

# Year 8 English Curriculum and assessment plan

## Example

Level description	Context and cohort considerations (if applicable)
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 8, students communicate with others for a variety of purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Year 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.</p> <p>Year 8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports and discussions, literary analyses and reviews for different audiences.</p>	<p>In Year 8, students continue to develop their interacting, speaking, listening, reading, viewing, writing and creating skills, building on what has been taught in previous years.</p> <p>The units in this curriculum and assessment plan are designed to engage Year 8 learners and are written within the context of the level description. Units are designed to respond to the demands of the complexity and length of texts, the time required to create texts, and intra- and inter-school activities.</p> <p>Texts selected for the units are based on negotiation with class teachers and data in response to students' interests.</p> <p>To support the teaching and learning experiences of the units, regular library visits are encouraged as a way of increasing student enjoyment of reading and English. Students adhere to the school's academic integrity policy for assessment tasks.</p>

Unit 1 — Not all who wander: Places as tourist destinations	Unit 2 — Set the scene	Unit 3 — Painting pictures with words	Unit 4 — Revive and Thrive
<b>Duration: 8 weeks</b>	<b>Duration: 8 weeks</b>	<b>Duration: 8 weeks</b>	<b>Duration: 8 weeks</b>
<p>Travelling to and exploring new places can be an exciting experience. However, despite all preparations and expectations, the reality upon arrival can often be different. In this unit, students engage with a variety of informative travel texts and consider the way in which places are represented and discover how language is used to create 'spin'.</p> <p>Through reading, viewing and listening to a variety of non-fiction texts (e.g. documentaries and other digital and print texts) about various destinations, students build their knowledge about how destinations are presented. As they do this, students explore whether these representations of places are balanced and portray reality.</p> <p>Through the examination of a variety of travel-related text types (e.g. videos, vlogs, television reports), students explain the typical structure of each text type and how language and images position the viewer to respond to a particular destination. Students build on their understanding of multimodal spoken texts and how they use images for informative purposes. These texts act as models for students' own multimodal spoken response in which they choose their own text type and audience for the delivery of an informative (and realistic) travel video/presentation.</p>	<p>The setting of a film contributes to the reflection of an audience's understanding and engagement as it often provides context (including for culture), enhances visual appeal and establishes the mood or tone of the film. In this unit, students engage critically with a film to appreciate its aesthetic qualities, while exploring landscape and how landscape/setting evokes a particular mood for the audience.</p> <p>Students view a feature film (or episodes of a serialised story) such as an adaptation of a literary text and explore the landscape/setting presented. Throughout the unit, students explore how ideas and point of view in the film/story represent (or challenge) the values of individuals/groups in a specific context and how these are influenced by the setting. Students consider and explain how filmmakers use visual and other features in distinctive ways that contribute to their style.</p> <p>Students engage with paragraph and essay responses to films as models for their own writing. They practise writing sentences and connected paragraphs, identifying and explaining how landscape/setting create tone and how various literary devices create effects and meaning in film. In doing so, students practise using cohesion, nominalisation and vocabulary typical of academic texts.</p>	<p>Australia — renowned for its rich and diverse landscape — has inspired many stories that explore its coastline, deserts and forests. In this unit, students engage with a variety of elements that make up an imaginative text and read, listen to, view and share opinions about the relationship between the Australian landscape and how it can be used to create narratives.</p> <p>Students enjoy, share opinions about and develop an appreciation of the aesthetic and literary qualities of short stories in an anthology and the diversity of authors who create representations of human experiences. Students explore landscape and setting in narratives, explaining the use of language and relevant language features.</p> <p>The short stories read, analysed and evaluated act as models for the students' own writing. Throughout the unit, students practise writing and experiment with the stages and phases of stories to create engaging plots, as well with a range of language features to evoke tone, create dialogue, and write evocative descriptions of newly created events and characters in borrowed settings. Students also engage in activities, focusing on the use of Australian vocabulary.</p> <p>Students plan, write, edit and publish an imaginative written short story to entertain Australian readers. Students have an opportunity to create their own original short story based on a real-life Australian place they have researched. Students include multimodal elements in the publication of their short story.</p>	<p>In the dynamic landscape of young consumers' varied interests, brands often rely on innovative brand rejuvenation to transform their product in the hopes of keeping up with trends and gaining new consumers. In this unit, students explore the gaps in advertising and consider strategies of brand rejuvenation, focusing on how language and images can be used to influence targeted consumers.</p> <p>Students analyse, evaluate and discuss advertising campaigns used to promote products from brands and consider how these products are advertised using language features (including images and rhetorical devices) to influence consumers. They explore a range of non-fiction texts in the form of digital advertisements and explain how these texts are structured for the purpose of persuading consumers to purchase products. During this unit, students consider their own interests in well-known brands considering present and previous advertising campaigns in order to form opinions about how these brands benefitted from brand rejuvenation to engage teenage audiences.</p> <p>As models for their own responses, students also read and view a range of persuasive speeches/pitch presentations, intended for different audiences. In addition, students research recommendations about how brands and associated products can be relaunched to engage consumers from younger generations.</p> <p>Students plan, rehearse and deliver a persuasive pitch in which they select a product from a brand and persuade the brand owner to relaunch their product in a particular way for a teenage audience. Students may include multimodal elements to support their pitch. Students will interact with others through a Q&amp;A session at the end of their presentation.</p>

Unit 1 — Not all who wander: Places as tourist destinations		Unit 2 — Set the scene		Unit 3 — Painting pictures with words		Unit 4 — Revive and Thrive		
Assessment	Assessment — Informative spoken/signed response	Term/week	Assessment — Connected written paragraphs	Term/week	Assessment — Written story	Term/week	Assessment — Persuasive spoken	Term/week
	<p><b>Description:</b> Students create and deliver a travel segment based on one of the following topics:</p> <ol style="list-style-type: none"> <li>1. Travel: Expectation versus reality</li> <li>2. Tips from the locals</li> <li>3. What I discovered when I visited...</li> </ol> <p>Students select their own audience (e.g. teenagers, parents) and text type (e.g. travel vlog, television report, social media channel episode).</p> <p>The spoken multimodal delivery may be live or pre-recorded.</p> <p><b>Technique:</b> Short response</p> <p><b>Mode:</b> Spoken/signed with multimodal support</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1–2 minutes</li> </ul>	Week 7	<p>Students write connected paragraphs to explain how the director has used setting/landscape to evoke a particular mood in the audience.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 70 minutes plus 10 minutes planning — to be completed in 2–3 lessons</li> <li>• under supervised conditions</li> <li>• 450–600 words</li> </ul>	Week 7	<p>Students write an original narrative for an Australian short story anthology. The narrative uses a real-life setting selected by the student and consists of multimodal elements, e.g. maps, sketches, photographs.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written-multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 450–600 words</li> </ul>	Week 7	<p>Students create and deliver a persuasive pitch to a brand owner to convince them of the rebranding strategies they can use to gain more interest in their product from a teenage audience. They may use multimodal elements to support their spoken task. Students also interact with others as part of a structured Q&amp;A session.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken with optional inclusion of multimodal elements</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 3–4 minutes</li> </ul>	Weeks 6 and 7
Achievement standard	<p>By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.</p> <p>They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.</p>		<p>By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.</p> <p>They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.</p>		<p>By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.</p> <p>They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.</p>		<p>By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.</p> <p>They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.</p>	

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<b>Moderation</b>	<p><b>Calibration:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Calibration:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p><b>Language for interacting with others</b> recognise how language shapes relationships and roles AC9E8LA01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Literature and contexts</b> explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE01</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Texts in context</b> identify how texts reflect contexts AC9E8LY01</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Engaging with and responding to literature</b> share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Interacting with others</b> use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Text structure and organisation</b> explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LA03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>explain how language and/or images in texts position readers to respond and form viewpoints AC9E8LE03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Analysing, interpreting and evaluating</b> analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text AC9E8LY03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims AC9E8LA04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Examining literature</b> identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>analyse how authors organise ideas to develop and shape meaning AC9E8LY04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Language for expressing and developing ideas</b> examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LA05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LE05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>understand the effect of nominalisation in texts AC9E8LA06</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Creating literature</b> create and edit literary texts that experiment with language features and literary devices for particular purposes and effects AC9E8LE06</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Creating texts</b> plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY06</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY07	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
identify and use vocabulary typical of academic texts AC9E8LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						<b>Word knowledge</b> apply learnt knowledge to spell accurately and to learn new words AC9E8LY08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning AC9E8LA09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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