



This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

The English curriculum focuses 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 these will be revisited and strengthened as needed.

Texts explored include 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. Students will create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Vocabulary & Grammar

Below is a list of English words and phrases that students should know the meaning of and be able to spell by the end of term:

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Figurative Language • Foreshadowing • Mood and Atmosphere • Syntax • Types of Conflict • Authorised and unauthorised biographies • Third person point of view | <ul style="list-style-type: none"> • Idea • Issue • SWAT Codes • Language Features • Imagery • Text Structure • Nominalisation | <ul style="list-style-type: none"> • Ballad • Persona • Rhyming Scheme • Figurative Language • Allusion | <ul style="list-style-type: none"> • Persuasive language • Bias • Anchor • Reporter • Pun • Allusion |
|---|---|--|--|

There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.

Topics

Reading and Viewing

Throughout the year, students will analyse the ways that text structures can be manipulated for effect. They will learn how to analyse and explain how images, vocabulary choices and language features work to create meaning. Students will also evaluate and integrate ideas and information from texts to form their own interpretations. Their selection of evidence from texts will be used to analyse and explain how language choices and conventions are used to influence an audience. This curriculum area accounts for one third of the overall English grade.

- Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)
- 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 (ACELT1626)
- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)
- Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- 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 (ACELY1734)
- 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 (ACELY1732)
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
- Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)

Writing

Students will show their understanding of how to use a variety of language features to create different levels of meaning. They will demonstrate their understanding of how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students will demonstrate how manipulating language features and images can create innovative texts. Students will create texts that respond to issues, interpreting and integrating ideas from other texts. They shall edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. This curriculum area accounts for one third of the overall English grade.

- Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
- Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)
- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)

- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)
- Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- 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 (ACELY1734)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
- Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
- 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 (ACELT1628)
- Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)
- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
- Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)

Speaking and Listening

Students will listen for ways texts position an audience. They will demonstrate their understanding of how to use a variety of language features to create different levels of meaning. Students will gain an understanding of how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, they will demonstrate how manipulating language features and images can create innovative texts. Students will create texts that respond to issues, interpreting and integrating ideas from other texts. They shall make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. This curriculum area accounts for one third of the overall English grade.

- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)
- Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- 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 (ACELY1734)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)
- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
- Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)
- Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
- Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
- Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
- Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
- Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)



Semester 1

| Week | Topics/Syllabus | Assessment | Resources |
|--------------------------|---|---|---|
| Term 1 | | | |
| 1-5 | <p>1: Short Stories <u>Key modes covered:</u> Reading</p> <p>Students will study various short stories with a focus on short story conventions.</p> | Students complete a comprehension test on a selected short story answering questions. | Potential texts for study: <ul style="list-style-type: none"> • Roald Dahl short stories (e.g. <i>The Hitchhiker</i>) • <i>Voula's Decision</i> (Maureen Stewart) • <i>Catapult</i> (J. A. McLeod) |
| 5-7 | <p>2: Creative Writing <u>Key modes covered:</u> Writing</p> <p>Students will read a range of short stories and use these as inspiration for their own short story.</p> | During class, craft your own original short story. Students will have multiple lessons to type or hand-write their story. | Potential areas of study: <ul style="list-style-type: none"> • As per unit 1 |
| 8-10 | <p>3: Biographical presentation <u>Key modes covered:</u> Speaking and Listening</p> <p>Students will learn about the conventions of biographies.</p> | Research, create and deliver a biographical multimodal presentation on an inspiring Aboriginal or Torres Strait Islander person. (Students can study people they know in their own lives, famous people or figures from history). | Various online and print media sources. |
| Term 2 | | | |
| 1-5 | <p>4: Film Study <u>Key modes covered:</u> Viewing & Writing</p> <p>Students will study how visual conventions have been used to create an idea or issue through their viewing of a film.</p> | Students complete various activities about how visual conventions have been used to create an idea or issue in a film. Students will write an evaluative essay about how the film reflects or challenges your values. | Potential texts for study include: <ul style="list-style-type: none"> • <i>Storm Boy</i> • <i>Cry in the Wild</i> • <i>Up</i> • <i>Rabbit Proof Fence</i> |
| 6-10 (cont. Term 3) | <p>5: Novel Study <u>Key modes covered:</u> Reading & Writing</p> <p>Students will read a novel as a class focusing on how the author challenges or reflects your values.</p> | Students will read a class novel, contemplating various activities to gain a greater understanding of the text. Students will write an analytical essay in class over two lessons with notes | Potential texts for study include: <ul style="list-style-type: none"> • <i>Trash</i> (Andy Mulligan) • <i>Walking the Boundaries</i> (Jackie French) |
| END OF SEMESTER 1 | | | |

Semester 2

| Week | Topics/Syllabus | Assessment | Resources |
|--------------------------|--|--|-----------|
| Term 3 | | | |
| 1-5 | 5: Novel Study (continued) | | |
| 6-10 | 6: Ballads <u>Key modes covered:</u> Writing Students will learn about the structure and techniques used in a ballad, using their understanding of the events in the class novel to craft their own ballads. | Students will write a ballad inspired either by the events of the novel or a topic of their choice. | |
| Term 4 | | | |
| 1-3 | 7: Print advertisement analysis <u>Key modes covered:</u> Viewing Students will review the visual conventions and the conventions of advertising (AIDA) to allow them to deconstruct the elements of print advertising . | Students will deconstruct a print advertisement in-class and then write a response to an unseen question about the print advertisement. | |
| 4-7 | 8: News <u>Key modes covered:</u> Speaking and Listening Students will learn about the conventions of news reporting, including looking at different types of news and their presentation. | Students will create their own TV news panel and present to the class. They may wish to include news anchors, roving reporters and sports. | |
| 8-10 | 9: Project Based Learning <u>Key modes covered:</u> All modes Students will have the opportunity to consolidate their learning from throughout the year, revisiting ideas and concepts covered throughout both semesters. | | |
| END OF SEMESTER 2 | | | |



A number of assessments will be used throughout the term to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using the following descriptors.

Semester 1

| Assessment Type SCSA Weighting | Task Description | KWDHS Marks | Due Date |
|-----------------------------------|--|-------------|--------------------|
| | Task 1: Moderation Task Comprehension test on a selected short story | /30 | Term 1, Week 5 |
| | Task 2: Creative Writing Write a short story | /30 | Term 1, Week 7 |
| | Task 3: Biographical Presentation Research, create and deliver a multi-modal biography | /30 | Term 1, Week 10 |
| | Task 4: Film Study Evaluative essay | /30 & /30 | Term 2, Week 5 |

Semester 2

| Assessment Type SCSA Weighting | Task Description | KWDHS Marks | Due Date |
|-----------------------------------|--|-------------|-------------------|
| | Task 5: Novel Study a). Read a novel and complete various activities b) In-class essay (with notes) | /30 & /30 | Term 3, Week 5 |
| | Task 6: Ballads Write a ballad | /30 | Term 3, Week 8 |
| | Task 7: Print Advertisement Analysis In-class analysis of print advertising | /30 | Term 4, Week 3 |
| | Task 8: News Create a TV news panel and present to the class | /30 | Term 4, Week 7 |

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

| Grade | Description | The student demonstrates achievement that: |
|----------|--------------|---|
| A | Excellent | has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level. |
| B | Good | exceeds the expected standard. |
| C | Satisfactory | at the expected standard. |
| D | Limited | is below the expected standard. |
| E | Very Low | is below the minimum acceptable for this year level. |

Student Signature: _____

Parent/Guardian Signature: _____