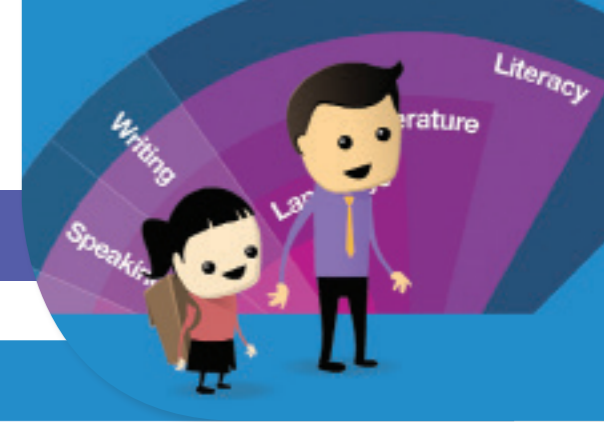# The BitL tool – English years 9 – 10

English: Years 9 – 10

What do you already think?

What strategies can you use before listening, reading or viewing a text?

Activate prior knowledge of the topic.

Establish a purpose for engaging with the text.

Make predictions.

Preview the text structure.

Can you identify purposes, contexts and audiences?

How do language devices serve different purposes in different ways?

Students listen to, read and view a range of texts whose primary purpose is aesthetic, including early adolescent fiction, non-fiction, poetry and drama.

Informative and persuasive texts, including media and performance texts, represent a synthesis of technical and abstract information about specialised topics and include themes and issues involving abstraction, higher order reasoning and intertextual references.

Contexts and audiences are familiar and unfamiliar and include local community, regional, vocational and global aspects.

How can you make meanings?

What meaning making strategies can you use to evaluate information and connect ideas in innovative texts by a range of authors?

Reading paths, techniques and comprehension strategies applied appropriately to the text to retrieve and connect ideas within and between texts.

Developing own interpretations and evaluating other interpretations.

Listening for ways that features within texts can be manipulated to achieve particular effects.

How can you make connections?

How can you make connections between features, structures and adaptations for particular effects?

Listening for ways language features within texts can be manipulated to achieve particular effects.

Evaluating how text structures can be used in innovative ways by different authors.

Explaining how the choice of language features, images and vocabulary contributes to the development of individual style.

Developing and justifying own interpretations of texts.

Evaluating other interpretations, analysing the evidence used to support them.

What do you think now?

What can you explain and justify?

Explaining different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.

Contributing actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

In what ways can you express your ideas, experiences and information?

How can you innovate on texts to express complex ideas and influence audiences?

Making presentations and contributing actively to class and group discussions, comparing and evaluating responses.

Articulating complex ideas by creating, performing and discussing a wide range of multimodal texts.

Showing how the selection of language features can achieve precision and stylistic effect.

Developing own style by experimenting with language features, stylistic devices, text structures and images.

Demonstrating understanding of how grammar and varying vocabulary choices can be used for impact.

Accurately using spelling and punctuation when creating and editing texts.

■ **Language strand**   ■ **Literacy strand**   ■ **Literature strand**

Pedagogical questions:

- Why would we want to read/view/ listen to this text?
- What do you already know about the topic?
- What do you already know about the historical or cultural context?
- What questions could you ask that might be answered by the text?
- What can you imagine?

Pedagogical questions:

- Can you identify the purposes and effects of different spoken text structures?
- How might the structure of the text relate to the purpose and audience for the medium used?
- Do you think there are similarities in purpose/text structure between traditional and contemporary texts in different media? Do you think there are differences? Can you explain them?

Pedagogical questions:

- Which strategies can help you to retrieve information and connect ideas?
- How do you use comprehension strategies to compare and contrast texts?
- How can you use comprehension strategies to identify and analyse embedded perspectives?
- How do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented?
- What values/beliefs/assumptions are present in the text? How can you tell? How are these values/beliefs/ assumptions influenced by purpose and likely audience?
- How have different perspectives been constructed to serve the text's purpose?
- Does the author creatively use sentence and clause structures in the text? How? Why?
- How are higher order concepts developed through clause combinations and nominalisations?
- How are higher order concepts developed through technicality and abstraction?
- For what purposes has the author creatively used spelling (eg to create humour)?
- For what purposes are punctuation, layout and font variations used?
- How might visual features of the text influence audience response?
- For what purposes and effects has the author innovated with the structure and language features of the text?

Pedagogical questions:

- How does the author combine language and visual features to present information, opinion and perspective?
- How can you connect and compare representations of individuals and groups in different historical, social and cultural contexts?
- What intertextual connections can you make based on the structure and features of literary texts?
- How is 'voice' used in literary texts to evoke particular emotional responses?
- How reliable is this source of information? How do you know?
- How do still and moving images influence audiences?

Pedagogical questions:

- How are text evaluations influenced by people's value systems, as well as by the purpose, context and mode of the text?
- How can evaluations be expressed directly and indirectly? How do you choose which to use? Why?
- What personal understandings of the world have you gained from texts? In what ways?
- How can you reflect on, extend, endorse or refute others' responses?
- How can you discuss notions of literary value and how they change according to context?
- How are text construction and interpretation influenced by cultural perspectives and other texts?
- How can you evaluate the social, moral and ethical positions in texts?
- How does the vocabulary used add to the specificity, abstraction and style of the text?
- Do you think the sentence and clause structures used in the text are effective? What makes you think this?

Pedagogical questions:

- How can you create purposeful spoken texts to inform, persuade and engage?
- How can you use 'voice' and language conventions and organisation patterns to engage audiences?
- What appropriate, sequenced content and multimodal elements can you use to influence a course of action? How do you decide what to use?
- How can you construct an argument about a text, based on initial impressions and subsequent analysis?
- How can you plan and create literary texts that have a personal style? How do they reflect your personal style?
- How can you create sustained literary texts that make relevant thematic and intertextual connections with other texts? Why?
- How can you make your texts effective? How do you know they are effective?
- How can you effectively edit and refine your texts?
- What strategies can you use to spell new words? How do you know which ones to use and when?
- How can you review and edit texts to improve their clarity and control?
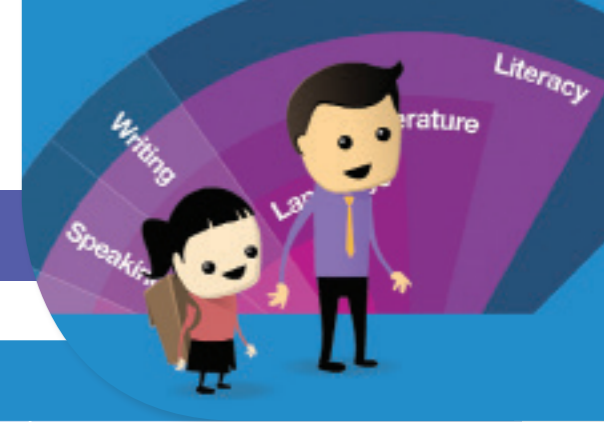
The BitL tool – English years 9 – 10

English: Years 9 – 10

What do you already think? *Continued*	Can you indentify pupeses, contexts and audiences? *Continued*	How can you make meanings? *Continued*	How can you make connections? *Continued*	What do you think now? *Continued*	In what ways can you express your ideas experiences and information? *Continued*
		• What are the conventions for citing others? Why are they used? • How does English continue to evolve? Why? • Have words been lost? Can you explain why they might have been lost? • What might cause the creation of 'new' words?		• How well does the author's style appeal to the intended audience? • How does the narrative viewpoint /structure shape your responses to the text? • How do characterisation and language devices in narratives shape different interpretations and responses?	

By the end of Year 10, students 'develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments' (Achievement Standard). They do this through a 'wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 10 - Representations in texts

Language: Language for interaction (identity)
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

Literature: Responding to literature (texts)
Evaluate the social, moral and ethical positions represented in texts.

Literacy: Interpreting, analysing, evaluating (choosing and using)
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

What do you already know about this topic? What do you already know about the historical or cultural context? What questions could you ask that might be answered by the text?	Do you think there are similarities/differences in how this topic is represented in traditional and contemporary texts? Can you give some examples and explain why they might be different?	How can you use comprehension strategies to identify and analyse embedded perspectives? How do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented? What values/beliefs/assumptions are present in the text? How can you tell? How are these values/beliefs/ assumptions influenced by purpose and likely audience? How have different perspectives been constructed to serve the text's purpose?	How does the author combine language and visual features to present information, opinion and perspective? How can you connect and compare representations of individuals and groups in different historical, social and cultural contexts?	How are text evaluations influenced by people's value systems? How can evaluations be expressed directly and indirectly? How do you choose which to use? Why? How can you evaluate the social, moral and ethical positions in texts?	What appropriate, sequenced content and multimodal elements can you use to influence a course of action? How do you decide what to use? How can you construct an argument about a text, based on initial impressions and subsequent analysis?