

Year 9 General Syllabus

English Level 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 Years 9 and 10, 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 familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary 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, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Understanding the power of short stories to shape our understanding of the world and ethical issues which arise from them.

Literacy

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Literature

- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

Language

- Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)
- Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)
- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)
- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)

Assessment One: Composing

Students will read a range of short stories and compose a narrative and a persuasive piece in response to a stimulus.

Part 1a: Narrative Writing

Weighting: 13%

Due: Week 3

Term 1: Unit Two: Commenting on ethical issues in short stories: Persuasive Speech (Weeks 7– 11)		
Understanding the power of short stories to shape our understanding of the world and ethical issues which arise from them.	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> ○ Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740) ○ Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) ○ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741) <p><u>Literature:</u></p> <ul style="list-style-type: none"> ○ Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771) ○ Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635) <p><u>Language:</u></p> <ul style="list-style-type: none"> ○ Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551) ○ Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770) 	<p>Assessment Two: Persuasive Speech (Take Home)</p> <p>Students will read a short text, write and present a persuasive speech that supports or challenges the perspective conveyed on an issue from a short narrative text.</p> <p>Part A: Written Transcript of Speech (8%)</p> <p>Part B: Oral – Filmed Submission (4%)</p> <p>Weighting: 12%</p> <p>Due Date: Week 10</p>

Literacy:

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

Literature:

- Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context
- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)

Language

- Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)
- Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

Assessment Three: Essay Response

Students are to complete an in-class essay on a prompt provided based on their class novel. The response needs to comment on theme, context and conventions.

Due: Week 6

Weighting: 12.5%

Assessment Four: Creative Writing

Students are to rewrite a section of Chalkline from a different character's perspective.

Due: Week 10

Weighting: 12.5%

Examining how Australian Identity is shaped in texts and historical and social contexts

Literacy:

- Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

Literature:

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

Language:

- Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)
- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augments meaning (ACELA1560)

Assessment Five: Analytical Speech

In groups of three, students are to prepare a speech/tutorial that addresses the inquiry question: 'How do filmmakers explore representations of Australia. They must comment on themes and the use of cinematic conventions to portray different representations of the Australian society.

Due Week 6

Weighting:12.5%

Examining how Australian Identity is shaped in texts and historical and social contexts

Literacy:

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

Literature:

- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
- Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)
- Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

Language

- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

Assessment Six: Poetry Writing and Analysis (Take Home)

Students use their knowledge of poetic conventions to write a poem that addresses a social, moral or ethical perspective as its theme. Students then write an analysis/rationale of their own work that considers the importance of the message to Australian society.

Due: Week 10
Weighting: 10%

TERM 4: Print Media: Analysing social groups/issues in Photojournalism (Weeks 1 – 6)

Exam Preparation (Week 7)

Short Film Challenge (Informal task) (Weeks 8-9)

Examining how perceptions of different groups and social issues are portrayed in visual texts

Literacy:

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) (ACELY1743)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

Literature:

- Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

Language

- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

Assessment Seven: Photojournalism

Analysis: Students will annotate a series of photographs (3) that create a representation of cultural groups and relationships.

Due Week 5

Weighting: 12.5%

Assessment Eight: Exam

Students will be given a period in class to complete three sections; comprehension, extended answer and visual analysis.

Week 7

Weighting: 15%

End of Term Task:

Design a concept for a film that is based around a theme explored in one of the texts you have studied this year. Film in small groups and present to the class.

Week 9