



## Year 8 English

### Year Level Description

In Year 8, students communicate with others for a variety of purposes.

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.

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 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Year 8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical: for example, narratives, performances, reports and discussions, literary analyses and reviews for different audiences.

### Achievement

By the end of Year 8, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or 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 three teacher-led lessons each week and additional online learning activities. Lessons are delivered via our online 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 Canvas QLearn course. Course materials can be accessed in the online learning management system.

### Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery, video recording software, Jacaranda Year 8 English online textbook, prescribed texts, access to various novels.

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<b>Unit 1: Story Bites</b> Students identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. They write and create their own stories and illustrate these to show their understanding of genre conventions and techniques.
		<b>Summative assessment:</b> <ul style="list-style-type: none"><li>Illustrated Short Story (written multimodal)</li></ul>
Semester 1	Term 2	<b>Unit 2: Rookie Reporters</b> Students analyse different representations of Australians in the media to explore the diverse Australian identity. They view and examine news media online reports to consider ways in which these texts inform and engage viewers to think and feel about representations of events and people.
		<b>Summative assessment:</b> <ul style="list-style-type: none"><li>News report suitable for a radio or online news platform (spoken)</li></ul>
Semester 2	Term 3	<b>Unit 3: Facts into Fiction</b> Students read, listen and view a range of non-fiction and fiction texts, including historical narratives, documentaries, reports, media articles, biographies and autobiographies. They experiment with multimodal techniques to create infographics to organise and sequence information to engage readers/audience. They explain how texts represent ideas and how these ideas can be represented to reflect or challenge cultural understanding. They explore historical fiction for facts and learn how writers use facts to build imaginary worlds to engage and position readers/viewers. Students practise speaking and integrating multimodal texts into presentations to inform an audience and develop their assessment
		<b>Summative assessment</b> <ul style="list-style-type: none"><li>Spoken informative text – non-fiction (spoken multimodal)</li></ul>
	Term 4	<b>Unit 3: Facts into Fiction continued</b> Students use their reading, knowledge and skills from Term 3 to develop their assessment. They practise writing historical fiction based on research using nonfiction texts. They learn to use multiple perspectives to develop engaging stories and position readers to think and feel about an historical time and place.
		<b>Summative assessment:</b> <ul style="list-style-type: none"><li>Historical Fiction imaginative text (written)</li></ul>

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