

### Recommendation

A sound achievement (C) or above in Year 10 English

### Rationale

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

### Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

## Course structure

English is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

## Delivery (mode, time requirements, lessons)

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to three scheduled lessons each week. Lessons and course materials are delivered via our QLearn learning management system.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"><li>• Texts in contexts</li><li>• Language and textual analysis</li><li>• Responding to and creating texts</li></ul>	<b>Texts and culture</b> <ul style="list-style-type: none"><li>• Texts in contexts</li><li>• Language and textual analysis</li><li>• Responding to and creating texts</li></ul>	<b>Textual connections</b> <ul style="list-style-type: none"><li>• Conversations about issues in texts</li><li>• Conversations about concepts in texts.</li></ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"><li>• Creative responses to literary texts</li><li>• Critical responses to literary texts</li></ul>

## Assessment

In Units 1 and 2 students complete *four* summative assessments. The combined result of the two assessments in each unit is used to produce a Satisfactory (S) or Unsatisfactory (U) result for the Unit. Students will also receive an overall subject report (A–E) for each Unit.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"><li>• Extended Response — spoken persuasive</li></ul>	50%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"><li>• Examination — written imaginative</li></ul>	50%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"><li>• Extended response — written analytical</li></ul>	50%	Formative internal assessment (FIA4): <ul style="list-style-type: none"><li>• Examination — written analytical</li></ul>	50%

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended Response — spoken persuasive	25%	Summative internal assessment 3 (IA3): Examination — written imaginative written	25%
Summative internal assessment 2 (IA2): Extended response — written analytical	25%	Summative external assessment (EA): Examination — written analytical	25%

**Disclaimer** All of the above information is accurate at the time of publication.