

Year 9 English

Achievement

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features and text structures to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features, text structures and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using 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 and appreciating
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 one hour scheduled lesson and a one hour tutorial each week. Lessons and tutorials are delivered via our learning management system. Students are expected to undertake further 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>Examining representations of Australia’s peoples, histories and cultures Investigate language and visual features suitable for inclusion in a new Australian flag that represents Australia’s peoples, histories and cultures. Justify the significance of features to persuade an audience.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Multimodal – Persuasive, recorded audio response
	Term 2	<p>Interpreting texts and creating speculative fiction Create a speculative fiction short story. Examine and experiment with the features of hybrid texts and apply knowledge of how authors create different levels of meaning in their writing to transform their speculative short story hybrid text.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Written – Imaginative response: Hybrid speculative short story.
Semester 2	Term 3	<p>Exploring ethical issues and manipulating language for effect Create an interview script that interprets and integrates ideas from 12 Angry Men, to construct representations of characters and a point of view about an ethical issue raised in the text. Examine strategies for filmed presentations and representing characters and ethical issues through a dramatic presentation.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Written and spoken – Imaginative response: Interview script and dramatic presentation.
	Term 4	<p>Evaluating characters in a novel Write an analytical essay to evaluate how an author has constructed representations of a character, ideas and issues in the novel <i>Worldshaker</i>.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Written – Analytical response: Essay under exam conditions

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