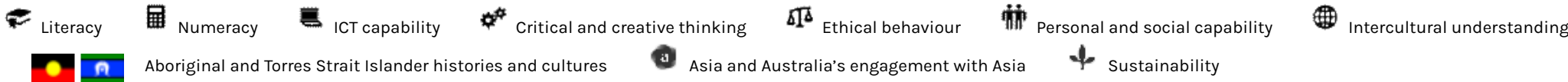


Year 9 – Australian Curriculum: English (2025)

Achievement standard	<p>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.</p> <p>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.</p> <p>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.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10 Version 9</i>, <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-9>.</p>							
	Term overview	Term 1		Term 2		Term 3		Term 4
	1. Macbeth: <ul style="list-style-type: none"> - Characters and Plot - Context and influence on the text - Use of evidence in literary essays - Writing an argumentative literary essay 		3. Genre <ul style="list-style-type: none"> - Genre - Conventions of Genre including but not limited to drama, horror, gothic, action, rom-com, sci fi. - Looking at film, short stories, novels, paintings - Oral Presentation skills - Persuasive skills 		5. Voices in Literature (The Hate U Give and Outsiders) <ul style="list-style-type: none"> - Discussion on voices in Australia - Indigenous perspectives - Perspective and narrative types - Oral presentation skills and debating skills - Collaborative group tasks - Point of View of differing cultures and society types 		7. Poetry: <ul style="list-style-type: none"> - Forms - Techniques - Poetry Writing - Australian and Indigenous perspectives in Poetry 8. Visual text: "The Rabbits" and "Found" <ul style="list-style-type: none"> - Visual techniques - Aboriginal and Torres Strait Islander culture and perspectives - Presentation techniques 	
Cross-curriculum priorities								
General capabilities								
Key to general capabilities and cross-curriculum priorities								
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	5	Comparing opinions of peers	15	Analysis of various texts and other modes of literature discussing conventions	4	Critical analysis on the first 3 pages of two novels	14	Creating a poem and rationale
10	Formal Essay on the deaths within the play	18	Persuasive oral presentation on Conventions - Alt (Creative narrative task)	8	Debate and personal response on themes within novels	17	Visual Analysis on chosen picture book either Found or Rabbits	
Moderation	Term 1		Term 2		Term 3		Term 4	
	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	