

Year 10 Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Year 10 Assessment Overview 2018

	Curriculum Descriptors	Assessment Tasks
Term 1: Composing Imaginative and Interpretive Texts	<p>Unit 1: Composing Narrative: Speculative Fiction (Weeks 1-5)</p> <p>In this unit, students will:</p> <p><u>Literacy</u></p> <ul style="list-style-type: none"> ○ Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) ○ Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) ○ Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) <p><u>Literature</u></p> <ul style="list-style-type: none"> ○ Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639) ○ Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641) ○ Evaluate the social, moral and ethical positions represented in texts (ACELT1812) ○ Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) ○ Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) <p><u>Language</u></p> <ul style="list-style-type: none"> ○ Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) 	<p>Task 1: Compose a narrative in response to stimulus (In Class) Weighted: 11% Due Date: Week 5</p> <p>Employing the generic conventions of speculative fiction/ dystopia, students will write a creative narrative that engages with ONE of the unseen stimulus items.</p> <p>Prompt: ‘In the form of a short story, position an audience to respond in a particular way to the image provided.’</p>
	<p>Unit 2: Composing Interpretive Texts (Weeks 6-10)</p> <p>In this unit, students will:</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ○ Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750) ○ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751) ○ Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues <p><u>Literature:</u></p> <ul style="list-style-type: none"> ○ Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639) ○ Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641) <p><u>Language:</u></p> <ul style="list-style-type: none"> ○ Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) ○ Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) 	<p>Task 2: Compose an interpretive text (In Class) Weighted: 11% Due Date: Week 10</p> <p>Students will compose an interpretive text that deals with issues common to the dystopian unit. The piece based on an unseen prompt: ‘True terror is to wake up one morning and discover that your high school class is running the country’.</p> <p>Week 11: Prereading Novel Activities.</p>

Year 10 Assessment Overview 2018

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Term 2: Responding to Literary Texts (Prose and Poetry)	<p>Unit 3: Responding to representations in a novel (Weeks 1-5)</p> <p><i>Teachers choice of text: Focus on representation of marginalised groups.</i></p> <p>In this unit, students will:</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ○ Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813) ○ Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) ○ Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) <p><u>Literature:</u></p> <ul style="list-style-type: none"> ○ Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640) ○ Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642) ○ Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643) <p><u>Language</u></p> <ul style="list-style-type: none"> ○ Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569) 	<p>Task 3: Novel Study</p> <p>Weighting: 2%</p> <p>Due Date: Week 5</p> <p>Part A: (Take Home)</p> <p>Maintain a reflective journal for the text covered in which you:</p> <ul style="list-style-type: none"> • identify any language features and/or generic conventions that impacted on you as a reader/viewer and briefly explain why • evaluate the ways in which language features and context have shaped your responses to ideas/issues/themes for each genre you have studied <p>Part B: Short Analytical Essay (In Class)</p> <p>Weighting: 9%</p> <p>Due: Week 5</p> <p>Students will use notes in their reflective journal respond to ONE exam question with reference to their studied text. They will explain relevant social messages, narrative techniques and reflect on reader’s context in their responses.</p>
	<p>Unit 4: Poetry of the Oppressed (Week 7-9)</p> <p>In this unit, students will:</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ▪ Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) ▪ Identify and analyse implicit or explicit values, beliefs and assumptions in texts (ACELY1752) ▪ Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) <p><u>Literature:</u></p> <ul style="list-style-type: none"> ▪ Evaluate the social, moral and ethical positions represented in texts (ACELT1812) ▪ Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639) ▪ Create imaginative texts that connect thematically and intertextually with other texts (ACELT1644) ▪ Create literary texts with a sustained ‘voice’, selecting and adapting literary devices (ACELT1815) <p><u>Language:</u></p> <ul style="list-style-type: none"> ○ Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) <p>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)</p>	<p>Task 4: Exam on Course Content (In Class)</p> <p>Weighted: 11%</p> <p>Due Date: Week 6</p> <p>Students complete 100min exam split into three sections: Reading Comprehension, Responding, Composing.</p> <hr/> <p>Task 5: Poetry Study</p> <p>Part A: Creative Poem (Take Home)</p> <p>Weighting: 4%</p> <p>Due: Week 9</p> <p>Students use their knowledge of poetic conventions and issues surrounding oppression to write a poem. Student will write an accompanying paragraph that discusses how certain devices were employed to impact the reader.</p> <p>Part B: Test (In Class)</p> <p>Weighting: 7%</p> <p>Students will perform a close reading of an unseen poem</p>

Year 10 Assessment Overview 2018

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Term 3: Responding to Visual Texts (Film and Television)	<p>Unit 5: Film Study: Australian Rules (Week 1-5) In this unit, students will:</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ▪ Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) ▪ Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) <p><u>Literature:</u></p> <ul style="list-style-type: none"> ▪ Evaluate the social, moral and ethical positions represented in texts (ACELT1812) ▪ Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639) <p><u>Language:</u></p> <ul style="list-style-type: none"> ○ Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) ○ Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567) ○ Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) 	<p>Task 6: Responding Short Analytical Essay (In Class) Weighted: 11% Due Date: Week 5</p> <p>Students will respond to ONE essay question that engages with key issues presented in the film <u>Australian Rules</u>. Students will consider the importance of these issues to their own personal context.</p>
	<p>Unit 6: Television Genre Study (Week 6-10) In this unit, students will:</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ○ Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) ○ Compare the purposes, <u>text</u> structures and <u>language features</u> of traditional and contemporary texts in different media (ACELA1566) ○ Understand that people’s evaluations of texts are influenced by their value systems, the <u>context</u> and the purpose and <u>mode</u> of communication (ACELA1565) <p><u>Literature:</u></p> <ul style="list-style-type: none"> ○ Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640) ○ Analyse and explain how <u>text</u> structures, <u>language features</u> and <u>visual features</u> of texts and the <u>context</u> in which texts are experienced may influence <u>audience</u> response (ACELT1641) ○ Evaluate the social, moral and ethical positions represented in texts (ACELT1812) <p><u>Language:</u></p> <ul style="list-style-type: none"> ○ Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) ○ Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) 	<p>Task 7: Responding (Take Home Oral) Weighted: 11% Due Date: Week 10</p> <p>Students will study a variety of Television genres and explore the audience expectations associated with different genres and discuss the extent to which television is able to influence societal perceptions. Students will answer a responding question with reference to a text they have studied in class.</p>

Year 10 Assessment Overview 2018

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Term 4: Comprehending Visual and Written Texts	<p>Unit: Comprehension of visual (print ads) and written texts (opens) (Week 1-5)</p> <p>In this unit, students will:</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ○ Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) ○ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751) <p><u>Literature:</u></p> <ul style="list-style-type: none"> ○ Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639) ○ Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641) ○ Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644) <p><u>Language</u></p> <ul style="list-style-type: none"> ○ Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567) ○ Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570) ○ Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571) 	<p>Task 8: Comprehension Test (In Class) Weighted: 11% Due Date: Week 5</p> <p>Students will sit a comprehension test and respond to two short answer questions based on two different texts: one advertisement and one extract of a narrative.</p>
	<p>Examination Preparation Week 6.</p> <p>End of Term Activities: Week 7-8.</p> <p>Previewing Year 11 (Weeks 9-10)</p>	<p>Task 9: Examination on Course Content (In Class) Weighting: 12% Due Date</p> <p>Students will complete a 100min exam with three sections: composing, responding and comprehension (modelled on Y11 WACE Exam).</p>