ENGLISH

CORE SUBJECT: Across Two Semesters

WHY STUDY ENGLISH?

The study of English is central to the learning and development of all young Australians. It helps to create confident communicators, imaginative thinkers and informed citizens.

It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them to become ethical, thoughtful, informed and active members of society. The study of English in the Australian Curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

COURSE AIMS:
The study of English ensures that students:

- learn to listen, read, view, speak, write, create and reflect on a variety of spoken, written and multimodal texts across a range of contexts
- appreciate, enjoy and use English language in all its variations and develop a sense of its power to evoke feelings, convey information, form ideas, facilitate interactions with others, entertain, persuade and argue
- understand how Australian English works in its spoken and written forms and in combination with others forms of communication to create meaning
- develop interest and skills in inquiring into aesthetic aspects of texts and develop and informed appreciation of literature

COURSE ORGANISATION:
The study of English in Year 9 is a two semester program organized upon two different thematic approaches:

Year 9 Units
Semester 1 EN622 - Conflict

Through an examination of contemporary texts students will be introduced to reading practices appropriate to middle school English and will develop an understanding and appreciation of characters in literature and their experiences with conflict. This unit will take a particular focus upon cultural assumptions and how they can influence conflict.

Semester 2 EN623 – Something Serious, Something Light

Through an examination of a variety of comedy and tragedy texts (prose, film, literature) students will be introduced to reading practices that examine the text in context, explore dominant discourses in these texts and authors’ style.
Assessment

Teaching and learning in English is centred upon Language, Literature and Literacy. Assessment is focused on student ability to respond to texts (receptive) and to create texts (productive).

Assessment Techniques will include:
● imaginative texts
● informative texts
● persuasive texts

Each semester will require three (3) student responses; two written and one spoken. At least one of these pieces of assessment will be completed under supervised or exam conditions.

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WHY ENGLISH IS HARD TO LEARN

We’ll begin with box; the plural is boxes,
But the plural of ox is oxen, not oxes.
One fowl is a goose, and two are called geese,
Yet the plural of moose is never called meese.

You may find a lone mouse or a house full of mice;
But the plural of house is houses, not hice.
The plural of man is always men,
But the plural of pan is never pen.

If I speak of a foot, and you show me two feet,
And I give you a book, would a pair be a beek?
If one is a tooth and a whole set are teeth,
Why shouldn’t two booths be called beeth?

If the singular’s this and the plural is these,
Should the plural of kiss be ever called keese?

We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his, and him;
But imagine the feminine . . . she, shis, and shim!