

# Australian Curriculum: English — Year 10 Year level plan

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Novel Study- An Australian Perspective	Shakespeare – Star cross'd Lovers	Social Issues: The Power of Persuasion	Between the Lines
Unit description	Students will be <b>reading</b> and <b>responding</b> to literary texts <b>exploring</b> social issues in Australia. Students read a novel that <b>explores, analyses and evaluates</b> a social issue important to Australian society, with an emphasis on exploring Aboriginal and Torres Strait Islander histories and cultures. They also read, listen to, view and <b>discuss</b> a variety of other texts to support the close study of the novel. Students will <b>analyse</b> and <b>evaluate</b> how the language features and text structures construct themes in literary texts.	In this unit students read and <b>interpret</b> a Shakespearean tragedy. Throughout the unit they will <b>analyse</b> and <b>evaluate</b> the importance and relevance of concepts presented in the play. Students will read, listen and view different portrayals of the play over the course of study. They demonstrate their understanding of the play through a feature article which <b>discusses, compares and evaluates</b> the relevance of concepts in the play to a modern audience.	In this unit students will engage in a range of current media issue of social importance. Students will <b>examine</b> different types of persuasive texts and visual stimulus, and will <b>analyse</b> and <b>evaluate</b> how the audience is positioned by the use of clever persuasive devices. Students will learn to <b>develop</b> an effective thesis to structure a persuasive argument. They will <b>deconstruct</b> and <b>analyse</b> the persuasive panel discussion genre in order to <b>create</b> their own discussion which will position the audience to adopt a particular viewpoint on a current social issue.	Students will read and listen to a range of poetry which <b>examines</b> and <b>analyses</b> social, moral and ethical issues. Students will <b>analyse</b> and <b>evaluate</b> how figurative devices construct layers of meaning in poetry and position an audience. Students will <b>explore</b> the narrative genre by reading and listening to a number of short stories. They will <b>respond</b> to a poem selected from their studies by <b>transforming</b> either a theme, character, concept or setting into an imaginative short story.

ASSESSMENT	SEMESTER 1		SEMESTER 2		
	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4	
Range and balance of summative assessment conventions	Technique	Analytical Essay Exam	Persuasive Article-Extended Response	Persuasive Speech-Extended Response	Imaginative Short Story-Extended Response
	Type of text	Exposition	Feature Article	Panel Discussion	Narrative
	Mode	Written	Written	Spoken	Written
	Conditions	600-800 words drafted Exam conditions Access to novel	600-800 words Drafted	3-5 minutes Drafted Palm Cards	600-800 words Drafted

## Aspects of the achievement standard

Receptive modes (listening, reading and viewing)	Knowledge and understanding	evaluate how text structures can be used in innovative ways by different authors				
		explain how the choice of language features, images and vocabulary contributes to the development of individual style				
	Skills	develop and justify their own interpretations of texts				
		evaluate other interpretations, analysing the evidence used to support them				
listen for ways features within texts can be manipulated to achieve particular effects						
Productive modes (speaking, writing and creating)	Knowledge and understanding	show how the selection of language features can achieve precision and stylistic effect				
		explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments				
		develop their own style by experimenting with language features, stylistic devices, text structures and images				
	Skills	create a wide range of texts to articulate complex ideas				
		make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments				
		demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard