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| ­­­­Year 10 English curriculum and assessment plan  Example |

# Curriculum overview

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| Year level description | Cohort 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. | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: English, and reflective of QCAA advice and resources. |
| Course organisation |
| This year level plan is written with the consideration that all school scenarios for delivery of English are unique. It also recognises that students have engaged with a range of texts, including literary and non-literary texts from a range of sources and perspectives which have informed their experimentation with a range of ways to express their knowledge, understanding and skills. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources * consider different types of assessment that are suitable for the English learning area * respond to a potential scenario where students who have nominated to study General English or Literature will be writing a response to literature in Units 3 and 4. Students who have nominated to study Essential English may choose the response form (to be negotiated with the student’s teacher).   Senior Pathways:  Senior English pathways are diverse. Consideration of these pathways is necessary when designing a course of study — opportunities to develop the knowledge and skills necessary to succeed in these pathways should be evident across a course.  Senior pathways include: English, English & Literature Extension, English as an Additional Language, Essential English and Literacy and Literature. |

# Unit overview

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| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit 1 — Knowing my voice: Imaginative | Unit 2 — Knowing the voice of others: Persuasive | Unit 3 — Analysing voice: Analytical | Unit 4 — Transformation of voice: Persuasive |
| This unit builds on figurative language and the narrative writing process, presenting an opportunity for students to develop a creative written response.  Students evaluate how voice as a literary device can be used in a range of imaginative texts (including poetry and or prose) to evoke emotional responses. They experiment with a sustained voice, selecting and adapting text structures and language features, as well as literary devices. They review, edit and refine their work and the work of peers for control and stylistic effect.  Some authors that could be considered for this unit of study might include Anita Heiss, Ray Bradbury, Robert Frost, Akutagawa Ryunosuke, Katherine Mansfield, Wilfred Owen or Henry Lawson. Themes for the unit may include, but are not limited to coming of age, courage, love and or redemption. Texts selected for study may connect explicitly with Aboriginal and Torres Strait Islander Histories and Cultures and/or Asia and Australia’s engagement with Asia cross curriculum priorities.  The task is to write an extended, imaginative response that makes relevant thematic and intertextual connections with a text that they have studied but offers a new perspective or insight into a key theme. They may use humour and or drama as devices to engage, inform and, or entertain their audience. | This unit extends engagement with texts to prompt active discussions, building on others’ ideas, justifying opinions and developing and expanding argument.  Students explore ways in which filmmakers construct meaning and respond to often challenging or complex issues. They discuss the idea that the documentary storytelling genre tells ‘the truth’ and evaluate the impact that different choices of moving and still images have on audiences. They also understand how language can have inclusive and exclusive social effects, as well as empower or disempower people. They plan, rehearse and present their viewpoints on a nominated issue.  Some documentary-makers that could be considered for this unit of study might include Rachel Perkins, Gillian Armstrong, Warwick Thornton, Michael Moore, Louis Theroux, Damon Gameau and David Attenborough. Concepts for the unit may include identifying and analysing ethical, moral and social positions on a current issue. Documentaries selected for study may connect with the Sustainability cross-curriculum priority.  The task is to reflect on the voice of documentary-makers, and create a persuasive response that interprets, analyses, and evaluates the style, credibility and significance of their point of view. | This unit extends engagement with texts to prompt analysis and evaluation of voice as a literary device.  Students examine thematic and intertextual connections, discussing how higher order concepts are developed in complex texts. They analyse and evaluate text structures, language features and literary devices. They refine vocabulary choices when expressing and developing their spoken and written ideas to identify distinctions within shades of meaning. They may also reflect on others’ interpretations of and responses to texts.  Some authors that could be considered for this unit of study might include Geraldine Brooks, William Shakespeare, Stan Grant, Nam Le, Hannah Kent, Caleb Roehig, Larissa Behrendt, Sally Morgan, Mark Haddon, Marcus Zusak, Kate Grenville, or Tim Winton. Texts selected for study may connect explicitly with Aboriginal and Torres Strait Islander Histories and Cultures and/or Asia and Australia’s engagement with Asia cross-curriculum priorities.  The task is to write an analytical response under examination conditions, where the question/s is/are seen one week prior to students writing their response. | This unit invites engagement with texts that have been transformed from novel or play to screen or stage.  Students analyse, evaluate and synthesise material, selecting and sequencing appropriate content to explain the impact of a text that has been adapted and transformed. They may consider the preservation of the integrity of the original text in form and composition. They might identify, explain and discuss how screen or stage adaptations can reflect different directorial decisions and contemporary interpretations of the text. If a spoken task is selected, they rehearse and deliver presentations. If a written task is selected, they may seek peer feedback on style of language and fluency of argument.  Some authors that could be considered for this unit of study might include Daphne du Maurier, Louisa May Alcott, Patrick Ness, Isaac Asimov, JRR Tolkien, Craig Silvey, or William Shakespeare. Student choice over text selection in this unit can be encouraged.  The task is to compare, evaluate and reflect upon the transformation of a text. |

# Assessment overview

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|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
|  | Unit 1 — Knowing my voice: Imaginative | Week/s | Unit 2 — Knowing the voice of others: Persuasive | Week/s | Unit 3 — Analysing voice: Analytical | Week/s | Unit 4 — Transformation of voice: Persuasive | Week/s |
| Assessment | Technique: Extended response (short story)  In this extended response, students will discuss and examine a nominated concept as represented through the range of texts studied. They will use the representation of this concept to inspire and inform their own written extended imaginative response in a short story.  Format: Written  Conditions: 600–800 words | 6–8 | Technique: Extended response (persuasive)  In this extended response, students will assume the role of a media creative, film critic, contributor to, or advocate for the film industry.  Using a multimedia approach, students will evaluate the voice of a documentary-maker, and create a persuasive response that interprets, evaluates and analyses the value and credibility of their message.  Format: Spoken/signed or multimodal  Conditions: 4–6 minutes | 7–9 | Technique: Examination (analytical essay **or** short response)  Option 1: In this examination, students will be required to write an analytical essay response to a question about the impact of authorial choices on the audience.  Option 2: In this examination, students will be given extracts from the texts on which they will base short responses to two questions.  Questions for either option will be distributed one week prior to the examination day.  Format: Written  Conditions:   * 90 minutes * Option 1 — 600–800 words * Option 2 —2 x 300–400 words | 9 | Technique: Extended response (persuasive)  In this extended response, students evaluate other interpretations of text and justify how an author/director can build on others’ ideas to produce a new viewpoint or perspectives. This can be achieved through a written or spoken/signed response.  The opportunity for a spoken/signed response enables students, who will take an Essential English pathway, to expand on this skill in preparation for the units in the Senior Syllabus. Additionally, there are opportunities to enable students opting for a General or Literature pathway to examine perspectives, identities, times and places as well as the stylistic devices and aesthetic features of film adaptations from novel or play to stage or screen.  Format: Written or spoken/signed  Conditions:   * 5–6 minutes   or   * 600–800 words | 6–8 |
| Achievement standard | **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 other 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. | | **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 other interpretations, analysing the evidence used to support them. 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| Moderation | **Consensus:** Individual teachers grade student responses using the task-specific standards. Each teacher selects samples across the five-point scale for consideration in the conferencing process. | | **Consensus:** Individual teachers grade student presentations using the task-specific standards. Teachers can cross-mark student work during the presentation or select samples across the five-point scale for consideration. | | **Calibration:** The HOD will select a sample of students (approximately 20%) from each class. The class teacher will mark sample students’ responses and then meet with teaching colleagues to discuss grading across classes.  Once consensus is reached, the class teacher will grade all essays, applying understanding gained during the calibration process. | | **Consensus:** Individual teachers grade student presentations using the task-specific standards. Teachers can cross-mark student work during the presentation if spoken/signed mode or select sample written samples for consideration. Consensus should be achieved across the five-point scale. | |

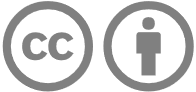
# Teaching and learning focus

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| Content descriptions | | | | | | | | | | | | | | |
| Language | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Literature | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Literacy | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Language for 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 | ✓ | ✓ |  | ✓ | **Literature and context**  Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts | ✓ | ✓ | ✓ | ✓ | **Texts in context**  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 | ✓ | ✓ | ✓ | ✓ |
| **Language for interaction**  Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people |  | ✓ |  | ✓ | **Responding to literature**  Reflect on, extend, endorse or refute others' interpretations of and responses to literature |  | ✓ | ✓ | ✓ | **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 | ✓ | ✓ |  | ✓ |
| Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication | ✓ | ✓ |  | ✓ | 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 | ✓ | ✓ | ✓ | ✓ | 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 |  | ✓ |  | ✓ |
| **Text structure and organisation**  Compare the purposes, text structures and language features of traditional and contemporary texts in different media | ✓ | ✓ | ✓ | ✓ | Evaluate the social, moral and ethical positions represented in texts | ✓ | ✓ | ✓ | ✓ | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action |  | ✓ |  | ✓ |
| Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects | ✓ | ✓ | ✓ | ✓ | **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 | ✓ |  | ✓ | ✓ | **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 | ✓ | ✓ | ✓ | ✓ |
| Understand conventions for citing others, and how to reference these in different ways |  |  |  | ✓ | 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 | ✓ | ✓ | ✓ | ✓ | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts | ✓ | ✓ | ✓ | ✓ |
| **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 and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts | ✓ | ✓ | ✓ | ✓ | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence | ✓ | ✓ | ✓ | ✓ |
| Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction | ✓ | ✓ | ✓ | ✓ | **Creating literature**  Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts | ✓ |  |  |  | **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 | ✓ | ✓ | ✓ | ✓ |
| Evaluate the impact on audiences of different choices in the representation of still and moving images |  | ✓ |  | ✓ | 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 | ✓ |  |  |  | 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 | ✓ | ✓ | ✓ | ✓ |
| Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences | ✓ | ✓ | ✓ | ✓ | Create imaginative texts that make relevant thematic and intertextual connections with other texts | ✓ |  |  |  | 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 | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |

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| General capabilities | Year 10 | | | |  | Cross-curriculum priorities | Year 10 | | | |
| Unit | 1 | 2 | 3 | 4 |  | Unit | 1 | 2 | 3 | 4 |
| Literacy | ✓ | ✓ | ✓ | ✓ |  | Aboriginal and Torres Strait Islander histories and culture | ✓ |  | ✓ |  |
| Numeracy |  |  |  |  |  | Asia and Australia’s engagement with Asia | ✓ |  | ✓ |  |
| Information and communication technology |  |  |  | ✓ |  | Sustainability |  | ✓ |  |  |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |  |
| Personal and social capability |  |  |  | ✓ |  |
| Intercultural understanding | ✓ | ✓ |  |  |  |
| Ethical understanding |  | ✓ |  |  |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>. * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider questions such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans? |

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