Year 10 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | 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. | | | |
| 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. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Exemplar unit: Representations of adolescents  Students analyse and explain how language and images create representations of adolescents.  Students analyse and evaluate satirical language and texts, and media texts and images. | Contemporary literature  Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel.  Students evaluate how text structures, language and visual features can be used to influence audience response. | The classics  Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance.  Students reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences. | Perspectives on issues and events in media texts  Students analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images.  Students develop a critical understanding of the contemporary media and analyse the differences between news media texts. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 5 | Informative: Report (Written)  Create an analytical report exploring the representations of adolescence in literary and non-literary texts. | 5 | Informative: Discussion (Spoken/signed)  Participate with a partner in a discussion to analyse the moral and ethical dilemmas in texts. | 5 | Imaginative: Performance (Multimodal)  Create and present an imaginative performance that explores the aesthetic and emotional appeal of a character to engage an audience. | 5 | | Imaginative: Reports (Written)  Create two imaginative news reports from different perspectives on a current incident. |
| 8 | Imaginative: Performance (Multimodal)  Create and present an imaginative performance using satirical language to interpret adolescent experiences. | 9 | Informative: Literary analysis (Written)  Compare and contrast how social, moral and ethical themes are represented in a film and a novel. | 9 | Informative: Literary analysis (Written)  Create a report that analyses how Shakespeare used themes and language devices to influence audiences. | 9 | | Informative: Discussion (Spoken/signed)  Participate in an informative panel discussion to analyse the different representations of a current event or issue in the news, evaluating whether credible/ verifiable sources have been used. |
| Make judgments and use feedback | Moderation | Teachers moderate samples of reports to ensure consistency of judgments. | | Teachers co-mark literary analyses to ensure consistency of judgments. | | Teachers co-mark performances to ensure consistency of judgments. | | Teachers review student folios of work to ensure consistency of judgments. | | |

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

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| Language | 1 | 2 | 3 | 4 |
| Language variation and change | | | | |
| Understand that [Standard Australian English](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Standard+Australian+English) in its spoken and written forms has a history of evolution and change and continues to evolve [(ACELA1563)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1563) | ✓ | ✓ | ✓ | ✓ |
| Language for interaction | | | | |
| Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people [(ACELA1564)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1564) | ✓ |  | ✓ | ✓ |
| Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication [(ACELA1565)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1565) | ✓ | ✓ | ✓ | ✓ |
| Text structure and organisation | | | | |
| Compare the purposes, text structures and language features of traditional and contemporary texts in different media [(ACELA1566)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1566) | ✓ | ✓ | ✓ | ✓ |
| Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects [(ACELA1567)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1567) | ✓ | ✓ | ✓ | ✓ |
| Understand conventions for citing others, and how to reference these in different ways [(ACELA1568)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1568) | ✓ |  | ✓ | ✓ |
| Expressing and developing ideas | | | | |
| Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts [(ACELA1569)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1569) |  | ✓ | ✓ | ✓ |
| Analyse how higher order concepts are developed in complex texts through language features, including nominalisation, clause combinations, technicality and abstraction [(ACELA1570)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1570) | ✓ | ✓ | ✓ | ✓ |
| Evaluate the impact on audiences of different choices in the representation of still and moving images [(ACELA1572)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1572) | ✓ | ✓ | ✓ | ✓ |
| Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences [(ACELA1571)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1571) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELA1573)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1573) |  | ✓ | ✓ |  |

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| 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](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) [(ACELT1639)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1639) | ✓ | ✓ | ✓ |  |
| Responding to literature | | | | |
| Reflect on, extend, endorse or refute others’ interpretations of and responses to literature [(ACELT1640)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1640) | ✓ | ✓ | ✓ |  |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1641) | ✓ | ✓ | ✓ |  |
| Evaluate the social, moral and ethical positions represented in texts [(ACELT1812)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1812) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELT1642)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1643) |  | ✓ | ✓ |  |
| Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts [(ACELT1774)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1774) | ✓ | ✓ | ✓ |  |
| Creating literature | | | | |
| Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts [(ACELT1814)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1815) |  | ✓ | ✓ |  |
| Create imaginative texts that make relevant thematic and intertextual connections with other texts [(ACELT1644)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1644) | ✓ | ✓ | ✓ |  |

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| Literacy | 1 | 2 | 3 | 4 |
| 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 [(ACELY1749)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1749) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELY1750)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1750) | ✓ | ✓ |  | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1813) |  | ✓ | ✓ | ✓ |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action [(ACELY1751)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1751) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELY1752)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1752) | ✓ | ✓ | ✓ | ✓ |
| Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts [(ACELY1753)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1753) |  | ✓ | ✓ | ✓ |
| Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence [(ACELY1754)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1754) |  | ✓ | ✓ | ✓ |
| 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 [(ACELY1756)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1756) | ✓ | ✓ | ✓ | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1757) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELY1776)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1776) | ✓ | ✓ | ✓ | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.