

Year 10 Extension English

Year Level Description

In Year 10 Extension English, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

Achievement

By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Listening, Speaking and Creating
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to three 60-minute direct instruction lessons each week and additional learning activities. Lessons are delivered via our Canvas learning management system. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Interactive Work Rate Calendar in the QLearn course. Course materials can be accessed in the learning management system.

Year Level Unit Overview

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|--|
| On the Verge Students view two films that focus on identity and culture. They read and write film reviews and critical analytical responses to contemporary film. They read online literary reviews for a public audience. Assessment Task — Online literary article (written) | Literary Wars Is it still important to read literature? Students read literary works of their own choice from poetry to novels and discuss the significance of literature in today's contemporary world. They discuss pop culture, genres and what makes literature stand out from the other texts we read. Assessment Task – TEDx Talk or Podcast (spoken) | Where there's a Will, there's a play Students explore and analyse concepts in two or more Shakespearean plays – <i>Macbeth</i> , <i>King Lear</i> , <i>Hamlet</i> or <i>Midsomer's night dream</i> . They respond to a seen essay question under exam conditions. Assessment Task — Analytical essay (hand-written exam) | Time Jump – micro stories Students examine how contemporary writers craft micro stories using a variety aesthetic and stylistic features to manipulate and develop reader response. They learn and practise creating micro-stories and micro-story cycles in response to selected stimulus. Assessment Task — Imaginative story cycle |

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery, video recording software, Jacaranda 10 English textbook, prescribed texts.

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