Year 10 Plan — Australian Curriculum: English

Implementation year: 2012   **School name: Ignatius Park College**

<table>
<tr><td rowspan="4">Identify curriculum</td><td>Year level description</td><td colspan="4">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 including 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.</td></tr>
<tr><td>Achievement standard</td><td colspan="4">Receptive Modes (listening, reading and viewing)
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate others' interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive Modes (speaking, writing and creating)
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</td></tr>
<tr><td>Course Organisation</td><td colspan="4">All students at Ignatius Park College study English. In the junior school, the majority of students undertake a mainstream English course, while a smaller number, usually those with significant identified learning needs, are in a smaller class. Students have eight 50-minute lessons over a two week cycle. At Senior level, students will have the option of two strands of English: English Communication and English.</td></tr>
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<tr><td rowspan="3">Teaching and learning</td><td>Term overview</td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr>
<tr><td></td><td>A Call to Arms: Inspiration and Exhortation</td><td>Representations of the Modern World</td><td>Love's Magic: Unlocking the Heart of Shakespeare</td><td>The Hard Sell: Advertising and Manipulation</td></tr>
<tr><td></td><td>Through this unit, students will have the opportunity to explore language which is used to achieve a particular purpose: to exhort and inspire. This will allow students to interact with a range of texts, including film and film extracts, speech transcripts, short stories and novel extracts. Students will analyse this language to discern its effectiveness and impact, consider the cultural context of the text and its creator and compare its use in diverse texts.</td><td>Students analyse and explain how language and images create specific representations of adolescents in texts. Students will undertake the close study of a particular novel, as well as media texts, short stories and non-fiction texts. Students will ultimately be asked to create a short story which addresses a gap in the story as well as a eulogy for a specified character. Students will extend their understanding of the techniques used to develop character as well as the conventions of narrative texts.</td><td>This unit will allow students to engage with a Shakespearean text and consider key questions about this text, including themes, characterisation and use of language. They will also consider the ongoing relevance of Shakespeare's work and his place in the canon of English literature. Students will develop a critical understanding of the selected text and will create an analytical essay under supervised conditions which reflects this knowledge.</td><td>Advertising is a genre with which all students engage on a regular basis. As such, it is essential that students have a comprehensive understanding of the techniques advertisers use to manipulate their intended audiences. Students will engage with advertising in a range of contexts – television, newspaper, magazines, websites – as well as other forms such as billboards and celebrity endorsements. Students will analyse a variety of advertisements and create an advertising campaign for a particular product or service.</td></tr>
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General capabilities and cross-curriculum priorities	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:

Key to general capabilities and cross-curriculum priorities

Literacy   Numeracy   ICT competence   Critical and creative thinking   Ethical behaviour   Personal and social competence   Intercultural understanding

Aboriginal and Torres Strait Islander histories and cultures   Asia and Australia's engagement with Asia   Sustainability

Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**
	7	*Persuasive Reflective Written Task: Feature Article* Students will create a feature article to contribute to the English teaching magazine *Wordsworth*. This publication is designed to offer teachers professional development in an engaging and entertaining manner. The article should focus on the idea that words can change the world and include relevant examples.	5	*Creative Written Task: Short Story (filling a gap, using intertextual references, alternate narrative voices)* Students will use their understanding of the set novel to either create a short story which fills a gap in the text or gives voice to a silenced character or construct a conventional or unconventional short story.	8	*Expository Written Task: Analytical Essay* Students will demonstrate their deep understanding of the text through the construction of an analytical essay which discusses key elements, such as theme, characterisation and language, as well as how this has been achieved. This will be completed under supervised conditions.	6	*Persuasive Spoken Task: Advertising Campaign* Students will create an informative presentation which outlines their campaign for a particular product or service. This could include an environmental innovation or product or service for a particular target audience.

Make judgments and use feedback

| Moderation | *Teachers will ensure consistency in student achievement through the following procedures:*

1. *Team*: Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.
2. *Teacher*: Monitoring student achievement levels through cross marking and professional dialogue.
3. *Faculty Leader:* Reviewing student achievement through analysis and tracking of results and feedback.
4. *Team:* Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. | *Teachers will ensure consistency in student achievement through the following procedures:*

1. *Team*: Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.
2. *Teacher:* Monitoring student achievement levels through cross marking and professional dialogue.
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1. *Team*: Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.
2. *Teacher:* Monitoring student achievement levels through cross marking and professional dialogue.
3. *Faculty Leader:* Reviewing student achievement through analysis and tracking of results and feedback.
4. *Faculty Leader:* Complete cohort cross-marking which includes random sample of five tasks per class. Cluster meeting to discuss results and reflect on these.
5. *Teacher*: Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. | Teachers will ensure consistency in student achievement through the following procedures:

1. *Team*: Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.
2. *Teacher:* Monitoring student achievement levels through cross marking and professional dialogue.
3. *Teacher*: Peer marking students' spoken presentations.
4. *Faculty Leader:* Reviewing student achievement through analysis and tracking of results and feedback.
5. *Teacher*: Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made. |

Language	1	2	3	4
Language Variation and Change				
Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve				
Language for Interaction				
Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people				
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication				
Text Structure and Organisation				
Compare the purposes, text structures and language features of traditional and contemporary texts in different media				
Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects				
Understand conventions for citing others, and how to reference these in different ways				
Expressing and Developing Ideas				
Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts				
Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction				
Evaluate the impact on audiences of different choices in the representation of still and moving images				
Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences				
Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots				

Literature	1	2	3	4
Literature and Context				
Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts				
Responding to Literature				
Reflect on, extend, endorse or refute others' interpretations of and responses to literature				
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				
Evaluate the social, moral and ethical positions represented in texts				
Examining Literature				
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text				
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				
Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts				
Creating Literature				
Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts				
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				
Create imaginative texts that make relevant thematic and intertextual connections with other texts				

Literacy	1	2	3	4
Texts in Contexts				
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				
Interacting with Others				
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				
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				
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action				
Interpreting, analysing, evaluating				
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences				
Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts				
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence				
Creating Texts				
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				
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				
Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user				

Year 10 English: review for balance and coverage of content descriptions