

Year 9 Essential Learnings for English:

1. I can create structured and coherent texts that respond to issues.

Year 9.134: Creates texts that respond to issues, interpreting and integrating ideas from other texts

2. I can manipulate language features and images for specific purposes.

Year 9.133: Demonstrates how manipulating language features and images can create innovative texts

3. I can use evidence from texts to explain an audience is influenced.

Year 9.129: Selects evidence from texts to analyse and explains how language choices and conventions are used to influence an audience

4. I can make presentations that respond to issues and contribute meaningfully to class and group discussions.

Year 9.135: Makes presentations and contributes actively to class and group discussions, comparing and evaluating responses to ideas and issues

5. I can use vocabulary and accurate spelling to add clarity and precision when creating and editing texts.

Year 9.136: Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation

6. I can use grammar and punctuation for clarity and precision when creating and editing texts.

Year 9.136: Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation

Year 9 Essential Learnings for English

Standard 1	<p>I can create structured and coherent texts that respond to issues. <i>Year 9.134: Creates texts that respond to issues, interpreting and integrating ideas from other texts</i></p>
Score 4.0 [Excellent]	<p>The student can: Produce a range of formal and informal text types considering different purposes and audiences (e.g. exploring a theme, idea or argument; presenting information), demonstrating increasing complexity.</p> <ul style="list-style-type: none"> ● create a range of texts and explore different types, purposes and audiences ● create meaningful texts that address ideas and issues ● choose text specific structures and formatting to enhance purpose <p>Persuade / inform:</p> <ul style="list-style-type: none"> ● orientate the reader, providing position, purpose and meaningful context ● effectively sequence and develop ideas using body paragraphs ● draw together main ideas in a conclusion that reinforces the purpose and has impact <p>Evoke / entertain:</p> <ul style="list-style-type: none"> ● orientate the reader with efficient and effective detail ● imply (rather than explain) information ● use structural devices to influence exposition of the narrative (e.g. flashbacks, foreshadowing, in media res)
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can: Produce a range of formal and informal text types for different purposes and audiences (e.g. exploring a theme, idea or argument; presenting information).</p> <p>Persuade / inform:</p> <ul style="list-style-type: none"> ● orientate the reader with clearly stated position, purpose and brief context ● develop and organise ideas using body paragraphs consistent with position ● summarise main ideas in a conclusion <p>Narrative:</p> <ul style="list-style-type: none"> ● orientate the reader with character and setting details, and some indication of plot
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● produce simple or very brief texts ● attempt to use text specific structures ● produce a limited range of texts ● write or speak at length but with limited structure or logical sequence <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 9 Essential Learnings for English

Standard 2	<p>I can manipulate language features and images for specific purposes. <i>Year 9.133: Demonstrates how manipulating language features and images can create innovative texts</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <ul style="list-style-type: none"> ● deliberately select and apply language features and images to enhance text purpose - i.e. persuade, inform, evoke, and entertain ● use and control writing devices to create innovative and sophisticated texts ● format and position images in a text to deliberately enhance its purpose ● analyse and explain, in depth, effective language features and images from different texts and the impact they have on the purpose and audience
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <ul style="list-style-type: none"> ● use language features and images to enhance text purpose: i.e. persuade, inform, evoke, and entertain. ● use and control writing devices to create innovative texts ● format and position images in a text to enhance its purpose ● analyse and explain effective language features and images from different texts and the impact they have on the purpose and audience
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● use a limited range of language features and images appropriate to text purpose ● attempt to use writing devices to add impact ● use relevant images but without clear purpose ● identify and explain some language features and images used in texts <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 9 Essential Learnings for English

Standard 3	<p>I can use evidence from texts to explain how an audience is influenced.</p> <p><i>Year 9.129: Selects evidence from texts to analyse and explains how language choices and conventions are used to influence an audience</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <p>Select evidence from a text to support a point of view or interpretation, using all of the following:</p> <ul style="list-style-type: none"> ● summarise a text, linking key ideas, themes and generalisations of content ● use evidence from texts to explain the influence of language choices and conventions on audiences ● effectively balance the length of a quote/example with its explanation within a paragraph ● embed direct quotes fluently within a sentence and with correct referencing ● apply referencing conventions consistently without error
Score 3.5 [High]	<p>In addition to Score 3.0 performance, in-depth inferences and applications with partial success.</p>
Score 3.0 [Satisfactory]	<p>The student can:</p> <p>Select evidence from a text to support a point of view or interpretation, using some of the following:</p> <ul style="list-style-type: none"> ● summarise a text with reference to key ideas, themes and generalisations of content ● use evidence to explain the influence of texts on audiences ● cohesively link point, evidence and explanation ● balance the length of a quote/example with its explanation within a paragraph ● locate and select relevant evidence to support a point ● consistently apply correct referencing conventions with few errors <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	<p>No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.</p>
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● summarise a text with brief, obvious details only ● present evidence in the correct context but without clear relevance or purpose ● support a point with an overly long quote ● use some referencing conventions (e.g. quotation marks, page numbers, italics for work titles etc.) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	<p>With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.</p>
Score 0.0 [Limited]	<p>Even with help, no success.</p>

Year 9 Essential Learnings for English

Standard 4	<p>I can make presentations that respond to issues and contribute meaningfully to class and group discussions.</p> <p><i>Year 9.135: Makes presentations and contributes actively to class and group discussions, comparing and evaluating responses to ideas and issues</i></p>
Score 4.0 [Excellent]	<p><i>The student can:</i></p> <p>Make presentations:</p> <ul style="list-style-type: none"> ● use animated body language to engage the audience ● create and maintain eye contact with the ‘whole audience’ frequently/regularly ● use a strong, expressive voice, varying pitch and pace - pausing for emphasis ● transition through content seamlessly, showing evidence of rehearsal ● use discrete notes (palm cards, A5) ● control and sustain my physical presence and visibility in front of an audience <p>Frequently contribute to class discussion:</p> <ul style="list-style-type: none"> ● ask relevant and thought-provoking questions ● make relevant and insightful comments ● listen to others and engage with their questions and comments ● elaborates /justifies to actively develop the discussion
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p><i>The student can:</i></p> <p>Make presentations:</p> <ul style="list-style-type: none"> ● regularly maintain eye contact with most audience members ● use gestures to add emphasis and refer to features of supporting materials ● use inflection and modulate tone of voice to add emphasis ● “talk” to the audience (not read) ● use a clear strong voice to reach all members of the audience ● refer to notes briefly/infrequently ● maintain a calm stance in front of audience <p>Contribute to class discussion:</p> <ul style="list-style-type: none"> ● ask relevant questions (thin and fat) ● makes relevant comments ● take turns ● listen to others and respond to their questions and comments ● elaborates /justifies when required
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as <i>the student can:</i></p> <p>Make presentations:</p> <ul style="list-style-type: none"> ● make some eye contact. ● read from my notes reasonably fluently. ● make my voice audible and clear to most of the audience <p>Class discussions:</p> <ul style="list-style-type: none"> ● contributes briefly with relevant comments only when asked or directly prompted. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 9 Essential Learnings for English

Standard 5	<p>I can use vocabulary and accurate spelling to add clarity and precision when creating and editing texts.</p> <p><i>Year 9.136: Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> correctly use a variety of advanced and specialised vocabulary, to add clarity and precision <p>Spelling</p> <ul style="list-style-type: none"> maintain a personal list of advanced and specialised words consistently uses correct spelling for all common words, most difficult and specialised words (appropriate to year level) use a reasonable strategy to attempt advanced words
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> correctly use a variety of advanced and specialised vocabulary, within context <p>Spelling</p> <ul style="list-style-type: none"> maintain a personal list of advanced words consistently uses correct spelling for all common words and most difficult words (appropriate to year level) use a reasonable strategy to attempt advanced words <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> use some advanced vocabulary when writing attempt spelling of most common words with some accuracy, appropriate to year level use reasonable strategies to attempt difficult words <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 9 Essential Learnings for English

Standard 6	<p>I can use grammar and punctuation for clarity and precision when creating and editing texts.</p> <p><i>Year 9.136: Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <ul style="list-style-type: none"> ● construct controlled and well-developed sentences with consistently clear and precise meaning ● vary sentence structures for effect ● make stylistically appropriate choices, including control over different forms of tense ● correctly use all applicable punctuation to aid reading
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <ul style="list-style-type: none"> ● construct sentences with consistently clear and precise meaning ● use a range of simple, compound and complex sentences correctly, with few errors ● correctly use a capital letter and full stop for <u>all</u> sentences ● correctly use an extended range of punctuation to aid reading (e.g. commas, quotation marks, colons etc.) ● use consistent tense <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● write sentences where meaning is mostly clear ● Uses simple and compound sentences only ● Correctly use capital letters and full stops used for most sentences ● Use a limited range of punctuation correctly ● use mostly consistent tense <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.