

Teacher(s): Zoe Clarke, Sarah Cotton, Bec Eastman, Carol Ellis, Carley Love

Faculty: English

Unit Duration: Semester 1, 2026

The **Australian Curriculum Achievement Standards in English** focus on developing students' **knowledge, understanding and skills** in listening, speaking, reading, viewing, writing and creating. The Achievement Standard describes a broad sequence of expected learning that students will undertake across the whole year.

Australian Curriculum Achievement Standard:

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

Unit Description:

Term 1: Stories in Context: The concept of 'context' is one that is essential for students to explore and understand, in order for them to be successful in a wide range of situations. Context can be referred to as the circumstances that surround an event or idea, expressed in a way that means the event or idea can be fully understood. Throughout this unit of work, stories in context, classes will explore a range of tales and myths from different cultures, with a focus on the way the original text was created for a particular context. We will then move to exploring the evolution of these stories, how they have been adapted, modified, reimagined or retold for different context, or perhaps a different audience, and possibly adapted again for yet another audience, to become a contemporary retelling of an ancient tale. As a summative assessment, students will choose their own story, and create a paragraph explaining the original context. They will then create a slides presentation to explain how, if they were to modify or modernise the story, what changes they would make to suit a modern contexts, again with a paragraph of writing to justify their choices. These two paragraphs will form the rationale for the assessment task. They will present their slides and visual concept to others, where their speaking and images will also be assessed.

Term 2: Challenging Times (novel study): During this novel study unit of work, the selection of class novels all portray a young adult character struggling with choices and the consequences that arise from these. Whilst different Year 8 classes may each focus on a different text, each provides opportunity to explore the less obvious qualities required to overcome personal challenges that may seem insignificant to others. It is essential that students be able to discern how values are appropriately applied and to distinguish between admiration and virtue.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. *With different purposes and for audiences, discusses, expresses and elaborates on ideas with supporting evidence [V9.E.8.02]*
2. *Explains how ideas are represented and how texts reflect or challenge contexts [V9.E.8.06]*
3. *Creates written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence [V9.E.8.10]*
4. *Selects and varies text structures to organise, develop and link ideas when writing and creating [V9.E.8.11]*
5. *Selects and varies language features including literary devices, and/or multimodal features [V9.E.8.12]*

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: Class text available for borrowing from school library

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Excursions: An in-school performance from *Poetry in Action* is planned for Week 10 of Term 2. All students are strongly encouraged to attend.

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Pre Assessment task	T1 W3	3
2. Written response / explanation of context (Part A)	T1 Wk 6	2, 3
3. Movie Pitch with script (Oral Presentation - Part B)	T1 Wk 8-10	1, 2, 5
4. Pre-Assessment Writing Task	T2 Wk 2	2, 3, 4
5. Expository Essay (Novel/Text Study)	T2 Wk 8	2, 3, 4
6. In class assessments, class discussions and classwork	Ongoing	1, 2, 3, 4, 5

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Carol Ellis

20/02/2026