

Year 8 Syllabus

Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction and poetry. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Year 8 comprises Australian literature, including texts related to Aboriginal Peoples, as well as contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex; language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, poetry, discussions, and continue to create literary analyses of texts.

YEAR EIGHT ENGLISH – PROGRAM AND ASSESSMENT OVERVIEW

	Unit outline	Assessment
Term 1 – Creation of narrative texts	<p>Unit One: Short story composition Understanding the purpose, audience and context of narrative texts, with a focus on short stories. Students will explore short stories as a genre, and relate these to the themes of belonging, acceptance and displacement in particular.</p> <p>Literacy</p> <ul style="list-style-type: none"> ○ Analyse how the text structures and language features of written texts vary according to the medium and mode of communication. ○ Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in texts ○ Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ○ Understand how to apply learned knowledge consistently in order to spell accurately <p>Literature</p> <ul style="list-style-type: none"> ○ Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. ○ Recognise, explain and analyse the ways literary texts enable new understanding and appreciation of aesthetic qualities ○ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ○ Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts <p>Language</p> <ul style="list-style-type: none"> ○ Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ○ Understand how conventions of speech adopted by communities influence the identities of people in those communities ○ Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ○ Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts 	<p>Assessment One: Narrative Writing Take home: Students will create a narrative (700-800 words) in response to a theme/stimulus (belonging, displacement, acceptance). Students must display a knowledge of characterisation, setting and plot.</p> <p>Weighting: 17% Due Date: Week 7</p> <p>Assessment Two: Literacy Test In-class language conventions test based on literacy content throughout Term One.</p> <p>Weighting: 7.5% Due Date: Week 10</p> <p>Informal Assessment: Creative Journal Create two fiction texts, in a genre of choice, that send a message to the reader related to the themes of the Term One unit of work.</p> <p>Unweighted Due Date: End week 11</p>

	Unit outline	Assessment
Term 2 – Analysis and creation of visual texts	<p>Unit Two: Film analysis – <i>Coraline</i> Understand how generic conventions can be manipulated for different purposes, audiences and contexts.</p> <p>Literacy:</p> <ul style="list-style-type: none"> ○ Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication ○ Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ○ Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view ○ Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener ○ Create imaginative and informative texts that raise and analyse issues using deliberate language and textual choices. <p>Literature:</p> <ul style="list-style-type: none"> ○ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ○ Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ○ Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ○ Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in visual texts <p>Language:</p> <ul style="list-style-type: none"> ○ Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ○ Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning. 	<p>Assessment Three: Analytical Response Students are to write 700-800 word analytical essay examining the way characters have developed through the use of characterisation and cinematic conventions.</p> <p>Weighting: 17% Due Date: Week 6</p> <p>Assessment Four: Literacy Test In-class language conventions test based on literacy content throughout Term Two.</p> <p>Weighting: 7.5% Due Date: Week 8</p> <p>Informal Assessment: Create a portfolio of still images, photographs and print advertisements that relate to the themes of the unit. Analyse each one according to Purpose, Audience, Context.</p> <p>Unweighted Due Date: End week 9</p>

	Unit outline	Assessment
Term 3 – Analysis and creation of written texts	<p>Unit Three: Novel analysis – <i>Boy Overboard</i> Consider how context can affect the inclusion of certain ideas within a text.</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ○ Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text ○ Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts <p><u>Literature:</u></p> <ul style="list-style-type: none"> ○ Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ○ Explore the interconnectedness of Country/Place, People, Identity and Culture in texts ○ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ○ Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ○ Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ○ Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ○ Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features <p><u>Language:</u></p> <ul style="list-style-type: none"> ○ Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ○ Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ○ Recognise that vocabulary choices contribute to the style of texts. 	<p><u>Assessment Five: Analytical Response</u> Students are to write a 700-800 word essay. The essay will address the themes and issues of the novel (refugees, displacement, belonging, childhood, growing up). Students should discuss the context of the novel in their response.</p> <p>Weighting: 18% Due Date: Week 8</p> <p><u>Assessment Six: Literacy Test</u> In-class language conventions test based on literacy content throughout Term Three.</p> <p>Weighting: 7.5% Due Date: Week 9</p>

	Unit outline	Assessment
Term 4 – Creation and analysis of persuasive texts	<p>Unit Four: Persuasive writing Analysis and creation of a range of persuasive texts, including persuasive essays, speeches, feature articles, advertisements.</p> <p>Literacy:</p> <ul style="list-style-type: none"> ○ Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication ○ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, ○ Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text ○ Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view ○ Create persuasive texts that raise issues and advance opinions, using deliberate language and textual choices. <p>Literature:</p> <ul style="list-style-type: none"> ○ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ○ Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ○ Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ○ Identify and evaluate devices that create tone ○ Experiment with particular persuasive language features <p>Language:</p> <ul style="list-style-type: none"> ○ Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of persuasive language ○ Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ○ Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims. <p>End of year activities: Weeks 8-9 Teachers’ own discretion</p>	<p>Assessment Seven: Persuasive Speech</p> <p>Part A: Students are to write a 600-800 word persuasive speech. These will be based on issues from texts throughout year. Students will be required to research their chosen topic, follow correct speech structure and use rhetorical devices effectively to present a well-rounded argument.</p> <p>Weighting: 13% Due: Week 5</p> <p>Part B: Students are to present their ideas on the chosen issue in the format of an oral speech, 3-5 minutes in length. They will present this to the class during Week 5.</p> <p>Weighting: 5% Due: Week 5</p> <p>Assessment Eight: Literacy Test In-class language conventions test based on literacy content throughout Term Four.</p> <p>Weighting: 7.5% Due: Week 7</p> <p>Informal Assessment: Teachers’ own discretion.</p>

Term	Assessment	Due date	Weighting		
			Creating	Responding	Language Conventions
1	Creative writing <i>Take home:</i> Creation of a short story (700-800 words) in response to a theme/stimulus (belonging, acceptance, displacement). Student must display an understanding of conventions including characterisation, setting and plot.	Week 7	17%		
	Literacy test <i>In class:</i> Test of student's spelling, grammar and language conventions from Term One. Includes an extended writing section.	Week 10			7.5%
2	Coraline essay <i>Take home:</i> Essay (700-800 words) discussing the way characters develop through characterisation and SWAT codes.	Week 6		17%	
	Literacy test <i>In class:</i> Test of student's spelling, grammar and language conventions from Term Two. Includes an extended writing section.	Week 8			7.5%
3	Boy Overboard essay <i>Take home:</i> Essay in response to novel (700-800 words), discussing the way narrative conventions have displayed a theme (refugees, displacement, belonging, childhood, growing up). Students should discuss the context of the novel in their response.	Week 8		18%	
	Literacy test <i>In class:</i> Test of student's spelling, grammar and language conventions from Term Three. Includes an extended writing section.	Week 9			7.5%
4	Persuasive writing: written component <i>Take home:</i> Written speech (700-800 words) in response to an issue raised in a text studied throughout the year, using written persuasive devices and structure.	Week 5	13%		
	Persuasive writing: speaking component <i>In class:</i> Performance of written speech to the class, assessing persuasive performance skills. Includes a multimodal component.		5%		
	Literacy test <i>In class:</i> Test of student's spelling, grammar and language conventions from Term Four. Includes an extended writing section.	Week 7			7.5%
Total			35%	35%	30%