



# Australian Curriculum: English — Year 9 Year level plan-2023

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Term 1	Term 2		Term 3	Term 4	
<b>Unit name</b>	Voices of Australian Youth	Speculative Fiction		Novel Study	12 Angry Men	
<b>Unit description</b>	In this unit, students will investigate issues that directly affect Australian youth and select a topic of personal relevance. They will write and prepare a persuasive speech to argue their point of view on their chosen topic. Speeches may be presented to a live audience. May include graphics in visual format.	Students will demonstrate their understanding of narrative elements and text structures as they read and analyse a range of different texts and genres. They speculate based on real events and issues in modern experiences to develop an imaginative text that contains elements of fact and elements of fiction.  <b>This unit is supported by Virtual Reality Modules- Speculative Fiction and English Writing: Narrative Immersive Pedagogy supporting documentation is available as part of this module.</b>		Students will complete an in-depth novel study in which they read and analyse a given novel for its thematic features. In response, students will write an analytical essay identifying themes and related messages.	In response to reading and analysis of the play 12 Angry Men and a viewing of the film, students examine themes of prejudice, tolerance, resilience and justice. In response, students will create an imaginative interview with a character to explore relevant themes. Throughout the unit, students will develop a range of questioning techniques and knowledge of dramatic script structures. They will present an interview with a partner and compare their responses.	
ASSESSMENT	SEMESTER 1			SEMESTER 2		
	Term 1	Term 2		Term 3	Term 4	
	Persuasive speech- AT 1	Viewing comprehension-AT2	Create a speculative fiction short story- AT3	Create and present an interview- AT4	Analytical essay- AT5	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Extended response	Exam	Extended response	Extended response	Extended response
	<b>Type of text</b>	Discussion	Short answer	Imaginative	Interview	Analytical essay
	<b>Mode</b>	Oral	Written	Written	Oral	Written
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>3-5 minutes</li> <li>Feedback on draft</li> <li>Detailed feedback at sentence level for 2 paragraphs only</li> </ul>	Undertaken individually Unseen stimulus materials provided with assessment Completed under exam conditions- up to 90 minutes (sessions may be broken into parts of 30 or 45 min) Trailer (2 min) viewed twice at start; up to twice more per session Exam conditions	Length: 600–800 words 1 planning sheet submitted 1 written draft	Script creation undertaken individually Conferencing with teacher as needed in reference to planning and script development Written feedback on one written draft of script Verbal feedback on practise performance Performance may be recorded or delivered live (as negotiated with teacher) 3-5-minute performance per script	Home and class time Conference with teacher in class Planning materials provided Written feedback on one draft sentence-level feedback given on one paragraph only 600-800 words

Aspects of the achievement standard						
Receptive modes (listening, reading and viewing)	Analyse the ways that text structures can be manipulated for effect		✓		✓	
	Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors		✓		✓	
	Evaluate and integrate ideas and information from texts to form their own interpretations	✓				✓
	Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience		✓		✓	
	Listen for ways texts position an audience		✓			✓
Productive modes (speaking, writing and creating)	Understand how to use a variety of language features to create different levels of meaning	✓		✓		✓
	Understand how interpretations can vary by comparing their responses to texts to the responses of others		✓			✓
	Demonstrate how manipulating language features and images can create innovative texts	✓		✓		✓
	Create texts that respond to issues, interpreting and integrating ideas from other texts	✓		✓		✓
	Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues	✓				✓
	Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation	✓		✓		✓

Term 1 Term 2 Term 3 Term 4

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement