

Year 10 English

Achievement

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.

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:

- Understanding and responding to contexts
- Understanding and controlling textual features
- Creating and evaluating meaning in texts

Delivery (mode, time requirements, lessons)

Students have access to a one hour scheduled lesson and a one hour tutorial each week. Lessons are delivered via our learning management system. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed in the learning management system.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery.

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		Units and Learning Experiences - Summative Assessment
Semester 1	Term 1	<p>Unit 4: Responding to poetry In this unit students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives and themes. Students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • <u>Spoken - filmed presentation</u> – Persuasive presentation
Semester 1	Term 2	<p>Unit 3: Reading and responding to literary texts In this unit, students analyse and evaluate a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • <u>Written exam (Seen task)</u> – Imaginative short story
Semester 2	Term 3	<p>Unit 7: Evaluating representations in news media texts and satire In this unit students listen to, read, view and discuss a variety of written and visual media texts. They examine how text structures, language features, visual elements and the arrangement of information positions audiences to respond to people, cultures, places, events, objects and concepts.</p>
		<p>Unit 5: Responding to a Shakespearean drama In this unit, students read and interpret a Shakespearean tragedy. Students analyse and evaluate Shakespeare's <i>Romeo and Juliet</i> with a particular focus on themes and characterisation.</p>
		<p>Summative assessment, criteria assessed, approximate timing/due date:</p> <ul style="list-style-type: none"> • <u>Spoken audio presentation with written features</u> – Analytical comparative multimodal presentation.
	Term 4	<p>Unit 5 Continued: Responding to a Shakespearean drama In this unit, students read and interpret a Shakespearean tragedy. Students analyse and evaluate <i>Shakespeare's Romeo and Juliet</i> with a particular focus on themes and characterisation.</p>
		<p>Summative assessment, criteria assessed, approximate timing/due date:</p> <ul style="list-style-type: none"> • <u>Written exam (Seen task)</u> – Extended analytical response to a Shakespearean tragedy

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