2, 5 |[x]  4 |[x]  4 |[x]  3, 4 |
| **10.4** A Refugee Story (personal response) | 2, 2024 |[ ]   |[x]  2 |[x]  3, 5 |[x]  2, 5 |[x]  4 |[x]  4 |[x]  4 |
| **10.5** Texts in Culture (reflective response) | 2, 2024 |[ ]   |[ ]   |[ ]   |[x]  5 |[x]  4 |[ ]   |[x]  3, 4 |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Literacy continued** |
|  | **Sub-strand** | **Creating texts** |
|  | **Content description (CD)** | create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposes and in deliberate consideration of an audienceVC2E10LY08 | review, edit and refine their own texts and the texts of others for control and coherence of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects, and reflect on these processesVC2E10LY09 |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** | **CD** | **AS no.** |
| **10.1** The Tragedy of *Macbeth* (text response)5 | 1, 2024 |[x]  5 |[x]  5 |
| **10.2** The Power of Your Voice (speech) | 1, 2024 |[x]  2, 5 |[x]  5 |
| **10.3** The influence of social media on teenage mental health (argument analysis) | 1–2, 2024 |[x]  5 |[x]  5 |
| **10.4** A Refugee Story (personal response) | 2, 2024 |[ ]   |[x]  5 |
| **10.5** Texts in Culture (reflective response) | 2, 2024 |[ ]   |[x]  5 |

# Check of Achievement Standard Coverage

|  |
| --- |
| **Achievement standard (AS), with numbered extracts** |
| **Speaking and Listening** | **Y/N** | **Reading and Viewing** | **Y/N** | **Writing** | **Y/N** |
| 1. When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language. They discuss and present opinions about texts. They explore language that reveals views and values. |[x]  3. When reading and viewing, students engage with a range of different types of texts for meaning.They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas. |[x]  5. When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes. They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice. They use standard and non-standard spelling appropriate for purpose and audience.  | [x]  |
| 2. When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. |[x]  4. When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation. |[x]   |  |

# Assessment

| **Teaching and learning unit** | **Assessment task name(s) and type(s)** | **AS no.** |
| --- | --- | --- |
| **10.1** The Tragedy of *Macbeth* (text response) | Assessment focus – achievement standard extracts: * When interacting with others …
* When reading and viewing …
* When demonstrating understanding of texts …
* When creating written and spoken texts …

Diagnostic assessment:* text response paragraph

Formative assessment: * exit tickets
* academic discussion handout checklist
* peer and self-assessment
* observational/anecdotal notes
* quick writes in response to thematic/character prompts
* philosophical chairs – thematic discussions
* Socratic discussion

Summative assessment (language mode focus):* S&L: Socratic discussions (thematic/sociohistorical context)
* R&V: close reading/analysis of scene (portrayal of Lady Macbeth)
* W: text response essay (thematic prompts)
 | 1, 3, 4, 5 |
| **10.2** The Power of Your Voice (speech) | Assessment focus – achievement standard extracts: * When speaking to an audience …
* When demonstrating understanding of texts …

When creating written and spoken texts…Diagnostic assessment: * individual responses task

Formative assessment: * *The Hate U Give* – post-viewing worksheet
* ‘The Hill We Climb’ –text response
* student responses and annotations about techniques present in raps
* debates
* reflect and respond questions (preparation for speech)

Summative assessment (language mode focus):* S&L: multimodal thematic presentation (3–5 minutes) / welcome speech/infomercial
* R&V: Adam Goodes speech comparison
* W: speech and written explanation
 | 2, 3, 4, 5 |
| **10.3** The influence of social media on teenage mental health (argument analysis) | Assessment focus – achievement standard extracts: * When interacting with others …
* When reading and viewing …
* When demonstrating understanding of texts …
* When creating written and spoken texts …

Diagnostic assessment: * analytical paragraph – identifying argument

Formative assessment: * annotated persuasive texts
* writer’s notebook samples
* exit tickets – review of learning
* argument mapping
* low stakes writing – opinion paragraphs
* perspectives discussions – pairs
* philosophical chairs

Summative assessment (language mode focus):* S&L: recorded group discussion (points of view)
* R&V: annotated persuasive passages
* W: analytical paragraphs (argument and persuasive techniques)
 | 1, 3, 4, 5 |
| **10.4** A Refugee Story (personal response) | Assessment focus – achievement standard extracts: * When interacting with others …
* When speaking to an audience …
* When reading and viewing …
* When demonstrating understanding of texts …
* When creating written and spoken texts …

Diagnostic assessment: * personal response paragraph

Formative assessment: * reflective journal (values)
* exploring voice – group discussions
* exit tickets – review learning
* comprehension questions in response to text
* research task – refugee experience, history, Australian views/values

Summative assessment (language mode focus):* S&L: philosophical chairs (thematic prompts)
* R&V: visual and sound analysis – post reading and viewing text
* W: personal response, including reflective commentary
 | 1, 2, 3, 4, 5 |
| **10.5** Texts in Culture (reflective response) | Assessment focus – achievement standard extracts: * When interacting with others …
* When reading and viewing …
* When demonstrating understanding of texts …
* When creating written and spoken texts …

Diagnostic assessment: * reflection notes on *Nimeybirra* by Laniyuk (excerpt from *This All Come Back Now*)

Formative assessment: * comprehension questions – *The Wildflower Girl*
* close reading/analysis notes – use of figurative language to communicate theme
* synthesis task (first I thought, then I thought, now I think)
* workbook samples

Summative assessment (language mode focus):* S&L: pair discussions (personal connections, cultural insights, views values, social historical context)
* R&V: language analysis (connection to context)
* W: anthology of personal reflections (5 entries – student-selected)
 | 1, 3, 4, 5 |

# Analysis of Curriculum Coverage

|  |
| --- |
| Refer to the Curriculum Mapping table:* Have you addressed all the achievement standard extracts?
* Have you addressed all the content descriptions?
* Where are there gaps in the content description coverage?

Refer to the Assessment table:* Has each achievement standard extract been addressed appropriately? Where are there gaps in the achievement standard coverage?
* Have students had the opportunity to show evidence that they are progressing towards the achievement standard?

Consider:* Are all content descriptions equal? Do you think they all take the same amount of time to teach?
* Is anything being over-taught?
* Is anything being missed completely or given insufficient attention?
* All content descriptions have been addressed, along with all achievement standard extracts – through various assessments. Achievement standard extract 2 was assessed twice. Reflect on the appropriateness of this approach in future units.
* Could expand on VC2E10LY06. Embed through other units of work?
* All areas of achievement standards are covered. Review quality of assessment against achievement standard through moderation (use moderation template).
* Not all content descriptions are equal (most are). Some are predominant, depending on the unit of work. The ones with multiple exposures should support length of time to teach.
* Language for expressing and developing ideas – Reflect on how this might be embedded more seamlessly throughout each unit.
* Moderation to take place at the start of the term, mid-term and end of the term. Using diagnostic and formative assessments at the start, then measured against summative assessments at the end.
* During PLCs, teams can moderate and update planning maps with reflections.
 |

# Next Steps

|  |
| --- |
| * What implications would gaps in achievement standard coverage have on assessment?
* What implications would gaps in content description coverage have on your teaching and learning units?
* How will you address any gaps?
* Use your completed curriculum area map to start populating or updating your curriculum area plan.
* Traffic light planning maps – red (remove), orange (keep but edit), green (keep)
* Use diagnostic data to inform planning of each unit. Do assessments need to be tweaked depending on the cohort of students?
* Do lessons reflect planning maps?
* Review student assessment. Does this reflect planning map and curriculum coverage?
 |