Indicates that the successful completion of this Year 10 subject is a prerequisite for entry into Year 11 and 12 subjects.

Indicates that the successful completion of this Year 10 subject is preferred for entry into Year 11 and 12 subjects.
# ENGLISH

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>“Persuade Me”</td>
<td>“Life Writing: Biographies and Autobiographies”</td>
<td>“Australian Literature”</td>
<td>“Poetry”</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Identifying and applying the language of persuasion is an essential skill for any mode of communication</td>
<td>An understanding of the aspects of a life that are unique allow students to see the language used to reflect upon experience.</td>
<td>Students build upon their ability to identify appreciative language in a text which in turn enables them to better understand how text composers position a reader.</td>
<td>An identification of the techniques used by writers to generate an emotional response in readers allows students to appreciate the written word in a very specific form.</td>
</tr>
<tr>
<td><strong>What skills are students learning?</strong></td>
<td>• Judging/evaluating</td>
<td>• Analysing</td>
<td>• Judging/evaluating</td>
<td>• Analysing</td>
</tr>
<tr>
<td></td>
<td>• Justifying</td>
<td>• Justifying</td>
<td>• Justifying</td>
<td>• Justifying</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td>1. Multi-modal avatar (digital) 2. Persuasive speech (spoken)</td>
<td>1. Biographical excerpt (written) 2. Analytical deconstruction (written)</td>
<td>1. Reading comprehension (written) 2. Persuasive argument (written)</td>
<td>1. Persuasive speech (spoken) 2. Imaginative multi-modal (spoken)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>“Dreamtime Stories”</td>
<td>“Issues in Texts: Novel Study”</td>
<td>“Visual Literacy”</td>
<td>“Print and Digital Texts”</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>An understanding of the distant past and the origins of Australia can be learnt via an investigation of the stories of the Dreamtime</td>
<td>In examining issues through a young adult fiction text, students are able to see their own experiences and struggles mirrored and thus can hypothesise on possible solutions.</td>
<td>Visual literacy is an essential life-skill in order to interpret and make meaning from the world around us.</td>
<td>The changes in the production and consumption of texts reflect the organic and fluid nature of language as responsive to needs of the community.</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>• Judging/evaluating</td>
<td>• Analysing</td>
<td>• Interpreting the meaning of pictures/illustrations</td>
<td>• Analysing</td>
</tr>
<tr>
<td></td>
<td>• Justifying</td>
<td>• Compare, contrast</td>
<td>• Analysing</td>
<td>• Justifying</td>
</tr>
<tr>
<td></td>
<td>• Expounding a viewpoint</td>
<td></td>
<td>• Judging/evaluating</td>
<td></td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>1. Reading Comprehension (written)</td>
<td>1. Reading comprehension (written)</td>
<td>1. Reading comprehension (written)</td>
<td>1. Reading comprehension (written)</td>
</tr>
<tr>
<td></td>
<td>2. Multi-modal Justification (spoken)</td>
<td>2. Comparative essay (written)</td>
<td>2. Analytical deconstruction (written)</td>
<td>2. Persuasive essay (written)</td>
</tr>
</tbody>
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### ENGLISH

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<th>Year 9</th>
<th>Term 1</th>
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<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>&quot;Australian Culture&quot;</td>
<td>&quot;Speculative Fiction&quot;</td>
<td>&quot;Life Writing: Memoirs&quot;</td>
<td>&quot;Issues in Texts: Novel Study&quot;</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Through questioning the nature of Australian culture, students realise how important our culture is to create a sense of belonging but also how elusive such a thing can be.</td>
<td>In hypothesising on alternative futures, students are able to see the ways in which the actions of the people in the world today impact upon our future.</td>
<td>An understanding of the aspects of a life that are unique allow students to see the language used to reflect upon experience.</td>
<td>In examining issues through a young adult fiction text, students are able to see their own experiences and struggles mirrored and thus can hypothesise on possible solutions.</td>
</tr>
</tbody>
</table>
| **What skills are students learning?** (CCEs) | • Judging/ evaluating  
• Justifying  
• Expounding a viewpoint | • Structuring/organising extended written text  
• Using vocabulary appropriate to a context  
• Using correct spelling, punctuation, grammar | • Expounding a viewpoint  
• Creating/ composing/ devising | • Analysing  
• Justifying  
• Judging/ evaluating |
| **How will we know when they get there? Assessment** | 1. Persuasive speech (spoken) | 1. Reading comprehension (written)  
2. Speculative short story (written) | 1. Reading comprehension (written)  
2. Reflective memoir (written) | 1. Reading comprehension (written)  
2. Persuasive speech (spoken) |

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[BACK TO KLA OVERVIEW](#)
### ENGLISH

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<thead>
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<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>&quot;Media Texts&quot;</td>
<td>&quot;Issues in Texts: Novel Study&quot;</td>
<td>&quot;Australian Literature&quot;</td>
<td>&quot;Satire&quot;</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Media texts surround us and determining the truth in the information with which we are presented is part of becoming a critically-literate citizen.</td>
<td>In examining issues through a young adult fiction text, students are able to see their own experiences and struggles mirrored and thus can hypothesise on possible solutions.</td>
<td>Students build upon their ability to identify appreciative language in a text which in turn enables them to better understand how text composers position a reader.</td>
<td>Language has power and identifying the techniques used by text composers to affect social change allows students to better understand the texts they consume.</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>- Judging/ evaluating&lt;br&gt;- Justifying&lt;br&gt;- Analysis</td>
<td>- Structuring/ organising extended written text&lt;br&gt;- Using correct spelling, punctuation, grammar</td>
<td>- Judging/ evaluating&lt;br&gt;- Justifying</td>
<td>- Analysing&lt;br&gt;- Synthesising</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td>1. Feature article (written)&lt;br&gt;2. Multi-modal deconstruction (spoken)</td>
<td>1. Reading comprehension (written)&lt;br&gt;2. Short story (written)</td>
<td>1. Reading comprehension (written)&lt;br&gt;2. Persuasive argument (written)</td>
<td>1. Exam (written)&lt;br&gt;2. Deconstruction (spoken)</td>
</tr>
</tbody>
</table>

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# ENGLISH

## Year 11

### Term 1

**What are students learning?**

“Manipulative media – advertising”

**Why are students learning this?**

Students further their understanding of persuasion and bias through an examination of the advertising industry. This builds on skills learnt through junior English and also introduces students to the main concepts covered in Senior English.

**What skills are students learning? (CCEs)**

- Analysing
- Synthesising

### Term 2

**What are students learning?**

“Issues in texts – novel study”

**Why are students learning this?**

An examination of the relationships presented in a youth fiction text allow students to see their own lives reflected through works of fiction. In doing so, students are able to examine theoretical problems and hypothesise on solutions. Students also develop an understanding of the way on which text composers position an audience.

**What skills are students learning? (CCEs)**

- Judging/evaluating
- Justifying
- Structuring/organising extended written text
- Creating/composing/devising

### Term 3

**What are students learning?**

“The World of Shakespeare”

**Why are students learning this?**

An examination of Shakespearean texts allows student to appreciate the development of our language and the enormous impact Shakespeare had upon the way in which our language is constructed. An understanding of the human condition allows students to view our struggles as universal thus developing connectedness across time. Students also hone their skills with regard to analytical deconstruction via this course of study.

**What skills are students learning? (CCEs)**

- Analysing
- Synthesising
- Interrelating ideas / themes / issues
- Expounding a viewpoint
- Creating/composing/devising
- Synthesising

### Term 4

**What are students learning?**

“Belonging and Identity”

**Why are students learning this?**

Learning where we ‘fit’ in the world and the importance of belonging is an important aspect of self-development. Considering the role individual identity plays in determining where and how we belong further allows students to reflect upon their sense of self.

**What skills are students learning? (CCEs)**

- Analysing
- Synthesising
- Interrelating ideas / themes / issues
- Expounding a viewpoint
- Creating/composing/devising
- Synthesising

### Assessment

1. **Analytical essay – written**
   1. Imaginative gap or silence – written
   2. Persuasive speech – spoken

1. **Analytical essay – written (exam)**

1. **Multi-modal pre-recorded reflection – spoken**

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## ENGLISH

### Year 12

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<thead>
<tr>
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<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>“Australian stories”</td>
<td>“Satire”</td>
<td>“The World of Shakespeare”</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students reflect upon aspects of Australian culture in order to create an “Australian short story”. This is written in response to stimulus which is designed to prepare students for their QCS writing task.</td>
<td>Language has power and therefore must be used according. Students are able to see the importance of words and the impact carefully chosen phrases can have on individuals and a society. Language is an instrument of change and students develop an appreciation of this via this unit of study.</td>
<td>An examination of Shakespearean texts allows student to appreciate the development of our language and the enormous impact Shakespeare had upon the way in which our language is constructed. An understanding of the human condition allows students to view our struggles as universal thus developing connectedness across time. Students also hone their skills with regard to analytical deconstruction via this course of study.</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>Structuring/organising extended written text</td>
<td>Analysing</td>
<td>Analysing</td>
</tr>
<tr>
<td></td>
<td>Creating/composing/devising</td>
<td>Explaining to others</td>
<td>Synthesising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synthesising</td>
<td>Justifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Judging/evaluating</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td>Short story – written</td>
<td>Multi-modal pre-recorded tutorial – spoken</td>
<td>Analytical essay (exam) – written</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>1. Persuasive presentation – spoken</td>
<td></td>
</tr>
</tbody>
</table>

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↑ BACK TO KLA OVERVIEW
**ENGLISH EXTENSION**

High achieving English students are invited to study English Extension, in addition to their Core English class.

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>Literary Readings and Defences</td>
<td>Transformation and defence of a literary text</td>
<td>Close reading of a Canonical text</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Close readings develop cognisant readers who understand how their life experiences impact upon the way they view the world through texts.</td>
<td>Manipulation of texts demonstrate a sophisticated understanding of the way in which authors and readers interact</td>
<td>Close readings develop cognisant readers who understand how their life experiences impact upon the way they view the world through texts</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>Justifying and Evaluating</td>
<td>Justifying and Evaluating</td>
<td>Justifying and Evaluating</td>
</tr>
<tr>
<td><strong>How will we know when they get there? Assessment</strong></td>
<td>Close reading of a text (written)</td>
<td>Transformation of a fairy tale (written)</td>
<td>Close reading of Canonical text (written)</td>
</tr>
</tbody>
</table>

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<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>“Media Texts”</td>
<td>“Issues in Texts: Novel Study”</td>
<td>“Youth Culture: The Video Clip”</td>
<td>“Youth Culture: Magazines”</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong> Media texts surround us and determining the truth in the information with which we are presented is part of becoming a critically-literate citizen. In examining issues through a young adult fiction text, students are able to see their own experiences and struggles mirrored and thus can hypothesise on possible solutions. The way in which people, groups and events are reflected in popular culture allows students to connect with their generation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>• Judging/ evaluating • Justifying • Analysis</td>
<td>• Structuring/ organising extended written text • Using correct spelling, punctuation, grammar</td>
<td>• Explaining to others • Expounding a viewpoint</td>
<td>• Interpreting the meaning of pictures/illustrations • Setting out / presenting / arranging / displaying • Generalising from information</td>
</tr>
<tr>
<td><strong>How will we know when they get there? Assessment</strong> 1. Feature article (written) 2. Multi-modal deconstruction (spoken)</td>
<td>1. Reading comprehension (written) 2. Short story (written)</td>
<td>1. Procedural text (written) 2. TV show introduction (spoken)</td>
<td>1. Exam (written) 2. Folio (written)</td>
<td></td>
</tr>
</tbody>
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# ENGLISH COMMUNICATION

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>“Wide World of Sport”</td>
<td>“Issues in texts – Novel study”</td>
<td>“My Generation”</td>
<td>“Australian Film”</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>This unit allows students to explore bias in texts via an examination of the ways in which our sporting stars are portrayed. Identification and application of bias is an essential skill in developing critical literacy.</td>
<td>An examination of the relationships presented in a youth fiction text allow students to see their own lives reflected through works of fiction. In doing so, students are able to examine theoretical problems and hypothesise on solutions.</td>
<td>The generation gap is problematic for adults and young people. In considering the factors which shape both their generation and those before, students are able to appreciate the uniqueness of their current situation and the similarities they share with those older them in an attempt to foster understanding between young and not so young.</td>
<td>Students use examples from the Australian film industry to consider Australian culture and how it is represented through texts. This study allows students to hone their justification skills as they argue a position through their assessment.</td>
</tr>
</tbody>
</table>
| **What skills are students learning? (CCEs)** | • Judging/evaluating  
• Justifying  
• Explaining to others | • Empathising  
• Judging/evaluating  
• Justifying | • Judging/evaluating  
• Justifying  
• Analysing | • Judging/evaluating  
• Justifying  
• Compare, contrast |
| **How will we know when they get there?** | 1. Feature article (written)  
2. Procedural tutorial (spoken) | 1. Journal entries – written  
2. Character introduction – spoken | 1. Multi-modal examination of an issue – spoken  
2. Letter to the editor – written | 1. Film review – written  
2. Film comparison – spoken |

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### Year 12

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<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>“Planning a holiday”</td>
<td>“Issues in texts”</td>
<td>“Schoolies – here we come”</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Learning skills pertaining to planning, budgeting and conflict resolution are skills which we need to succeed as successful members of a community. Placing this learning in a real-world context – planning a holiday – allows students to see how these skills might be applied in their life outside of school.</td>
<td>An examination of the relationships presented in a youth fiction text allow students to see their own lives reflected through works of fiction. In doing so, students are able to examine theoretical problems and hypothesise on solutions.</td>
<td>This rite of passage is something which most students long to experience. An education of the risks and consequences which surround this celebration prepares students for the event.</td>
</tr>
</tbody>
</table>
| **What skills are students learning? (CCEs)** | • Expounding a viewpoint  
• Generalising from information | • Empathising  
• Judging/evaluating  
• Justifying | • Explaining to others  
• Expounding a viewpoint  
• Generalising from information | • Explaining to others  
• Expounding a viewpoint |
| **How will we know when they get there?** | 1. Planning folio – written  
2. Conflict resolution interview – spoken | 1. Book review exam – written  

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