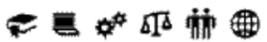
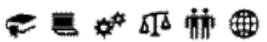
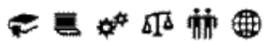


## Year 9 – Australian Curriculum: English (2022)

<b>Achievement standard</b>	<p><b>Receptive modes (listening, reading and viewing)</b></p> <p>By the end of Year 9, students analyse the ways that <b>text</b> structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and <b>language features</b> 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 <b>audience</b>. They <b>listen</b> for ways texts position an <b>audience</b>.</p> <p><b>Productive modes (speaking, writing and creating)</b></p> <p>Students understand how to use a variety of <b>language features</b> to <b>create</b> 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 <b>language features</b> and images can <b>create</b> innovative texts. Students <b>create</b> 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 <b>grammar</b> 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>, &lt;<a href="http://www.australiancurriculum.edu.au/English/Curriculum/F-10">www.australiancurriculum.edu.au/English/Curriculum/F-10</a>&gt;.</p>							
	<b>Term overview</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>
	<p>1. Persuasive Writing:</p> <ul style="list-style-type: none"> <li>- Ethos, Pathos and Logos</li> <li>- Language techniques</li> <li>- Purpose and use of persuasion</li> </ul> <p>2. Macbeth:</p> <ul style="list-style-type: none"> <li>- Characters and Plot</li> <li>- Context and influence on the text</li> <li>- Use of evidence in literary essays</li> <li>- Writing an argumentative literary essay</li> </ul>		<p>3. Visual text: The Rabbits:</p> <ul style="list-style-type: none"> <li>- Visual techniques</li> <li>- Aboriginal and Torres Strait Islander culture and perspectives</li> <li>- Presentation techniques</li> <li>- Oral Presentation skills</li> </ul> <p>4. Wider Reading (ongoing)</p> <ul style="list-style-type: none"> <li>- Individual tasks surrounding novels</li> <li>- Self-directed assessment item</li> <li>- Free choice reading</li> </ul>		<p>5. Poetry:</p> <ul style="list-style-type: none"> <li>- Forms</li> <li>- Techniques</li> <li>- Poetry Writing</li> </ul> <p>6. Horror:</p> <ul style="list-style-type: none"> <li>- Genre</li> <li>- Conventions of Horror</li> <li>- Oral Presentation skills</li> </ul>		<p>7. Voices in Literature</p> <ul style="list-style-type: none"> <li>- Perspective and narrative types</li> <li>- Oral presentation skills</li> <li>- Collaborative group tasks</li> <li>- Point of View</li> </ul> <p>8. Wider Reading (ongoing)</p> <ul style="list-style-type: none"> <li>- Individual tasks surrounding novels</li> <li>- Self-directed assessment item</li> <li>- Free choice reading</li> </ul>	
<b>Cross-curriculum priorities</b>								
<b>General capabilities</b>								
<b>Key to general capabilities and cross-curriculum priorities</b>	<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>							
<b>Assessment</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>
	3	Persuasive text and Rationale	13	Formal Essay	6	Poetry	16	Voices in Literature
			18	Visual Analysis	18	Horror		
<b>Moderation</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	Teachers co-mark a sample of Persuasive text and Rationale to ensure consistency of marking		Teachers moderate essay to ensure consistency of marking		Teachers co-mark a sample of poetry to ensure consistency of marking		Teachers moderate Voices in Literature to ensure consistency of marking	