

Year 9 English

Year Level Description

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

Achievement

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

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:

- Listening, Speaking and Creating
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to direct instruction lessons each week and additional learning activities. Lessons are delivered via our Canvas learning management system. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Interactive Work Rate Calendar in the QLearn course. 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, video recording software, Jacaranda Year 9 English textbook, prescribed texts.

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	Unit 1: Fun with flags - representations of a nation Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia and its people. Students create representations of Australia, its people and its cultures. Students evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and represent an Australian identity.
		Summative assessment: <ul style="list-style-type: none">• Part A - Present, respond to and discuss opinions about representations of a nation in a forum of your peers (class discussion board)• Part B - Persuasive promotional speech (multimodal – spoken)
	Term 2	Unit 2: Innovative worlds and experimental fiction Students listen to, read and view scientific informative articles and speculative fiction texts to explore how current and innovative thinking is used to create perspectives in fiction. Students use informative texts to speculate another future or present. They integrate experimental fiction elements such as hyperlinks, audio and images to create a multimodal written short story.
		Summative assessment: <ul style="list-style-type: none">• Assessment Task — Multimodal speculative short story
Semester 2	Term 3	Unit 3: Exploring ethics – 12 Angry Men Students read a drama text (<i>12 Angry Men</i>) to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction. Students analyse and discuss representations and ethical issues in <i>12 Angry Men</i> . They study the conventions of journalist interviews and create an interview script.
		Summative assessment: <ul style="list-style-type: none">• Assessment Task — Imaginative interview presentation (multimodal – spoken)
	Term 4	Unit 4: Steam Punk – characters, ideas and retro-worlds Students read a Steampunk novel (<i>Worldshaker</i>) to analyse representations of ideas, individuals and issues found in the novel. Students analyse and interpret the ways the author creates contexts of time and place and they explore how steampunk texts position readers to consider perspectives that reflect real world ideas, individuals and issues.
		Summative assessment: <ul style="list-style-type: none">• Assessment Task — Close reading analysis – 3 analytical paragraphs

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