



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 including 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">• genre• characterisation• values and attitudes• setting• atmosphere• point-of-view• narrative structure• language features• rhetorical• tone• structure• call-to-action• alliteration• repetition• dramatic pause• anecdote• extended metaphor• audience	<ul style="list-style-type: none">• setting• layout• characterisation• camera angles• text style• font• colour• symbolism• analyse• interpret• appeal• target audience• language features• narrative conventions	<ul style="list-style-type: none">• lessons and morals• layout• analysis• language features• narrative conventions	<ul style="list-style-type: none">• body language• facial expressions• setting• camera codes• author• illustrator• analysis• language features• narrative conventions
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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.

- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts. (ACELT1635)
- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text. (ACELT1771)
- 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)
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts. (ACELY1739)
- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)
- Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
- 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)
- 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)
- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
- Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)

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.

- Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
- 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)
- 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)
- 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)

- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
- 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)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
- 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)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)
- 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)
- 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)
- 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)
- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
- 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)
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)
- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of texts (ACELA1559)

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.

- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
- 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)
- 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)



COURSE OUTLINE 2022

ENGLISH YEAR 9

Semester 1

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-4	1: Horror Short Story Study: Reading Students will study various short stories that centre on exploring the horror genre. Students will learn about characterisation and values and attitudes, setting and atmosphere, point of view, narrative structure and how authors use language features to influence and engage the reader.	Written response to a short story	Potential texts for study: • The Tell Tale Heart • Lamb to the Slaughter
5-7	2: Writing Narratives: Writing Students will learn about a time in history or a different culture and how people live. They will use this knowledge to create a narrative by learning how to construct characters, setting, first person point of view, narrative structure and use language features to influence and engage the reader and is accurate to the historical time or culture.	Write a short story	Potential areas of study: • Asian cultures • Indigenous Australians • 1940s, 1950s, 1960s, 1970s or 1980s
8-10	3: Persuasive Writing: Writing & Speaking and Listening Students will view and deconstruct a variety of persuasive speeches in terms of the rhetorical devices used, tone and structure. Students will learn how to write a speech using devices such as rhetorical question, call to action, inclusive language, alliteration, repetition, and dramatic pause, anecdotes, extended metaphor, etc. They will also learn how to present using techniques such as eye contact, emphasis, volume and tone and visuals to engage an audience	Persuasive speech	Potential texts for study: • Severn Cullis-Suzuki Rio Summit 1992 • Greta Thunberg's full speech UN PBS NewsHour • Leonardo DiCaprio UN opening of Climate Summit 2014 • Quit Social Media-Dr. Cal Newport • Asian Doesn't Start with A+ Olivia Lai
Term 2			
1-2	NAPLAN Preparations: Reading & Writing Students will do reading, writing, grammar and punctuation exercises to practise prior to NAPLAN.		Potential areas of study: NAPLAN practice tests
3-6	4: Movie Poster Study: Viewing Students will study a selection of movie posters from various genres and predict what information can be implied from the setting, layout, characterisation, camera angles, text style and font, colour and symbolism. They will analyse and interpret the posters and how they are designed to appeal to a target audience by taking notes and through discussion. They will also learn vocabulary designed to help them with their analysis.	Comprehension questions	
7-10 (cont. Term 3)	5: Novel Study: Reading & Writing Students will read a novel and complete comprehension exercises and take notes as they read. At the conclusion of reading the novel students will complete activities designed to help them understand the language features and narrative conventions of the text and how these help readers understand ideas and lessons in the novel.	Evaluative response	Potential texts for study include: • The Boy in the Striped Pyjamas • The Outsiders • The Sky So Heavy • Kensuke's Kingdom
END OF SEMESTER 1			

Semester 2

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1-3	5: Novel Study (continued)		
4-7	6: Moving and Still Image Study: Viewing Students will explore representations in texts from various cultural, social or historical contexts and examine how they are different by looking at camera shots and angles, costuming, body language and facial expressions, structure or features of the text type, characterisation and other conventions/ techniques. By studying these conventions and techniques they can learn how texts can represent certain groups, events, issues, characters in different ways.	Compare and contrast two texts	Potential texts for study: <ul style="list-style-type: none"> • Redfern Now • Modern Family • The Brady Bunch • Married with Children
8-10	7: Letters and Modern Language: Writing Students will examine how language has changed over time by looking at some terminology from history that is no longer used or has changed meaning. They will study a historical context and examine the language and time period. They will look at creating a character from that time period and learn how to construct a personal letter. They will then convert this character and context to modern times and use appropriate modern language. Students can study old short stories, poems or films to get an understanding of language.	Letter from a historical perspective	
Term 4			
1-5	8: Picture Books: Viewing & Speaking and Listening Students will study a picture book and look at the use of language, colour, layout, body language, facial expressions, setting, camera codes and other visual aspects to understand the ideas in the story and how they are conveyed by the author and illustrator. They will use ICT to analyse the picture book and explain the idea/s.	Multimodal presentation analysing a picture book	Potential texts for study: <ul style="list-style-type: none"> • The Rabbits • Home and Away
5-10	9: Novel or Drama Study: Reading Students will read a novel or play and complete comprehension exercises and take notes as they read. At the conclusion of reading the novel or play students will complete activities designed to help them understand the language features and narrative conventions of the text and how these help readers understand ideas and lessons in the novel.	Analysis and multimodal presentation	Potential texts for study: <ul style="list-style-type: none"> • Macbeth • Just Macbeth
END OF SEMESTER 2			



ASSESSMENT OUTLINE 2022

ENGLISH YEAR 9

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	Task Description	KWDHS Marks	Due Date
Diagnostic Test	PAT S and PAT R Brightpath Narrative		<i>Term 1 Week 3</i>
Written	Task 1: Horror Short Story Study Short story response	/30	<i>Term 1, Week 4</i>
Written	Task 2: Writing Narratives Write a short story	/30	<i>Term 1, Week 7</i>
Written and Oral	Task 3: Persuasive Writing Write and deliver a persuasive speech	/30	<i>Term 1, Week 10</i>
Diagnostic Test	PAT R		<i>Term 2 Week 4 and 5</i>
Standardised test	NAPLAN		<i>Term 2 Week 3 and 4</i>
Test	Task 4: Movie Poster Study Examination and comprehension task	/30	<i>Term 2, Week 6</i>

Semester 2

Assessment Type	Task Description	KWDHS Marks	Due Date
Diagnostic Test	Brightpath Narrative		<i>Term 2 Week 4 and 5</i>
Written	Task 5: Novel Study a). Read and evaluate a novel b) Write a response on text based learning	/30 /30	<i>Term 3, Week 3</i>
Written	Task 6: Moving and Still Images Study Examination and explanation of texts	/30	<i>Term 3, Week 7</i>
Written	Task 7: Letters and Modern Language Historical letter and modern adaptation	/30	<i>Term 3, Week 10</i>
Diagnostic Test	PAT S and PAT R Brightpath Narrative		<i>Term 4 Week 3, 4 and 5</i>
Written	Task 8: Picture Books a). Analysis and explanation of a picture book b). Multimodal presentations	/30 /30	<i>Term 4, Week 5</i>

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: _____