In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Receptive modes (listening, reading and viewing)
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
### Overview

**Focus of teaching and learning activities**

**SOCIAL ISSUES**

Students examine how texts are created by authors to explore themes of human experience and cultural/social significance.

Term 2 has a particular emphasis on social issues, including cultural difference, inclusion and exclusion, socio-economic groups and gender.

Students analyse, respond to and create a variety of texts that explore and/or give voice to social issues and different groups e.g. the way a particular sector of society experiences our world.

Novel is the focal text type but will be supported through the reading of newspaper articles, magazines, images and other modes.

Students develop an understanding of how:

- Language can have inclusive and exclusive social effects (ACELA 1564)
- People’s evaluation of texts are influenced by their value systems (ACELA 1565)
- Texts represent social, moral and ethical positions (ACELT 1812)
- Texts include implicit values, beliefs and assumptions (ACELY 1752)

### Assessments

- Short answer and extended responses to a range of questions based on the novel
- Discursive essay based on ideas and issues explored by the novel
- Oral/multi-modal presentation designed (via the use of a sustained ‘voice’) to evoke an emotional response in respect to a significant social issue facing a particular group

**Common assessment tasks, which are highlighted, will be used for moderation and kept in student portfolios. For each task, students will be provided with a task outline and a marking key.**

### Independent Reading

1 period per week—literary texts including novels, short stories, biographies, autobiographies and graphic novels.

### Literature features including:

- Narrative viewpoint
- Narrative structure
- Characterisation
- Devices e.g. analogy and satire
- Use of voice to evoke particular emotional responses
- Essay writing conventions
- Citing references

### Resources

- Teacher Reference books
- Class set of novels selected by teacher.
- English LA Electronic resources:
  S:\Admin\Shared\Teaching Staff\Curriculum\Learning Areas\English\Lower School

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<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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<td><strong>Language variation and change</strong>&lt;br&gt;Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</td>
<td><strong>Literature and context</strong>&lt;br&gt;Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</td>
<td><strong>Texts in context</strong>&lt;br&gt;Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</td>
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<td><strong>Language for interaction</strong>&lt;br&gt;Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</td>
<td><strong>Responding to literature</strong>&lt;br&gt;Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640)</td>
<td><strong>Interacting with others</strong>&lt;br&gt;Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</td>
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<td>Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</td>
<td><strong>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</strong>&lt;br&gt;(ACELT1641)</td>
<td>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</td>
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<td><strong>Text structure and organisation</strong>&lt;br&gt;Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</td>
<td><strong>Evaluate the social, moral and ethical positions represented in texts</strong>&lt;br&gt;(ACELT1812)</td>
<td>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1814)</td>
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<td>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</td>
<td><strong>Examining literature</strong>&lt;br&gt;Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</td>
<td><strong>Interpreting, analysing, evaluating</strong>&lt;br&gt;Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</td>
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<td><strong>Expressing and developing ideas</strong>&lt;br&gt;Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)</td>
<td><strong>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses</strong>&lt;br&gt;(ACELT1643)</td>
<td>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</td>
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<td>Analyse how higher order concepts are developed in complex texts through language features, including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</td>
<td><strong>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</strong>&lt;br&gt;(ACELT1774)</td>
<td>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)</td>
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<td>Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</td>
<td><strong>Creating literature</strong>&lt;br&gt;Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)</td>
<td><strong>Creating texts</strong>&lt;br&gt;Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)</td>
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<td>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)</td>
<td>Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)</td>
<td>Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)</td>
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<td>Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)</td>
<td>Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)</td>
<td>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1778)</td>
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