

Year 8 - English 2022

TERM 1

Unit 1: Novel Study

Students engage in a close study of a novel. The text must be studied as a whole text and students engage with language, form and style.

Students will read the text both at home and in class.

In this unit, students will identify, discuss and reflect on the ideas in the text. Students will learn to recognise and analyse the ways that characterisation, events and settings are used to create meaningful texts.

Students will be assessed on their ability to create an engaging multimodal text that analyses how language forms and features shape engaging characters and setting.

UNIT OVERVIEW

In this unit, students will:

- Learn about the conventions of genre,
- Revise and implement reading strategies,
- Revise and implement inferential reading skills,
- Undertake contextual research on the author,
- Review understanding of narrative and character voice,
- Explore the ways characters can be represented in texts (direct and indirect characterisation),
- Discuss tone and what evidence might be found in a text to indicate the tone of an author,
- Discuss mood as the feeling of the viewer and reader and how this is impacted by the author's perspective, tone, voice and bias,
- Discuss the importance of setting and investigate how the author uses language to create meaningful settings,
- Analyse the style, voice, and the tone of the writer,
- Explore motifs and symbolism within the text,
- Learn how to accurately record quotes and compose an analytical response.

ASSESSMENT

Task Number: 1

Nature of Task:
Multimodal Video
Essay

Percentage: 50%

Week: 10

Reported:
Semester 1

TIMING
Weeks: 9

TERM 2**Unit 2: Gothic Genre of Literature**

In this topic students learn about the Gothic Genre of Literature. They explore the emotional and intellectual concerns of composers and how they convey these ideas through language and form. Students read a range of texts including poetry, short stories, short film and novel extracts to analyse how composers shape meaning through their compositional choices.

Additionally, students use the texts read in class as the inspiration for their own creative writing. They compose a range of written, visual and multimodal texts to demonstrate an understanding of Gothic Conventions.

During the writing process, students engage with aspects of the text such as character development, genre conventions, atmosphere, suspense and language features. Students have the opportunity to draft, edit and refine their compositions during the writing process, and reflect on their own growth as writers.

TIMING

Weeks: 5

UNIT OVERVIEW

In this unit, students will:

- Learn about the history of the term 'gothic',
- Use their prior knowledge to identify conventions of a gothic setting and characters in a range of texts,
- Understand the purpose of the Gothic genre,
- Review inferential reading skills,
- Explore how the composers studied create a variety of voices,
- Identify and explain the Gothic genre conventions and apply these to their own creative writing,
- Analyse how suspense is created in writing,
- Compose creative texts with a focus on voice, character, setting and sensory imagery.

ASSESSMENT

Task Number: 2

Nature of Task:
Creative Writing

Percentage: 50%

Week: 4 - 5

Reported:
Semester 1

TERM 2**Unit 3: Voices from Home**

In this topic students will engage in the study of various texts from a range of cultures, including Asia and Indigenous Australia.

Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. Through the study of texts from a range of perspectives, countries and times, this unit develops students' understanding of others and builds empathy for individual differences.

Students will be assessed on the way they work collaboratively to create a digital text that appropriates texts studied in class.

UNIT OVERVIEW**ASSESSMENT****TIMING**

Weeks: 6

In this unit, students will:

- Read a range of text types from cultures around the world, including Indigenous cultures (short stories, picture books, poetry, digital texts),
- Explore how and why composers use symbolism,
- Revise visual, poetic, and language devices composers use to shape meaning,
- Consider how context can shape a text,
- Consider the perspective of a text and explain how it influences the text,
- Enhance ICT skills to incorporate images and videos into a digital text,
- Collaborate with peers to create a digital text from a unique perspective.

Task Number: 3

Nature of Task: Digital Anthology and Reflection

Percentage: 25%

Week: 10

Reported:
Semester 2

TERM 3

Unit 4: Shakespearean Drama and Film

In this topic students will engage in the study of a Shakespearean comedy. The text must be studied as a whole text and students engage with language, form and style.

In their study, students will consider how conflict is represented in the text. They will develop their capacity to explain the role of context, form, audience, purpose, genre, plot and characterisation.

Students will be assessed on their ability to craft an engaging discursive writing response that explores the nature of conflict with a Shakespearean text.

UNIT OVERVIEW

ASSESSMENT

In this unit, students will:

- Learn about the conventions of Shakespearean comedy,
- Undertake contextual research on Shakespeare,
- Implement reading strategies when reading a Shakespearean text,
- Read a Shakespearean comedy,
- Analyse key scenes with a focus on conflict and love,
- Watch a modern appropriation (film) of the play,
- Discuss why the text has been appropriated (context and audience),
- Explain why Shakespeare is still relevant to a contemporary audience,
- Learn about the form and features of discursive writing,
- Compose a discursive writing response.

Task Number: 4

Nature of Task:
Discursive Writing
Response

Percentage: 25%

Week: 8

Reported:
Semester 2

TIMING
Weeks: 8

TERM 4**Unit 5: Persuade Me**

Students engage in a study of protest poems and speeches. Students will complete a close study of at least two texts which explore a range of contemporary issues.

In their study, students will discuss the ideas within texts. Additionally, they will analyse the ways purpose and audience affect a composer's choices of content and language forms and features.

Students will be assessed on their ability to explain and evaluate how rhetorical devices are used to persuade an audience.

TIMING

Weeks: 7

UNIT OVERVIEW

In this unit, students will:

- Read various protest poems and speeches which explore a range of issues, including the environment, treatment of Indigenous Australians, and gender inequality. Teachers may select to explore a different issue.
- Revise poetic devices and literary persuasive techniques,
- Learn how to identify and annotate texts,
- Revisit ethos, pathos, and logos,
- Explain the tone of a text,
- Evaluate the emotional appeal of a text,
- Use persuasive language to create their own protest poem or speech on an issue that interests them,
- Learn how to correctly use evidence in an analytical response.

ASSESSMENT

Task Number: 5

Nature of Task: Yearly Examination

Percentage: 50%

Week: 5

Reported:
Semester 2