

Year 8 English

Achievement

Receptive modes (listening, reading and viewing)

By the end of Year 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. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students 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. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students 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. When creating and editing texts to create 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.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Language:** knowing about the English language
Language variation and change, Language for interaction, Text structure and organisation, Expressing and developing ideas
- **Literature:** understanding, appreciating and responding by analysing and creating literature
Literature and context, Responding to literature, Examining literature, Creating literature
- **Literacy:** expanding the repertoire of English usage
Texts in context, Interacting with others, Interpreting, Analysing and evaluating, Creating texts.

Delivery (mode, time requirements, lessons)

Students have access to a 60 minute scheduled lesson and a 60 minute tutorial each week. Lessons are delivered via our learning management system. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed in the learning management system.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery.

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Units and Learning Experiences - Summative Assessment		
Semester 1	Term 1	<p>Creating short stories Identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Written – Imaginative response: create an illustrated short story.
	Term 2	<p>Madness in the Media Examine how text structures and language features of news media texts are used to position readers/viewers about individuals, groups or events.</p>
		<p>Summative assessment: Analytical response - essay to peers that explains and interprets representations of individuals, groups and events in a news media text.</p>
Semester 2	Term 3	<p>Expressing viewpoints on ethical issues in drama texts Identify, analyse and explain text structures and language features of scripts that convey character, plot and issues. Examine characters and differing viewpoints on ethical issues raised in the texts. Use persuasive language choices to influence an audience.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Spoken – Persuasive filmed response: in-role character monologue.
	Term 4	<p>Representations of teens in texts Explore representations of individuals, groups and events, analysing how text structures and language features of literary texts create representations of teen issues in texts. Students read a novel that focuses on significant teen issues and construct a series of journal entries which focus on developing representations of the issue.</p>
		<p>Summative Assessment: Written - Imaginative response: Journal entries that reflect on a teen issue from a literary text.</p>

Disclaimer All of the above information is accurate at the time of publication.