

# Australian Curriculum: English — Year 9

## Year level plan-2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit Name</b>	Speculative Fiction	Novel Study	Australian Poetry	12 Angry Men
<b>Unit Description</b>	<p>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, and use their knowledge of speculative fiction to view a speculative fiction film and respond by analysing the elements of speculative fiction in the text.</p> <p><i>This unit is supported by Virtual Reality Modules- Speculative Fiction and English Multimodal presentation.</i></p>	<p>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.</p> <p>Novel options include (selected by teacher):  <i>The Giver, Harry Potter and the Philosopher's Stone, Red Dog, Hatchet, The Outsiders, The Boy in the Striped Pyjamas</i></p>		<p>In response to reading and analysing the play <i>12 Angry Men</i> and a viewing of the film, students examine themes of prejudice, tolerance, resilience and justice. In response, students will create an imaginative speech from the point of view of the prosecuting attorney or defence council.</p>

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
		Analytic Speech	Novel Study	Creative Text	Persuasive Speech
Range and balance of summative assessment conventions	Technique	Extended response – spoken	Extended response – written	Extended response – written	Extended response - spoken
	Type of Text	Analytic Speech	Analytic Exam	Creative Narrative	Imaginative – persuasive
	Mode	Spoken	Written	Written	Spoken
	Conditions	<ul style="list-style-type: none"> <li>Multimodal response</li> <li>4-6 minutes in length (approximately 500-700 words total)</li> <li>Feedback provided on one draft</li> <li>Time provided in and out of class</li> </ul>	<ul style="list-style-type: none"> <li>Essay under exam conditions</li> <li>90 mins plus 10 mins perusal</li> <li>600-800 words (total)</li> <li>Conference with teacher in class</li> <li>Access to 200 words of notes, and a copy of the novel, during the exam <ul style="list-style-type: none"> <li>Novel can be booked marked for quote pages, but not written annotations</li> </ul> </li> <li>Planning materials provided</li> <li>Two weeks' notice</li> </ul>	<ul style="list-style-type: none"> <li>Short story in response to a poem</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually</li> <li>3-5 minutes (approximately 400-800 words)</li> <li>Conferencing with teacher as needed in reference to planning and script development</li> <li>Written feedback on one written draft of script</li> <li>Verbal feedback on practise performance</li> <li>Performance may be recorded or delivered live (as negotiated with teacher)</li> </ul>

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 <b>integrate</b> 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	✓			**monitoring task – complete during drafting/editing
	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	✓		✓	