**ENGLISH COURSE**

**Year 9 Mainstream**

**Semester 1 2017**

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**Course Description**

The Australian Curriculum (ACARA) is organised into three interrelated strands which focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Together they support students’ growing understanding and use of Standard Australian English. The three main strands (ACES) are:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage.

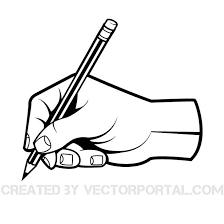
This is the program but your teacher will provide you with more detailed course content on detailed briefs for texts you study according to different needs of different classes. This will depend on your class profile. Some classes will spend more time than others consolidating Year 8 and 9 work, while other classes will engage with more difficult concepts earlier. Doing well in Assessment tasks and tests is important, but it is just as important for you to complete the classwork and homework set by your teacher. In summary:

Class marks are based on evidence in a variety of tests, homework, class work, research, group work, checklists, journals. These class marks will help decide your grade.

Formal Assessments are completed for each Module of work each semester. One task may be a moderated task which will be cross marked by other English teachers.

You will sit one exam each semester.

Grades are not awarded for each assessment but decided by final scores at cut off points at the end of semester.

Your final score (and your grade) may be adjusted using the results of your class in the moderated Common Assessment Tasks, test and exam results and the moderation of your presentation folio.

**Assessment**

Your GRADE for English is based upon evidence of your skills and understandings in the Receptive Modes (reading, viewing and listening) and Productive Modes (speaking, writing and creating) of English. To collect this evidence you will complete Common Assessment Tasks each semester. One of these may be marked by another teacher as a comparability exercise.

Your teacher will provide additional opportunities for you to show evidence of your skills and understandings. This will also ensure that you have covered the course and that you are ready for tests, exams and for Journal and Presentation Folder checks.

Through your participation, you receive ongoing feedback about your progress. You also get more than one opportunity to achieve success. These additional opportunities also help to validate your teacher’s judgement about the quality of your work. These activities (e.g. Learning Journal, Listening and Speaking) vary from class to class. They do count towards your overall grade.

Although teachers will not necessarily allocate a mark for each activity, you will need to show evidence of the work that you have done in English. You may be asked to select examples of your work for your Presentation Folder when it is checked.

Comparability activities (Tests and Exams, Common Assessment Tasks, Journal Checks, Presentation Folder checks) are designed to ensure fairness in the way that teachers allocate grades. The scores for your class may be adjusted as a result of comparability.

Grades are decided by rank order scores, compared to exemplars of satisfactory achievement. They are not allocated for each task.

All Year 9 students are expected to submit a presentation folder (containing CATs, Tests, Learning Journal, and selected class work). Teachers will use the achievement standard to assess presentation folders.

Class work (e.g., in class on the same day) and homework that is not submitted on time may receive zero.

***Assessment Modes:***

**Receptive modes (Listening, Reading and Viewing):**

evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

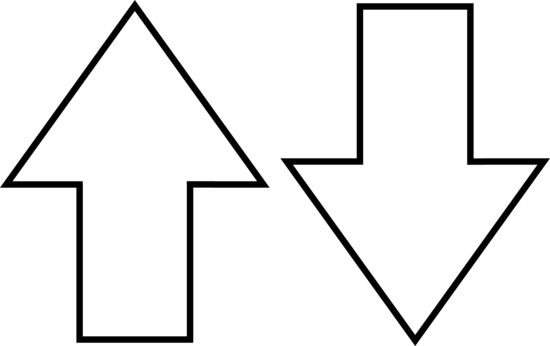
**Productive modes (Speaking, Writing and Creating):**

language features can achieve precision and stylistic effect. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussion building on others’ ideas. They demonstrate understanding of grammar, language, spelling and punctuation.

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| **Module 1: Persuasive and Expository Texts DUE: TERM 1 WEEK 5/6** | |
| **Overview** (ACES):   * [*Create*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) *imaginative, informative and persuasive text, including texts integrating visual, print, audio, that present a* [*point of view*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=point+of+view) *and advance or arguments.* * *Use interaction skills to present & discuss an idea and to influence and engage an* [*audience*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience) *by selecting persuasive language, varying* [*voice*](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=voice) *tone, pitch, pace.* * *Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes* * *Explore texts and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters* * *Plan, rehearse and deliver presentations, selecting appropriate content – multimodal.* * *Explore and explain the combinations of language, visual choices that speakers make to present information in different texts* * *Understand how authors often innovate on*[*text*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/text)*structures and play with*[*language features*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/language-features)*to achieve particular*[*aesthetic*](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/aesthetic)*, humorous and persuasive purposes* * *Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts* | **Students will:**  Extending your study of non-fiction you will study the power of persuasive texts, non-fiction texts designed to persuade, inform or argue perspectives on issues. Explore text types such as speeches, feature articles and expository excerpts, argumentative essays, editorials etc.  Conduct research on an issue arising from your non-fiction reading and present an entertaining but persuasive speech.  Understand the role of a persona and the aspects of performance to appeal to listeners to position them to respond to your speech.  Develop a persona, with a particular perspective on an issue, to perform a speech after drafting and planning according to purpose. Make detailed listening notes to critique the performance of others.  **Practice Naplan Week 4 20-22 February** |
| **Key terms:**  Persuasion, techniques of arguments, language, perspectives, persona, evaluate, construction, human experience, representations, speech conventions, ethos, pathos, logos, critique, structural devices, signposts, repetitions. Review figurative language and fiction. |
| **Assessment:**  **Assessment One:**  Following your reading of non-fiction texts (and fiction), research and present a speech to the class. Your objective is to entertain and persuade your audience. Focus on the construction of a persona. You may also conduct an interview of two others with opposing views on a situation/issue/topic. The interviewer may also have a particular perspective.  Critique five peer speeches to demonstrate your listening skills. The critiques will be in response to teacher constructed questions.  **Assessment Two:**  Write a feature article that challenges a range of perspectives on a social issue.  CONDITIONS: Notes, one side of an A4 sheet, size 10 Arial font. Your notes to include information from both written visual and written texts and should include a variety of attitudes and opinions on the issue. |

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| **Module 2: Narrative texts DUE TERM 1 WEEK 10 - TERM 2 WEEK 1** | |
| **Overview** (ACES):   * *Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness.* * *Interpret and compare how representations of people and culture from different historical, social and cultural contexts.* * *Explore and reflect on personal understanding of the world and significant human experience and representations of life matters in texts.* * *Analyse texts from familiar and unfamiliar contexts, evaluate their content and the appeal of an author’s literary style.* * *Analyse how the construction an interpretation of texts, (media too) can be influenced by cultural perspectives and other texts.* * *Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts.* | **Students will:**   * Examine how imaginative texts use language to represent, recreate, shape and explore human experiences in real and imagined worlds. Focus on sub-genres such anecdotes, novels, plays, poetry, personal letters and illustrated books.   Focus on improving your inferential reading or ‘reading between the lines’ to identify information that is suggested or implied in narratives, such as a character’s feelings, the unstated outcome of an event, the implications of a text or a narrator’s tone and the ideas and the values reinforced by the representations constructed in texts |
| **Key terms:**  Representation, construction of texts, narrative structures (exposition, complication, rising action, climax, denouement); narrative conventions and techniques (characterisation, setting, point of view); generic conventions (anecdotes, plays, poetry, personal letters, illustrated books) implied narratives: theme; values; tone. |
| **Assessment:**  Following your reading of a variety of narrative texts which represent human experience and position readers to respond to significant ideas. There are two assessments in this module.  **Assessment Three:** Multiple choice and short answer response to unseen texts. Naplan style and preparation.  **Assessment Four:** .**(Moderated Task**)  Compose a narrative text using an idea from your novel study.  **CONDITIONS:**  55 minutes writing time. Choose a question from a set of prompts.  One side of a page notes to be submitted. |

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| **Module 3: Television News and/or Current Affairs DUE TERM 2 WEEK 6** | |
| **Overview** (ACES):   * *Analyse texts that present arguments, including texts that integrate visual, print and/or audio features.* * *Analyse construction and interpretation of media texts influenced by cultural perspectives and other texts.* * *Listen to visual and 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.* * *Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts.* | **Students will:**  Analyse TV news and/or Current Affairs using genre, culture and intertextual understandings.  Write and analyse previously unseen TV news/current affairs items.  Study key elements of analysis of visual texts and the concept of “window on the world”.  Learn about the generic conventions of news/current affairs and visual language.  Consider the context of viewing audiences and the competing needs of audiences, producers, advertisers, governments, public relations firms. |
| **Key terms:**  Television news, current affairs, values, power, elements of visual elements, “versions of reality/windows on the world” competing needs, viewer context, genre, culture and intertextual understandings. |
| **Assessment:**  **Assessment Five:**  Students will write an analysis of a previously unseen segment of TV news and/or Current Affairs. Your teacher will provide you with question/s to guide your response.  **CONDITIONS:**  15 minutes viewing and note making  40 minutes writing – first draft response only. |



**Learning Journal/Naplan Preparation**

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| **Keeping a Learning Journal**  This is an approach recommended by The English Teachers’ Association in their Good Answers text.  Keeping a learning journal will help you to be a reflective, inquiring and engaged learner. Your Learning Journal should:   * provide an active representation of your increasing understanding of English * help you identify how your learning is developing * keep a record of your writing, reading, viewing, listening and creating as well as your thoughts and ideas * help you identify your strengths and areas for improvement.   Purposeful organisation of your learning journal is essential. Create an index to group entries by categories; genres, skills, concepts or the like. Date journal entries, title them, keep them in order. This will provide valuable study notes for exam preparation.  It needs to be an active and reflective “work in progress.” You should write in different forms and for different audiences and purposes. Frequently write by hand in blue or black ink. Write in paragraph format to refine your paragraph construction skills. Practice Short Answer responses as well as Responding essay form; experiment with your creative composing.  As with all subjects, English needs to be studied. There is vocabulary, concepts, generic conventions and metalanguage that needs to be used and recognised. The Year Ten English exam will provide opportunities to demonstrate your skills and knowledge in comprehending, responding and composing. To prepare for the exam you will need to study. Your Learning Journal provides a learning process and structure for exam revision.  In the contexts of your Learning Journal, reflection may help you:   * better understand your strengths and weaknesses * identify and question your values, beliefs and attitudes and/or those of others * understand the influence of context, audience and purpose on the production of texts and ideas * acknowledge and challenge the factors on which you base your ideas, thoughts and actions * develop authentic voice * recognise and question particular assumptions within society and culture * appreciate different perspectives and from where it is that they arise.   Study is ongoing and not reduced to the week before the exam. Never throw out any of your work. |

**Assessment Structure YEAR 9**

**Semester One 2017**

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|  | **Assessment** | **Assessment Weightings** | | | **Due Date** |
| **Receptive** | **Productive** | **%** |
| 1 | **Informational/Persuasive/Argumentative Texts**  **Assessment One:**  Conduct research on an issue. Present the speech to the class. Your objective is to entertain and persuade. Focus on constructing a persona that has a particular perspective on this issue.  You will need to write a critique of 5 peer speeches to demonstrate your listening skills.  **Assessment Two:**  Write a feature article that challenges a range of perspectives on a social issue. | ✓ | ✓ | 15  5  15 | Term 1  Week 5  Term 1  Week 6  **Practice Naplan**  **Week 4**  **20-22 February** |
| 2 | **Narrative Texts**  Following your reading of a variety of narrative texts which represent human experience and position readers to respond to significant ideas, complete a moderated in class assessment in two parts .  **Assessment Three:** Multiple choice and short answer response to unseen texts.  **Assessment Four**: **(Moderated Task)**  Compose a narrative text.  CONDITIONS: 55 minutes writing time. Choose a question from a set of prompts.  One side of a page of notes to be submitted. |  | ✓  ✓ | 15  15 | Term 1  Week 10  Term 2  Week 1 |
| 3 | **Current Affairs**  **Assessment Five:**  Analyse the construction of a variety of current affairs texts. Analyse the versions of reality constructed by current affairs texts.  Following your study of a variety of current affairs texts, write an analysis of a teacher-selected unseen current affairs item.  **Conditions**   * 15 minutes, view the item twice and make notes. * 45 minutes, write a response based on a question provided by the teacher   You will be assessed on your note-making and final response. | ✓ | ✓ | 15 | **Naplan**  **Week 3**  **9-10 May**  Term 2  Week 6 |
| 4 | Tests |  |  | 20 |  |
|  | **Other** |  |  |  |  |
| 5 | Learning Journal/Formative Assessments |  |  |  |  |
|  |  |  |  | 100 |  |