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! "#\$%&' () \*+ , --) + , ( . \$) \*\$ / , ) (0\$1-2, &3\$0" #50" -##\$)&0#--#(10#3\$\*0-1&3\*\$24\$(1&' , 1' #5\$0#-10, -#\$1&3\$0#-1+67\$! #1+)"&' \$1&3\$(#1-&)&' \$8-2' -1. \*\$\*"2, (3\$/1(1&+#\$1&3\$ )&0#' -10#\$1((0" -##\$\*0-1&3\*7\$! 2' #0" #-5\$0" #5\*0-1&3\*\$42+, \*\$2&\$3#9#(28)&' \$\*0, 3#&0\*.\$; &2<(#3' #5\$, &3#-\*01&3)&' \$1&3\$\*);)((\*\$)&\$0\*0#&)&' 5\$-#13)&' 5\$9)#<)&' 5\$\*8#1;)&' 5\$

**YEAR EIGHT ENGLISH – PROGRAM AND ASSESSMENT OVERVIEW**

	<b>Unit outline</b>	<b>Assessment</b>

	Unit outline	Assessment
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	Unit outline	Assessment
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Term 3 – Analysis and creation of written texts

**Unit Three: Novel analysis –**  
**Consider how context can affect the inclusion of certain ideas within a text.**

**Literacy:**

- G&1(6\*#\$1&3\$#91(, 10#0''#\$<16\*0''10\$0#C0\$\*0-, +0, -\*\$1&3\$(1&' , 1' #4#10, -\*\$91-6\$1++2-3)&' \$02\$0''#\$8, -82\*#\$24\$0'' #0#C0\$
- G88(6\$)&+ -#1\*)&' \$; &2<(#3' #24\$92+1/, (1-65\$0#C0\$\*0-, +0, -\*\$1&3\$(1&' , 1' #4#10, -\*\$02\$, &3#-\*01&3\$0'' #2&0#&0\$24\$0#C0\*\$

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**Literature:**

- %C8(2-#0''#\$<16\*0''10\$)3#1\*\$1&3\$9)#<82)&0\*\$)&\$00#-1-6\$0#C0\*\$3-1<&\$4-2. \$3)44#-#&0\$'')\*02-)+1(5\$\*2+)1(\$1&3\$+, (0, -1(\$+2&0#C0\*\$\$. 16\$-#4(#+0\$2-\$+' 1((#&' #0'' #91(, #\*\$24\$)&3)9)3, 1(\*\$1&3\$' -2, 8\*\$
- %C8(2-#0''#\$)&0#-+2&&#0#3&#\*\*\$24\$S2, &0-6BH(1+#5\$H#28(#5\$>3#&0)06\$1&3\$S, (0, -#)\$&\$0#C0\*\$
- D''1-#5\$-#4(#+0\$2&5\$+(1-)46\$1&3\$#91(, 10#\$28)&)2&\*\$1&3\$1-', . #&0\*\$1/2, 0\$1\*8#+0\*\$24\$()0#-1-6\$0#C0\*\$
- K&3#-\*01&3\$1&3\$#C8(1)&\$'' 2<\$+2. /)&10)2&\*\$24\$<2-3\*\$1&3\$). 1' #\*\$)&\$0#C0\*\$1-#\$, \*#3\$02\$-#8-#\*#&0\$81-0)+, (1-\$' -2, 8\*\$)&\$\*2+)#065\$1&3\$'' 2<\$0#C0\*\$82\*)0)2&\$-#13#-\*\$)&\$-(10)2&\$02\$0'' 2\*#\$' -2, 8\*\$
- L#+2' &)\*#\$1&3\$#C8(1)&\$3)44#-)&' \$9)#<82)&0\*\$1/2, 0\$0'' #<2-(35\$+, (0, -\*\$5\$)&3)9)3, 1(\$8#28(#\$1&3\$+2&+#-&\*\$-#8-#\*#&0#3\$)&\$0#C0\*\$
- L#+2' &)\*\$5\$#C8(1)&\$1&3\$1&1(6\*#0''#\$<16\*0''#<16\*0''#-1-6\$0#C0\*\$3-1<\$2&\$-#13#-\*U\$; &2<(#3' #24\$20'' #-&0#C0\*\$1&3\$#&1/(\$&#<\$, &3#-\*01&3)&' \$1&3\$188-#+)10)2&\$24\$1#\*0'' #0)+\$1, 1(0)#\*\$
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	Unit outline	Assessment
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<b>Term 4 – Creation and analysis of persuasive texts</b>	<p><b>Unit Four: Persuasive writing</b>  <b>Analysis and creation of a range of persuasive texts, including persuasive essays, speeches, feature articles, advertisements.</b></p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>○ G&amp;1(6*#\$1&amp;3\$#C8(1)&amp;\$"2&lt;\$(1&amp;', 1' #"\$1*\$#92(9#3\$29#-\$0). #1&amp;3\$"2&lt;\$0#+"&amp;2(2' 6\$1&amp;3\$0" #\$. #3)1\$ "19#)\$&amp;4(, #&amp;+#3\$(1&amp;', 1' #\$, *#\$1&amp;3\$42-. *\$24\$+2. . , &amp;)+10)2&amp;\$</li> <li>○ H(1&amp;5\$-#"#1-*\$1&amp;3\$3#()9#-\$8-#*#&amp;010)2&amp;*5*#(#+0)&amp;' \$1&amp;3\$*#1, #&amp;+)&amp;' \$188-28-)10#+\$2&amp;0#&amp;05\$</li> <li>○ G&amp;1(6*#\$1&amp;3\$#9</li> </ul>	
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