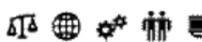


Identify curriculum	Achievement standard	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of 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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They 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 and images can create innovative texts.</p> <p>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.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10</i>, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.</p>							
		Term overview	Term 1		Term 2		Term 3		Term 4
Teaching and learning	Term overview	<p>1.. Perspective and Coming of Age:</p> <ul style="list-style-type: none"> - Conventions of short stories and film - Narrative point of view and perspective in texts - Creative writing <p>2. Voices in Literature</p> <ul style="list-style-type: none"> - Perspective and narrative types - Oral presentation skills - Collaborative group tasks - Point of View 		<p>3. Macbeth:</p> <ul style="list-style-type: none"> - Dramatic techniques and theme - Adaptations - Use of evidence in literary essays - Writing an argumentative literary essay 		<p>5. Parvana:</p> <ul style="list-style-type: none"> - Conventions of a novel - Comparison to film - Inference and symbolism - Writing a literary essay 		<p>8. Genre Study: Psycho and The Sixth Sense (and other excerpts):</p> <ul style="list-style-type: none"> - Genre - Film techniques - Context 	
	Cross-curriculum priorities								
	General capabilities								
	Key to general capabilities and cross-curriculum priorities	<p>  Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability </p>							
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		5	Narrative and Rationale	16	Macbeth Essay	6	Creative Task	15	Oral Presentation
		10	Voices in Literature	18	Wider Reading Independent Task	10	Visual Literacy	18	Wider Reading Independent Task
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate essay to ensure consistency of marking		Teachers moderate creative piece to ensure consistency of marking		Teachers moderate essay to ensure consistency of marking		Teachers co-mark a sample of oral presentations to ensure consistency of marking	