

English

Year 7

Unit 1: Change (Narrative)

In this unit, students will engage with short stories to gain an understanding of how narrative elements such as setting, plot and characterisation combine to engage a reader and represent change. Students will demonstrate their understanding by planning, drafting and editing an original narrative in response to stimuli, and by reflecting on their process of composition.



Unit 2: Change (Character)

In this unit, students will engage in a close study of one novel to gain an understanding of how composers use textual forms, features and structures to convey characterisation and character development over the course of an extended print text. They will demonstrate their understanding through imaginative and analytical responses.

Unit 3: Change (Connotation, Imagery and Symbol)

In this unit, students will engage with examples of eco-poetry to gain an understanding of how composers of poetry use connotation, imagery and symbolism to engage their audience and advocate for change. Students will demonstrate their understanding by writing and performing their own eco-poetry, and by reflecting on how their composition has been influenced by their study of other poets.



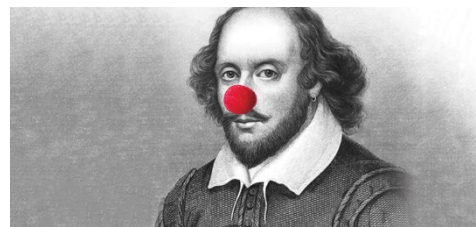
Unit 4: Change (Representation)



In this unit, students engage with manga texts and one anime film to gain an understanding of how these texts use specific visual features to convey plot, setting, characterisation and themes about change. Students will demonstrate their understanding by composing an essay in which they analyse how the composer of the studied anime film has conveyed a theme about change.

Unit 4: Comedy (Style)

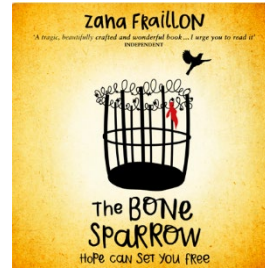
In this unit, students will engage closely with one of William Shakespeare's Comedies to gain an understanding of Shakespeare's unique comedic style. They will demonstrate their understanding through performance and written analytical responses.



Year 8

Unit 1: Connection (Perspective)

In this unit, students will engage closely with Zana Farillon's The Bone Sparrow to explore how composers convey the experiences and perspectives of refugees. Students will demonstrate their understanding by composing an analytical essay in response to this text.



Unit 2: Voice (Genre)



In this unit, students will engage with a range of Gothic texts to identify, analyse and evaluate how composers use stylistic features in the Gothic genre to achieve their purpose and develop their unique voice. Students will demonstrate their understanding by composing their own Gothic text and reflecting on how they have been inspired by the styles and voices of the Gothic texts they have studied in class to develop their own unique voice.

Unit 3: Change (Context)

In this unit, students will engage with various examples of persuasive speeches to develop a deeper understanding of how composers advocate for change in specific contexts. Students will demonstrate their understanding by presenting a multimodal presentation in which they advocate for change regarding an issue that is relevant to their personal context.



Unit 4: Identity (Representation)



In this unit, students will explore how Aboriginal and Torres Strait Islander identities are represented in texts and develop an understanding of how this representation is essential to promoting empathy with and respect for Indigenous Australians. Students will demonstrate their understanding through creative and critical responses.