



English

Essential Learnings by the end of **Year 9**

Learning and assessment focus

Students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal knowledges, peoples, cultures and events, and Torres Strait Islander knowledges, peoples, cultures and events.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- interpreting texts
- constructing texts
- appreciating texts
- reflecting.

Ways of working

Students are able to:

- demonstrate and analyse the relationship between audience, subject matter, purpose and text type
- identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts
- recognise and select vocabulary and interpret and apply literal and figurative language
- interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners
- construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view
- construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts
- make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation
- reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information
- reflect on learning, apply new understandings and justify future applications.

Knowledge and understanding

Speaking and listening

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across local, national and global contexts.

- The purpose of speaking and listening includes examining issues, evaluating opinions, convincing others, and managing relationships and transactions
e.g. examining an issue through an extended presentation; presenting a persuasive speech.
- Speakers make assumptions about listeners to position and promote a point of view, and to plan and present subject matter
e.g. humour and drama are used as devices to persuade listeners as well as to entertain.
- Spoken texts have a range of structures and can be delivered in a number of mediums
e.g. recorded speech on a DVD or in a radio play.
- Statements, questions (including rhetorical questions) and commands can be used to identify the main issues of a topic and sustain a point of view.
- Words and phrasing, pronunciation, pause, pace, pitch and intonation express meaning, establish mood, signal relationships and are monitored by listeners.
- Nonverbal elements, including body language, facial expressions, gestures and silence, express meaning, establish mood, signal relationships and are monitored by listeners.
- Active listeners monitor responses, clarify and paraphrase meanings, and integrate ideas relevant to a line of reasoning in their own responses.
- In presentations, speakers make meaning clear by organising subject matter, and by selecting resources that support the role they have taken as the speaker and the relationship they wish to establish with the audience
e.g. a segment from a documentary is used to enhance a formal presentation.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

Reading and viewing

Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.

- Purposes for reading and viewing are identified and are supported by an analysis of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes, glossaries, topic sentences and references
e.g. identifying one text as more appropriate than another, based on subject matter.
- Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text
e.g. a student who has experienced loss might empathise with a character in a poem or novel who has also experienced loss.
- Words, groups of words, visual resources and images can position an audience by presenting ideas and information and portraying people, characters, places, events and things in particular ways.
- Reading fluency is supported through monitoring vocabulary and its meaning across different contexts.
- Comprehension involves drawing on knowledge of the subject matter, contextual cues and intertextuality to interpret, infer from and evaluate texts in local, national or global contexts
e.g. intertextuality involves recognising familiar ideas presented in texts — for example, that “good” usually overcomes “evil” in a narrative.
- Words and their meanings are decoded by using the cueing systems together (grapho-phonetic, semantic, syntactic), and by using word origins.
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

Writing and designing

Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.

- The purpose of writing and designing includes parodying, analysing and arguing
e.g. writing a film review.
- Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices
e.g. subject matter of a feature article in a magazine designed by students reflects an understanding of the audience.
- Words and phrases, symbols, images and audio affect meaning and establish and maintain roles and relationships to influence an audience
e.g. a PowerPoint presentation uses audio techniques to enhance the presentation and maintain audience interest.
- Text users make choices about grammar and punctuation, to affect meaning
e.g. active voice changes the subject and the focus.
- Writers and designers draw on their knowledge of word origins, sound and visual patterns, syntax and semantics to spell.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
e.g. using a graphic organiser to plan an exposition.

Language elements

Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.

- Paragraphs build and sustain cohesion and develop a central idea.
- Active voice and passive voice change the subject and the focus in a sentence
e.g. The dog bit the man (active voice) has a focus that is different from The man was bitten by the dog (passive voice).
- Relationships between ideas in texts are signalled by connectives to sequence and contrast ideas, show cause and effect, and clarify or add information
e.g. after signals sequence
unlike signals contrast
therefore shows cause and effect
for example clarifies
in addition provides more information.
- Adjectives and adverbs are used to express attitudes and make judgments and/or evoke emotions
e.g. The dishevelled boy entered the room haltingly. — the adjective dishevelled evokes a mental image of the boy and the adverb haltingly adds to the emotive image.
- Modal auxiliary verbs are selected to convey degrees of certainty, probability or obligation to suit the text type
e.g. modals such as may and could are less certain than will and can.
- Nominalisation (turning verbs into nouns) can be used to compress ideas and information, and to add formality to a text
e.g. Advertising influences people ... compared with The influence of advertising ... — the verb to influence has been nominalised into the noun influence.
- Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere
e.g. buzzing bees — buzzing is an example of onomatopoeia and buzzing bees is an example of alliteration.
- Punctuation, including colons and semicolons, signals meaning
e.g. There are two territories in Australia: the Australian Capital Territory and the Northern Territory. — a colon introduces a list
Pierre is French; he lives in Australia. — a semicolon joins two complete sentences that have closely connected ideas.
- Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority and credibility
e.g. I refer to recent data produced by ... — the choice of vocabulary signals authority in a speech or in a written report.
- Auditory, spoken, visual and nonverbal elements, including the use of sound fades, dissolves, cuts, hyperlinks, camera angles and shot types, can be combined to position an audience
e.g. photographs from different angles can present positive or negative representations.

Literary and non-literary texts

Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.

- Audiences can be positioned to view characters and ideas in particular ways and these views can be questioned.
- Texts can reflect an author's point of view, beliefs and cultural understandings
e.g. a novel that discusses a current theme in a new way.
- An author's point of view about their cultural knowledge of, and their relationships with Aboriginal peoples and Torres Strait Islander peoples can be reflected in texts
e.g. principles of reconciliation can be articulated in texts; formal presentations acknowledge ownership of Aboriginal peoples' rights and Torres Strait Islander peoples' rights.
- Literary texts entertain, evoke emotion, create suspense, parody and develop themes.
- Young adult novels (contemporary and classic), short stories, plays and television scripts, and poetry are types of literary texts.
- Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters.
- Comparison, contrast, exaggeration and juxtaposition are used to create emotional responses.
- Time order, the expansion and compression of time, and a consistent narrative point of view can be used to construct a plot.
- Flashbacks and other time variants work together to establish the context of a narrative.
- Dialogue constructs relationships between characters and furthers a narrative.
- Non-literary texts analyse, inform, argue and persuade.
- Feature articles, current affairs and news reports, formal letters, editorials, radio programs, film documentaries, reviews, biographies, advertisements, letters to the editor, expositions, formal meetings and debates, and extended presentations are types of non-literary texts.
- Non-literary texts can focus on a major point that is supported by elaboration
e.g. argument texts convey opinions and justify positions in order to persuade others.
- Reasoning, points of view and judgments are supported by evidence that can refer to authoritative sources.
- Non-literary texts can conclude with recommendations, restating the main arguments or summarising a position
e.g. an information report about waste management will include recommendations.