



SAMPLE TEACHING AND LEARNING OUTLINE

ENGLISH

YEAR 9

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Year 9 Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

English provides opportunities for students to understand that particular ways of working and thinking have developed over time but still may be subject to debate, revision and change. Students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Year 9, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Teaching and learning programs should encourage students to develop an open and questioning view. Learning experiences should enable students to draw on increasingly diverse sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 9, students learn how authors and creators adapt and experiment with text structures and language features. They learn how texts represent people and places and how techniques contribute to style, mood and tone.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a wide range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes, and may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. These texts may represent a variety of perspectives
- informative, analytical and persuasive texts that may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts
- texts with a variety of language features that may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry, and types of media (including screen, online and digital texts) for a range of audiences.

Year 9 Achievement standard

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features, literary devices, multimodal features and features of voice.

Reading and Viewing

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse and interpret representations of people, places, events and concepts, and how texts reflect contexts. They analyse and interpret the aesthetic qualities of texts and the effects of text structures, language features, literary devices, intertextual references and multimodal features. They incorporate supporting evidence from texts to provide substantiation.

Writing and Creating

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features and literary devices, and experiment with multimodal features.

English Year 9 Sample teaching and learning outline

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Handwriting</p> <p>In recognition of the critical role of handwriting in both reading and writing development, practice should be integrated into daily classroom activities.</p> <p>Below are some suggestions for integrating handwriting activities into the Year 9 program.</p> <ul style="list-style-type: none"> • Provide opportunities to produce handwritten notes and writing tasks during lessons. • Complete two-minute handwriting warm-ups – (e.g. writing simple, compound and complex sentences, or copying key definitions from the board). • Practise writing tasks for extended periods to increase handwriting endurance and stamina. • Complete timed free-writing tasks to improve speed. • Complete short journal activities to target the consolidation of a legible handwriting style and provide activities to improve speed and fluency of writing under timed conditions and for extended periods. • Provide teacher observation and feedback, including correction of letter formation, when students are handwriting in class. <p>For further information, see the P–10 Handwriting Continuum.</p>	<p>Literacy</p> <p>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts</p>	
Weeks 1–5	<p>Out of this world: Exploring speculative fiction narratives</p> <p>Students will explore speculative fiction texts in a range of genres, including multimodal and digital forms. They will consider the ways authors and creators of speculative fiction narratives respond to contexts and contemporary concerns. Students will create their own speculative fiction text that explores an issue for teenagers in Australian society today.</p>	<p>Language</p> <p>Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination</p>	<p>Task 1:</p> <p>Short-story production</p> <p>Week 5</p> <p><i>Writing and Creating</i></p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Possible resources:</p> <p><u>Anthology</u> <i>Eat the Sky, Drink the Ocean</i> Kirsty Murray, Payal Dhar and Anita Roy (Speculative stories, prose and graphic novel)</p> <p><u>Short films/Web series:</u> <i>The Last Bastion / Salad Fingers</i></p> <p><u>Interactive multimedia platforms:</u> <i>Earth 2050 (2017)</i></p> <p>Sample activities: Explore the concept and definition of genre. In particular, consider the genre of speculative fiction. Develop definitions of speculative fiction by considering texts students have read, seen, listened to or heard.</p> <p>Examine the narrative conventions, character, setting, conflict and resolution, plot, and common themes, of speculative fiction.</p> <p>Compare the use and effects of linear and non-linear narratives and the use of multimodal elements and poetry in the construction of some speculative fiction narratives, such as graphic novels, short film and interactive digital texts.</p> <p>Explore the values embedded in speculative fiction short stories drawn from different cultures and times. Compare the representations of values (e.g. family, the environment) across the texts.</p> <p>Explore subgenres of speculative fiction such as science fiction, cyberpunk, steampunk, dystopian fiction, alternative histories and so on. Identify the ways that texts may blend and borrow from other genres.</p> <p>Analyse how spelling is used to represent the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words, such as in 'Flowers for Algernon' where spelling is used to demonstrate the progression and deterioration of the narrator's mind through the course of the text.</p>	<p>Identify how authors vary sentence structures creatively for effects such as intentionally using a dependent clause on its own or a sentence fragment</p> <p>Analyse how vocabulary choices contribute to style, mood and tone</p> <p>Literature</p> <p>Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>Analyse how features of literary texts influence readers' preference for texts</p> <p>Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences</p>	<p>By reflecting upon the narrative and literary elements of studied texts, as well as the representation of current ethical, social and environmental issues, students create their own multimodal speculative fiction text, that explores a contemporary issue for teenagers in Australian society.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Identify vocabulary choices that create mood in a text.</p> <p>Analyse the use of generic conventions to represent ideas in a selected short speculative fiction narrative.</p> <p>Through a review of model opening lines from studied speculative fiction narratives, create effective 'hooks' to open narratives that position the reader to predict and speculate.</p> <p>Construct believable protagonists by focusing on creating a credible narrative voice, and evoking empathy from the reader through the character construction.</p> <p>Create effective dialogue, exploring how changing the vocabulary in dialogue tags can change the tone of a narrative, such as 'Sit down,' she whispered; 'Sit down!' she screamed; 'Sit down?' she argued.</p>	<p>Literacy</p> <p>Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing</p>	
Weeks 6–10	<p>The literary value of the novel</p> <p>Students will read and analyse the novel <i>Hive</i> by A.J. Betts, focusing on its construction and the contextual influences on its themes.</p> <p>Pan Macmillan teaching notes: https://www.panmacmillan.com.au/wp-content/uploads/2023/11/9781760556433-tn.pdf</p> <p>Sample activities:</p> <p>Read the first few chapters of the novel as a class. Discuss initial impressions of the text.</p> <p>Read the novel independently and answer comprehension questions. These might focus on both literal (who, what, when, where, why) and inferential understandings of the text.</p> <p>Record evolving responses to the novel in a reading journal.</p> <p>Draw the physical setting of the commune by referring to key descriptions in the text.</p>	<p>Language</p> <p>Analyse how vocabulary choices contribute to style, mood and tone.</p> <p>Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives.</p>	<p>Task 2:</p> <p>In-class essay</p> <p>Week 10</p> <p><i>Reading and Viewing</i></p> <p><i>Writing and Creating</i></p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Identify key vocabulary choices in the construction of the unique discourse of this society; for example, the significance of terms like 'beasts' and 'meats.' How has the meaning of other terms like 'marriage' or 'head pains' been shaped to suit this context?</p> <p>Consider the significance of the names of groups and individuals and how this contributes to personal identity; for example, 'netters' and 'kitcheners', 'the judge' and 'the son'.</p> <p>Discuss the different characters' perspectives of key events and the circumstances that inform their perspectives.</p> <p>Choose an event from the text and rewrite it from another characters' perspective; for example, the son or Celia.</p> <p>Research the dystopian genre and its conventions. Find applicable examples from the text. Compare the novel to other dystopian texts; for example, <i>The Giver</i>, <i>Divergent</i> or <i>The Hunger Games</i>.</p> <p>Explore how the novel represents life matters such as birth, death, marriage, identity and work.</p> <p>Reflect on the experience of reading and analysing the text.</p> <p>Reflect on the literary value of the text. The text might be valued for:</p> <ul style="list-style-type: none"> its links to scientific concepts its engagement with topical issues its representation of the human experience its relevance to our society today the way it is constructed. <p>Connect events in the text to the concepts studied in Science; for example, ecosystems, pressure and the role of bees.</p> <p>Analyse the literary devices within the text, such as characterisation and narrative point of view.</p> <p>Introduce or revise essay structure and style. This might include how to write body paragraphs using TEEEL (topic sentence, elaboration sentence, evidence, explain, link) – or another formula – and the function of an introduction and conclusion.</p>	<p>Literature</p> <p>Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text</p> <p>Analyse how features of literary texts influence readers' preference for texts</p> <p>Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style</p> <p>Literacy</p> <p>Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p> <p>Analyse the use of text structures within paragraphs and extended texts and evaluate their impact on ideas and meaning</p>	<p>After analysing the novel in class, students will complete an in-class analytical essay to a previously seen question. Students will be permitted to utilise one page of notes.</p> <p>Essay Question: Explore the literary value of the novel <i>Hive</i>.</p> <p>In your answer you should make reference to key features of the text's construction, such as language and narrative features.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	Students focus on sequencing and developing an argument using language structures that suggest conclusions ('therefore', 'moreover' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if ... then')		
Weeks 11–15	<p>Promoting a scientific perspective through feature article</p> <p>Students will revise key ideas in <i>Hive</i> which link to the biological sciences. Then they will read a number of feature articles and examine the use of structural and stylistic elements, comparing how this differs from a novel or an analytical essay.</p> <p>Possible resources for feature articles:</p> <p><i>The Conversation</i></p> <p>Some examples include:</p> <ul style="list-style-type: none"> • https://theconversation.com/curious-kids-why-is-the-sea-salty-124743 • https://theconversation.com/will-climate-change-cause-humans-to-go-extinct-117691 <p><i>ABC News – Science and Analysis</i></p> <ul style="list-style-type: none"> • https://www.abc.net.au/news/science • https://www.abc.net.au/news/analysis-and-opinion <p><i>Time Magazine</i></p> <p><i>The West Australian</i> Agenda Section and <i>Weekend West Australian</i> magazine</p> <p>Sample activities:</p> <p>Introduce the construction elements of feature articles. Explain key aspects of text structure and layout, such as:</p> <ul style="list-style-type: none"> • Headline • Byline • Subheading • Crossheadings • Images (photographs, diagrams etc.) • Captions • Paragraphing 	<p>Language</p> <p>Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combination</p> <p>Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives</p> <p>Identify how authors vary sentence structures creatively for effects such as intentionally using a dependent clause on its own or a sentence fragment</p>	<p>Task 3:</p> <p>Feature article production</p> <p>Week 15</p> <p><i>Writing and Creating</i></p> <p>Students will construct a multimodal persuasive feature article which promotes a perspective on a topic explored in the novel <i>Hive</i>.</p> <p>Sample topics might include:</p> <ul style="list-style-type: none"> • The delicate balance of ecosystems • The importance of bees to our ecosystem • Protection of threatened species • Mars One project • Human settlement of Mars

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Read some sample feature articles, identify and discuss how authors use text structure, layout and language features for particular purposes (such as communicating particular perspectives and viewpoints) and effects (for example, generating an emotional or intellectual response).</p> <p>Compare how authors sequence and develop ideas using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if' ... 'then').</p> <p>Revise the different four types of sentences (simple, compound, complex and compound-complex) and identify examples of these sentence types in feature articles.</p> <p>Revise the use of colons and semicolons. Investigate their uses in elaborating on and clarifying ideas in complex sentences.</p> <p>Compare the way that events and issues are represented in feature article versus the novel <i>Hive</i>.</p> <p>Develop effective research methods by, for example, considering the validity and reliability of sources, researching across a wide range of sources and effective note-taking.</p> <p>Discuss the concept of plagiarism and the role of generative AI in the planning and construction of feature articles.</p> <p>Explain how to produce accurate references and identify when it is important to use direct quotations or report sources more generally.</p>	<p>Understand how abstract nouns and nominalisation can be used to summarise ideas in text</p> <p>Understand and use punctuation conventions for referencing and citing others for formal and informal purposes</p> <p>Literacy Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing</p>	<ul style="list-style-type: none"> • The biosphere project Human settlement of Mars • Hydroponic food production

Weeks	Key teaching points	Curriculum content	Assessment tasks
		<p>Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p> <p>Select and experiment with features of digital tools to create texts for a range of purposes and audiences</p>	
Weeks 16–20	<p>Using language to empower¹</p> <p>Students will investigate the function of language as a means to both empower and disempower others across a range of lyrical, poetic, spoken, print, digital and visual texts. In doing so, they will take active responsibility for the ways they communicate with others through language choices.</p> <p>Subsequently, students will explore a range of TED Talks, analysing the communication skills used by presenters. Inspired by these speakers, students then complete the summative assessment by delivering a TED Talk-style presentation to a particular audience.</p>	<p>Language</p> <p>Recognise how language empowers relationships and roles</p>	<p>Task 4: TED Talk-style presentation</p> <p>Week 20</p> <p><i>Speaking and Listening</i></p>

¹ This unit is the Year 9 Teaching, learning and assessment exemplar and can be found on the School Curriculum and Standards Authority website: <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-teaching>. All references and links for suggested resources in this unit can be found in the exemplar.

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>In this task, students demonstrate their capability in active Speaking and Listening, while harnessing and refining the soft skills that will be required of them in future workplace environments and other real-world contexts.</p> <p>Possible resources:</p> <p><i>Teen Voices: Hate Speech Online</i></p> <p>UN Video <i>Stopping Hate Speech</i></p> <p><i>Hotel Rwanda</i></p> <p><i>The Surgeon's Dilemma</i></p> <p><i>Pencilsword on a Plate, 'The Power of Privilege'</i></p> <p>TED Talk <i>The Power of Words</i></p> <p>Malala Yousafzai's UN Speech</p> <p>'Freedom' by Mau Power featuring Archie Roach</p> <p>'Caged Bird' by Maya Angelou</p> <p><i>A Pep Talk from Kid President to You</i></p> <p><i>Straw No More</i></p> <p><i>We Can Be More</i></p> <p>Sample activities:</p> <p>Assist students to make connections to their prior knowledge through discussion of situations where they have observed others using language which intends to empower or disempower others. Explore scenarios that include particular words and phrases that are/may be interpreted as hurtful.</p> <p>Explore the concept of 'hate speech' through a series of informative videos and analyse examples in literary and news texts.</p> <p>Consider also the ways language can be used to empower, such as through the use of 'person-first' language, such as 'person who is blind' rather than 'blind person'.</p> <p>Explore the concepts of privilege, unconscious bias and how these influences impact on language use through the text <i>The Surgeon's Dilemma</i>. Brainstorm what the terms 'privilege' and 'bias' mean and discuss why it is important to acknowledge that privilege exists and links</p>	<p>Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combination</p> <p>Analyse how vocabulary choices contribute to style, mood and tone</p> <p>Literature</p> <p>Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>Analyse how features of literary texts influence readers' preference for texts</p> <p>Literacy</p> <p>Analyse how representations of people, places, events and concepts relate to contexts</p>	<p>Students will plan, write, edit and deliver (by recording or presenting live) a three-to five-minute TED Talk-style presentation, empowering an audience to make a change. Then watch and listen to the presentations of peers and comment on two allocated presentations to demonstrate active listening.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>to unconscious, implicit and blind-spot bias. Examine why it is hard for us to recognise our own biases.</p> <p>Explore inclusivity through the comic <i>Pencilsword on a Plate</i> 'The Power of Privilege'. Change the wording of everyday phrases to make them more inclusive.</p> <p>Discuss students' pre-conceptions and stereotypes around groups in society.</p> <p>Make lists of times when language is used for the power of good. View the TED Talk <i>The Power of Words</i> and discuss how words have significant power to improve self-esteem and well-being.</p> <p>Reflect on their students' internal dialogue and explore the use of positive affirmations and inspirational songs to make more positive language choices.</p> <p>Create a set of 10 affirmation cards for a particular audience and purpose.</p> <p>Research issues facing Australian teenagers in pairs and create a multimodal presentation to share with another pair in a small group setting.</p> <p>Write to an imaginary friend struggling with one or more of the explored issues using positive and persuasive language, as well as their knowledge of the issue, to support the friend.</p> <p>By considering audiences who may have been excluded from mainstream affirmation cards, create affirmation cards that cater for diversity.</p> <p>Analyse protest speeches, songs and poetry, exploring language used to empower. Explore the contexts of these texts to support meaning. Discuss the use of generic conventions.</p> <p>Watch short documentary texts, evaluating how the texts use language features to represent a perspective on a contentious issue.</p> <p>Explore issues in students' own worlds, such as environmental issues, treatment of asylum seekers, gender-diverse people, differently abled people, teenage mental health issues.</p>	<p>Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts</p> <p>Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing</p>	

Weeks	Key teaching points	Curriculum content	Assessment tasks
		Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	
Weeks 21–25	<p>Stage drama as cultural artefact</p> <p>Students will study the play <i>Sunshine Super Girl: The Evonne Goolagong Story</i> Andrea James (Yorta-Yorta/Kurnai woman and playwright), exploring Australia’s past and present cultural identity. Students will analyse the representation of Aboriginal and Torres Strait Islander people and other Australians in the play through the manipulation of a range of spoken visual, written and multimodal elements. They will consider the ways that text structures have been adapted, such as text-based physical theatre, and the use of traditional dance and choreography. Students will explore how the play blends Western and Aboriginal storytelling traditions.</p> <p>Possible resources:</p> <ul style="list-style-type: none"> • Melbourne Theatre Company’s 2022 production program • <i>Home: the Evonne Goolagong Story</i> by Evonne Goolagong Cawley and Phil Jarrat. • <i>Little People, Big Dreams: Evonne Goolagong</i> by Maria Isabel Sanchez Vegara. • <i>The Golden Era: The extraordinary two decades when Australians ruled the tennis world</i> by Rod Laver and Larry Writer. • <i>Counted – The 1967 Referendum</i> (documentary) 	<p>Language</p> <p>Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination</p> <p>Identify how authors vary sentence structures creatively for effects such as intentionally using a dependent clause on its own or a sentence fragment</p>	<p>Task 5:</p> <p>Play review</p> <p>Week 25</p> <p><i>Writing and Creating</i></p> <p><i>Reading and Viewing</i></p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<ul style="list-style-type: none"> • ‘Evonne Goolagong v Helen Cawley Extended Highlights / Australian Open 1977 Final’ (archival tennis footage) • <i>Growing up Aboriginal in Australia</i> edited by Anita Heiss. <p>Sample activities:</p> <p>Students complete pre-reading activities such as reading the writer and director’s notes in the Melbourne Theatre Company’s 2022 production program and considering the following questions:</p> <ul style="list-style-type: none"> • What is the difference between ‘documentary’ and ‘dramatisation’? • What does the director’s story suggest to you about their context that will influence their representation of the Evonne Goolagong story? • What is the importance of this play premiering on Evonne’s traditional homelands? <p>Read the introduction and watch the documentary <i>Counted – The 1967 Referendum</i> and discuss the significance of contextual events such as the 1962 right to enrol to vote and 1967 referendum.</p> <p>Research Linda Burney (a teacher and the first Aboriginal woman to serve in the Australian House of Representatives) and consider the juxtaposition between the Linda Burney’s story and Evonne Goolagong’s story – both strong, successful Aboriginal women in their own fields. Consider the significance of choosing Linda Burney to write the introduction to the play.</p> <p>Complete contextual research around Australian tennis in the 1970s and 80s. They explore the Wimbledon tennis tournament, Evonne Goolagong, and other tennis figures such as Chris Evert-Lloyd and Margaret Court. Watch some archival tennis footage and listen to the commentary, considering what this reveals about historical Australian attitudes and values.</p> <p>Create an annotated timeline of media representation of women and Aboriginal and Torres Strait Islander people in sport.</p> <p>Explore the structure and features of play texts by, for example, discussing the character list. In particular, note there are many characters, but the play is only performed by three actors and two dancers. Consider how the director and actors/dancers may have demonstrated these different roles to the audience.</p>	<p>Literature</p> <p>Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>Analyse texts and evaluate the aesthetic qualities and appeal of an author’s and creator’s literary style</p> <p>Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references</p> <p>Literacy</p> <p>Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and</p>	<p>Students will write a play review that examines how the director has adapted text structures and language features of plays and Aboriginal forms of storytelling to represent a historical biographical narrative that reveals aspects of our nation’s past.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Read the playwright's intention for the setting. Consider the description of the objects and what each of these objects might symbolise, as well as the way they 'set the scene' for the audience. Act one begins 'On country'. What does this mean? Explore the significance of being 'on country' for Aboriginal Australians. Link this discussion back to play premiering on Evonne Goolagong's traditional homelands. Continue to explore the significance of the setting throughout the play.</p> <p>Explore the narrative structure, such as the use of a prologue and the significance and effective of the fishing analogy as a motif in the play, as well as the circular structure of the narrative.</p> <p>Discuss the significance of stage directions.</p> <p>Explore the use of storytelling through dance. Research the significance of storytelling through dance in Aboriginal and Torres Strait Islander culture.</p> <p>Analyse the use of punctuation in the playscript and consider its impact on performance.</p> <p>Explore the representation of Australian culture and identity. Consider the ways that Evonne Goolagong was required to change her identity to be seen as acceptable to the public audience.</p> <p>Discuss the language of the media – newspapers and reporters, including nicknames Evonne Goolagong was given by the press over time – and how this reflects historical attitudes and values, including media paternalism.</p> <p>Explore the representation of women in sport.</p> <p>Complete further reading activities, such as reading excerpts from <i>Home: the Evonne Goolagong Story</i> by Evonne Goolagong Cawley and Phil Jarrat, <i>Little People, Big Dreams: Evonne Gollagong</i> by Maria Isabel Sanchez Vegara, <i>The Golden Era: The extraordinary two decades when Australians ruled the tennis world</i> by Rod Laver and Larry Writer. Consider how these texts represent Evonne Goolagong's story and Australian tennis in different ways.</p> <p>Read non-fiction biographical narratives, such as <i>Growing up Aboriginal in Australia</i> edited by</p>	<p>pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p>	

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Anita Heiss, and compare the generic conventions of these texts to the stage drama biopic form.</p> <p>In reflecting upon the play, consider our nation's future by reflecting on the larger collective significance of our individual actions.</p> <p>Revise the film-review genre and explore the structural and language features used in appropriate models to support students in writing their own review.</p>		
Weeks 26–30	<p>Interrogating teen representation in film, television and web series</p> <p>Students will explore the representation of teenagers and teenage cultures in narrative fiction audiovisual texts including film, television and web series. They will investigate the ways that individual characters reflect and/or challenge teenage stereotypes in particular contexts. Students will explore the value of the teen genre and what makes a text appeal to teenagers.</p> <p>Possible resources:</p> <p><u>Film, television and web series</u></p> <p><i>Bran Nue Dae</i> <i>Hunt for the Wilderpeople</i> <i>Nowhere Boys: Book of Shadows</i> <i>The Family Law</i> <i>A Kind of Spark</i> <i>First Day</i> <i>Gangnam Project</i> <i>Secret Life of Boys</i> <i>So Awkward</i> <i>Total Drama Island</i> <i>Turn Up the Volume</i></p> <p><u>Supplementary films</u></p> <p><i>The Breakfast Club</i>/<i>Ferris Bueller's Day Off</i>/<i>Mean Girls</i>/ <i>Clueless</i>/<i>Grease</i>/<i>Rebel Without a Cause</i>/<i>The Lost Boys</i></p>	<p>Language</p> <p>Recognise how language empowers relationships and roles</p> <p>Analyse how symbols in visual and multimodal texts augment meaning</p> <p>Literacy</p> <p>Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p>	<p>Task 6:</p> <p>Monologue</p> <p>Week 30</p> <p><i>Writing and Creating</i> <i>Speaking and Listening</i></p> <p>Students will select a character from a film, television or web series studied in class, and create and perform a monologue from this character's perspective.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Sample activities:</p> <p>Create a visual connections map identifying the various communities to which students belong and exploring how language reinforces membership of these communities, such as the slang of teenage groups.</p> <p>Define ‘colloquial’ and ‘slang’ language. Explore the development of language as a means of constructing a distinct teenage identity and subculture, such as through the use of neologisms. Consider whether this language can be considered inclusive and exclusive.</p> <p>Define a ‘stereotype’. Generate lists of stereotypes and decide whether these are positive or negative. Explain that stereotyping and use of character archetypes can be a shortcut for directors to establish characters quickly. Discuss the ways that all stereotypes (positive or negative) can be limiting and the ways that stereotypes can serve to marginalise groups of people in society.</p> <p>Explore common character archetypes in teen film and television. Revise characterisation techniques. Investigate commonalities in the representation of teens, as well as ways the genre is evolving and changing to include more diverse representations. Consider representation and tokenism and apply these concepts to an evaluation of the characterisation of a range of characters in a teen film and television texts from various contexts.</p> <p>Identify common themes in teen film and television texts and consider whether there are any ‘universal’ teenage experiences and preoccupations that traverse geographical, racial, cultural, gender, ability (etc.) boundaries.</p> <p>Investigate the use of symbolism studied texts and their contribution to viewers’ understanding, exploring how symbols have different meanings for different groups and cultures.</p> <p>Debate the value and limitations of teen film, considering the importance of authentic and accurate representations in the media and the impacts of stereotyping.</p> <p>Explore language and structural features of monologues, as well as effective performance elements. Use models to assist students in the development of their creative texts.</p> <p>Provide students opportunities to perform in ‘safe groups’, or other performance options to cater for the diverse learning needs of students.</p>	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing</p>	

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Weeks 31–35	<p>Methods of persuasion: Advertising, influencers and product reviews</p> <p>Students will explore the evolution of advertising by analysing a range of advertisements from different time periods. They will then explore contemporary trends in advertising, such as the use of influencers and online product reviews to sell products.</p> <p>Possible resources:</p> <ul style="list-style-type: none"> A range of Cancer Council advertisements across time, such as ‘Slip Slop Slap’ and ‘It all adds up – Sunsmart’, ‘What if you could see UV?’ Australian culture advertisements, such as the Australian Lamb advertisements series, ‘Australian Lamb – Un-Australian’ Representation of women in sport, such as ‘The Matildas: All For Tomorrow’, ‘Sears ad w/Evonne Goolagong 1983’ Online product review articles, such as The Guardian iPhone + Reviews and videos, such as The Guardian ‘Apple iPad: Alan Rusbridger’s review’, articles from Choice Online influencers such as Kylie Jenner, Selena Gomez, Cristiano Ronaldo and Lionel Messi <p>Focus points may include sample activities such as:</p> <p>Explore the evolution of advertising, including analysing the language features used to represent individuals or groups in advertisements from different time periods.</p> <p>Analyse how advertisements use figurative language and evocative vocabulary to indirectly influence readers and viewers to evaluate a product or service.</p> <p>Investigate the spelling of neologisms and their effect in advertising and influencer videos.</p> <p>Investigate the psychological techniques used by advertisers to manipulate audiences to purchase their products. Analyse a range of multimodal techniques used in advertisements to persuade by appealing to audiences’ values.</p> <p>Consider the role of the human need for connection and social approval in evaluating the effectiveness of influencers as a form of advertising.</p>	<p>Language</p> <p>Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor</p> <p>Understand and use punctuation conventions for referencing and citing others for formal and informal purposes</p> <p>Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects</p> <p>Literacy</p> <p>Analyse how representations of people, places, events and concepts relate to contexts</p> <p>Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal</p>	<p>Task 7:</p> <p>Product Review</p> <p>Week 35</p> <p><i>Writing and Creating</i></p> <p>Students will produce a product review for a product of your choice in the form of an online article or video.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Read and analyse a range of product reviews, unpacking structural and language features. For example, discuss the direct use of evaluative language in a range of product reviews.</p> <p>Clarify the difference between advertisement and review, considering the impact of payment or incentives for influencers, given by companies, to positively review their products.</p> <p>Discuss the ethics of being transparent about these influencer marketing practices.</p> <p>Choose a product or service to review and create an online review designed for a particular audience.</p>	<p>features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p> <p>Select and experiment with features of digital tools to create texts for a range of purposes and audiences</p>	
Weeks 36–40	<p>Poetry in song: Exploring song lyrics and music</p> <p>Students will explore a range of contemporary songs, appreciating their poetic value and analysing the impact of a range of poetic and literary devices. They will consider the ways that the songs we listen to can reflect and shape our identity and values.</p> <p>Possible resources:</p> <ul style="list-style-type: none"> • Taylor Swift, such as ‘Never Grow Up’ • Article: ‘Why Taylor Swift belongs on English literature degree courses’ • Aboriginal and Torres Strait Islander artists: Emily Wurramara, Ziggy Ramo, DRMNOWN, Baker Boy, Archie Roach • The Mountain Goats, such as <i>The Sunset Tree</i> album • Ed Sheeran, such as ‘Perfect’ • Imagine Dragons, such as ‘Believer’ • Gorillaz, such as ‘Feel Good Inc.’ • Online values card sort tool: https://www.think2perform.com/values/ • Catalyst <i>Music on the Brain</i> 	<p>Language</p> <p>Analyse how vocabulary choices contribute to style, mood and tone</p> <p>Literature</p> <p>Analyse texts and evaluate the aesthetic qualities and appeal of an author’s and creator’s literary style</p> <p>Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references</p>	<p>Task 8:</p> <p>Song playlist</p> <p>Week 40</p> <p><i>Reading and Viewing</i></p> <p>Students will curate a playlist of songs that represent them. They will write an explanation of their choices, including key themes and poetic devices in the lyrics, as well as the musical choices that accompany them.</p>

Weeks	Key teaching points	Curriculum content	Assessment tasks
	<p>Sample activities:</p> <p>Explore the national anthem, discuss the values embedded within the lyrics and the constructions of national identity. Consider the impact of the recent lyric change of ‘young and free’ to ‘one and free’. Students consider whether this anthem represents them as young Australians. As a class, brainstorm alternative choices.</p> <p>Listen to the songs of contemporary Aboriginal and Torres Strait Islander artists and consider the ways in which their music offers a perspective on Australian cultural identity.</p> <p>Complete activities exploring students’ values by completing an online card sort too, such as think2perform to identify their core values. Discuss the ways that we tend to empathise with those who share our values and reject those whose values don’t align with our own. How can we become more open to and understanding of others’ perspectives by understanding the values that drive them?</p> <p>Watch Catalyst episode <i>Music on the Brain</i> that explores the positive memory benefits of music on dementia patients. Discuss the power of music in students’ own lives. Students consider particular songs that have resonated with their sense of identity or influenced their mood.</p> <p>Revise poetic conventions such as meter, rhyme, alliteration, assonance, onomatopoeia, simile, metaphor, and personification.</p> <p>Analyse a range of songs appropriate to the contexts of the students. Identify key themes, structural and poetic devices. Use graphic organisers to support analysis.</p> <p>Select a song (free choice) for individual analysis. Then, share this analysis in groups.</p>		