|  |
| --- |
| Year 9 English curriculum and assessment plan  Example |

# Curriculum overview

|  |  |
| --- | --- |
| Year level description | Cohort 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. Effective English units of work balance and integrate all three strands and build on concepts, skills and processes developed in earlier years.  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. | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: English, and reflective of QCAA advice and resources. |
| Course organisation |
| This year level plan is written with the consideration that all school scenarios for delivery of English are unique. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources * consider different types of assessment that are suitable for the English learning area * provide examples for schools to adapt to their own contexts. |

# Unit overview

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit 1 — Challenging my world: Persuasive | Unit 2 — Developing fictional worlds: Imaginative | Unit 3 — Analysing the construction of worlds: Analytical | Unit 4 — Reflecting on worlds: Persuasive |
| This unit builds on persuasive letter writing in Year 8, presenting the opportunity for students to examine and actively listen for the ways that texts position audiences. It focuses on rhetorical and persuasive language strategies, which contribute to understanding how roles and relationships are developed and challenged through language and interpersonal skills.  Students analyse and evaluate representations of an event or issue in a range of texts. They compare opening paragraphs for specific purpose and variation and examine how authors control sentence structure for effect. Students plan, rehearse and present their points of view and advance or illustrate arguments using a combination of persuasive language features and text structures.  The selection of texts for this unit of work may include examples of persuasive speeches from historical and contemporary print or digital news. It may also include informative texts that integrate visual or audio features. It is possible to explicitly connect with the cross-curriculum priority of Sustainability in this unit.  The task is to create and deliver a speech that presents one or more viewpoint/s on a contemporary issue. | This unit builds on engagement with oral storytelling and the narrative writing process, presenting an opportunity for students to innovate with text structures and language (including hybrid texts) for specific purpose and effects.  Students engage with and reflect on representations of migrant experiences of life in Australia. Themes for study may include, but are not limited to, change; identity; loneliness; isolation; understanding difference, alienation or discovery. Students apply an expanding vocabulary to develop character and setting and experiment with ways that language features and images can be adapted to create literary texts. This may include comparing the use of linear and non-linear narratives.  The selection of texts for this unit of work may include a collection of short stories, excerpts from novels, autobiographical materials and picture books that highlight migrant Australian experiences. Some authors that could be considered for study might include Shaun Tan, Zana Fraillon, Melina Marchetta, Tony Birch or Alice Pung. Texts selected for study may connect explicitly with Aboriginal and Torres Strait Islander Histories and Cultures and Asia and Australia’s engagement with Asia cross-curriculum priorities.  The task is to write a short story to offer an additional perspective on one of the themes explored. | This unit extends engagement with texts to prompt continuing analysis, evaluation and explanation of ideas and language.  Students discuss and evaluate how text structures and language features position the reader. They examine narrative structure, narration, setting, characterisation, language features and stylistic devices. They practise analytical written responses to stimulus questions about the text.  The selection of texts for this unit of work may include a novel or a play. Some authors for consideration of study might include Ambelin Kwaymullina, William Shakespeare, John Steinbeck, John Marsden or SE Hinton.  The task is to analyse how the author or playwright has achieved an identified purpose. This response will be completed in an examination where the question is seen one week prior to students writing their response. | This unit invites engagement with a range of poetry, visual and media texts to understand how use of language creates different levels of meaning, perspective, and beliefs about the world. Delivery of this unit will build on persuasive strategies employed in Unit 1, as well as some analytical skills explored in Unit 3.  Students analyse and evaluate familiar and unfamiliar texts to consider perceptions about identity and, specifically, what it means to be Australian. They recognise how people, places and events are represented in different contexts. They also compare, evaluate and discuss bias in language and its implications.  The selection of texts for this unit of work may include a range of Australian poetry, music lyrics and advertisements. Both teacher and student selection of texts for study can be encouraged. Texts selected for study may connect explicitly with Aboriginal and Torres Strait Islander Histories and Cultures and Asia and Australia’s engagement with Asia cross-curriculum priorities.  The task is to create and deliver a multimodal presentation to comment on and evaluate perceptions of cultural identity. This task may take the form of a speech, seminar or vodcast. |

# Assessment overview

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
|  | Unit 1 — Challenging my world: Persuasive | Week | Unit 2 — Developing fictional worlds: Imaginative | Week | Unit 3 — Analysing the construction of worlds: Analytical | Week | Unit 4 — Reflecting on worlds: Persuasive | Week |
| Assessment | Technique: Extended response (persuasive)  In this extended response, students will select a contemporary issue to write and deliver a speech about, presenting their viewpoints with precise language and rhetorical features to persuade an identified audience to take a course of action.  Format: Spoken/signed  Conditions: 3–5 minutes | 8 | Technique: Extended response (imaginative)  In this extended response, students will use a nominated stimulus text to plan, draft and create a short story that offers an additional perspective to one of the themes explored in class to evoke emotional response.  Format: Written  Conditions: 600–800 words | 7 | Technique: Examination (analytical essay)  In this examination, students will respond to a question analysing how the author or playwright has achieved an identified purpose.  This response will be completed in an examination where the question is seen one week prior to students writing their response.  Format: Written  Conditions: 600–800 words | 7 | Technique: Extended response (multimodal)  In this extended response, students will select two or more texts (visual or written) to discuss and evaluate representations of being Australian.  The response is delivered in a multimodal format and requires students to convey their opinion, prompting critical thought.  Format: Multimodal or spoken/signed  Conditions: 4–6 minutes | 8 |
| Achievement standard | **Receptive modes** (listening, reading and viewing) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes** (speaking, writing and creating) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | | **Receptive modes** (listening, reading and viewing) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes** (speaking, writing and creating) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | | **Receptive modes** (listening, reading and viewing) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes** (speaking, writing and creating) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | | **Receptive modes** (listening, reading and viewing) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes** (speaking, writing and creating) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | |
| Moderation | **Consensus:** Individual teachers grade student presentations using the task-specific standards. Each teacher selects samples across the five-point scale for consideration in the conferencing process. | | **Consensus:** Individual teachers grade student responses using the task-specific standards. Each teacher selects samples across the five-point scale for consideration in the conferencing process. Teachers share selected samples and their judgments. | | **Calibration:** The HOD will select a sample of students (approximately 20%) from each class. The class teacher will mark sample students’ essays and then meet with teaching colleagues to discuss grading across classes.  Once consensus is reached, the class teacher will grade all essays, applying understanding gained during the calibration process. | | **Consensus:** Individual teachers grade student responses using the task-specific standards. Each teacher selects samples across the five-point scale for consideration in the conferencing process. Teachers share selected samples and their judgments. | |

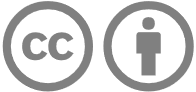
# Teaching and learning focus

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Content descriptions | | | | | | | | | | | | | | |
| Language | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Literature | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Literacy | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Language variation and change**  Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing | ✓ | ✓ | ✓ | ✓ | **Literature and context**  Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts |  | ✓ | ✓ | ✓ | **Texts in context**  Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts | ✓ |  | ✓ | ✓ |
| **Language for interaction**  Understand that roles and relationships are developed and challenged through language and interpersonal skills | ✓ | ✓ |  | ✓ | **Responding to literature**  Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |  |  | ✓ | ✓ | **Interacting with others**  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 | ✓ |  |  | ✓ |
| Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor | ✓ | ✓ |  | ✓ | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context |  |  | ✓ | ✓ | 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 | ✓ |  |  | ✓ |
| **Text structure and organisation**  Understand that authors innovate with text structures and language for specific purposes and effects | ✓ | ✓ | ✓ | ✓ | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts | ✓ | ✓ | ✓ | ✓ | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes | ✓ |  |  | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ | **Examining literature**  Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style | ✓ | ✓ | ✓ | ✓ | **Interpreting, analysing, evaluating**  Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts | ✓ | ✓ | ✓ | ✓ |
| Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes | ✓ | ✓ | ✓ |  | 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 | ✓ | ✓ |  | ✓ | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension | ✓ | ✓ | ✓ | ✓ |
| **Expressing and developing ideas**  Explain how authors creatively use the structures of sentences and clauses for particular effects | ✓ | ✓ | ✓ | ✓ | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts | ✓ | ✓ | ✓ | ✓ | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts | ✓ | ✓ | ✓ | ✓ |
| Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text | ✓ |  | ✓ |  | **Creating literature**  Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation |  | ✓ |  |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts | ✓ | ✓ | ✓ | ✓ |
| Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning |  | ✓ | ✓ | ✓ | 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 |  | ✓ |  |  | **Creating texts**  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 | ✓ | ✓ | ✓ | ✓ |
| Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness | ✓ | ✓ | ✓ | ✓ |  | Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features | ✓ | ✓ | ✓ | ✓ |
| Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech |  | ✓ |  |  |  |  |  |  |  | Use a range of software, including word processing programs, flexibly and imaginatively to publish texts |  | ✓ |  | ✓ |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| General capabilities | Year 9 | | | |  | Cross-curriculum priorities | Year 9 | | | |
| Unit | 1 | 2 | 3 | 4 |  | Unit | 1 | 2 | 3 | 4 |
| Literacy | ✓ | ✓ | ✓ | ✓ |  | Aboriginal and Torres Strait Islander histories and culture |  | ✓ |  | ✓ |
| Numeracy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  | ✓ |  | ✓ |
| Information and communication technology |  |  |  | ✓ |  | Sustainability | ✓ |  |  |  |
| Critical and creative thinking | ✓ | ✓ |  | ✓ |  |
| Personal and social capability |  |  |  | ✓ |  |
| Intercultural understanding |  | ✓ |  |  |  |
| Ethical understanding |  |  |  |  |  |

# Planning considerations

|  |
| --- |
| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>. * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider questions such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans? |

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2021

The **Year 9 English curriculum and assessment plan** is licensed under the CC BY 4.0 Licence**. Licence URL:** <https://creativecommons.org/licenses/by/4.0>

Australian Curriculum extracts are licensed as follows: © ACARA 2010–2019, licensed under[**CC BY 4.0**](https://creativecommons.org/licenses/by/4.0/). For the latest information and additional terms of use, please check the [**Australian Curriculum website**](https://www.australiancurriculum.edu.au/) (www.australiancurriculum.edu.au/)and its [**copyright notice**](https://www.australiancurriculum.edu.au/copyright-and-terms-of-use) **(**www.australiancurriculum.edu.au/copyright-and-terms-of-use**)**.