
English Stage 4 – Year 8: Scope and sequence

Term 1

Weeks 1–10

Unit 1: Standing on the Shoulders of Genres

Focus areas: Reading, Viewing and Listening to Texts; Understanding and Responding to Texts; Expressing Ideas and Composing Texts

Focus content groups: Reading for challenge, interest and enjoyment, Narrative, Style, Genre, Intertextuality, Text Features, Text Features: Imaginative, Sentence-level grammar and punctuation, Word-level language.

Students explore how genres can be combined in narratives to create new, engaging texts. They also investigate aspects of intertextuality, considering how ideas and elements of genre can be reworked for different contexts and purposes. Students closely explore the style of *A Monster Calls*, written by Patrick Ness and illustrated by Jim Kay, and the ways in which the genres of gothic fiction, fantasy and fairy tale genres have been combined to create a new, imaginative narrative.

Meeting the text requirements: Extended prose, a range of fiction and non-fiction texts that are widely regarded as quality literature.

Assessment: Students write their own appropriation of a well-known narrative that combines elements of the Gothic Fiction, Fantasy and Fairy Tale genres for a modern audience.

Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01.

Related Life Skills outcomes: ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-URC-01, ENLS-ECA-01, ENLS-ECA-02.

Term 2

Weeks 1–10

Unit 2: Against All Odds

Focus areas: Reading, Viewing and Listening to Texts; Understanding and Responding to Texts; Expressing Ideas and Composing Texts

Focus content groups: Reading, Viewing and Listening to Texts, Theme, Point of View, Characterisation, Writing, Text Features: Informative and Analytical

Students engage with a range of texts that reflect experiences of adversity and challenge. They analyse how themes of fortitude, resilience and perseverance are represented, deepening their reading, viewing and listening skills across a range of modes. Students closely examine how point of view and characterisation are crafted in texts to reflect varied individual and shared responses to adversity. They compose analytical and informative responses that demonstrate an appreciation for the ways texts inspire audiences to both individually and collectively persevere in times of challenge.

Meeting the text requirements: Poetry, film, a range of quality texts from around the world, including texts about intercultural and diverse experiences, a range of cultural, social and gender perspectives, including from popular and youth cultures.

Assessment: Students write an analytical response that discusses how texts studied in the unit represent experiences of adversity and varied responses to these challenges.

Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01.

Related Life Skills outcomes: ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-ECA-01, ENLS-ECA-02.

Term 3

Weeks 1–10

Unit 3: Widening the lens on the past, present and future of Aboriginal and Torres Strait Islander peoples

Focus areas: Reading, Viewing and Listening to Texts; Understanding and Responding to Texts; Expressing Ideas and Composing Texts

Focus content groups: Reading, Viewing and Listening for Meaning, Reflecting, Representation, Connotation, Imagery and Symbolism, Perspective and Context, Representing, Reflecting.

Students explore how texts reflect alternate perspectives of Australia's history since European colonisation. They consider how representations of colonisation are impacted by perspective and context, as well as how symbolism is used in contemporary texts to present varied perspectives of Australia's past. Students explore how texts also reflect Australia's present challenges of racial tension and discrimination as well as futuristic texts that invite audiences to challenge past and present perspectives to move towards a more unified country. Students demonstrate their understanding through representation and analytical responses.

Meeting the text requirements: Drama, a range of texts by Australian authors, a range of texts by Aboriginal and Torres Strait Islander authors.

Assessment: Students create a photo essay that demonstrates perspectives of Australia's past, present and future. Students also compose a reflection response that explains the choices made in the photo essay including the symbolic use of images.

Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01.

Related Life Skills outcomes: ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-ECA-01, ENLS-ECA-02, ENLS-ECB-01.

Term 4

Weeks 1–10

Unit 4: Media, Media, Everywhere!

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts

Focus content groups: Reading, Viewing and Listening Skills, Reading, Viewing and Listening for Meaning, Code and Convention, Argument and Authority, Literary Value, Speaking, Text Features: Persuasive.

Students refine their reading, viewing and listening skills by applying a range of strategies to engage with media texts. They explore how media texts create authority over its audience, including their ability to seize and maintain attention, evoke emotional responses and use interactive methods to promote engagement. Students investigate the role media texts serve in our society to appreciate their literary value. Throughout the sequence of learning, students develop their own argument about the ways in which media texts represent the truth. They express ideas through speaking and will also share informed ideas by writing persuasive compositions.

Meeting the text requirements: A range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts, a range of cultural, social and gender perspectives, including from popular and youth cultures.

Assessment: In pairs, students create and record an episode of a podcast that explores the ways media texts contribute to society and the role audiences play in responding to these texts.

Outcome codes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01.

Related Life Skills outcome codes: ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-URC-01, ENLS-ECA-01, ENLS-ECA-02.