

## Year 10 – Australian Curriculum: English (2022)

<b>Achievement standard</b>	<p><b>Receptive modes (listening, reading and viewing)</b></p> <p>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.</p> <p>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.</p> <p><b>Productive modes (speaking, writing and creating)</b></p> <p>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.</p> <p>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.</p> <p><small>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/English/Curriculum/F-10">www.australiancurriculum.edu.au/English/Curriculum/F-10</a>&gt;.</small></p>							
	<b>Term overview</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>
	1. Novel study: <i>Catching Teller Crow</i> : <ul style="list-style-type: none"> <li>- subjective and objective truth</li> <li>- impact of language choices on the reader</li> <li>- genre</li> <li>- Aboriginal and Torres Strait Islander perspectives and storytelling traditions</li> </ul>		1. <i>Catching Teller Crow</i> Continued 2. Reading the News: <ul style="list-style-type: none"> <li>- Text types in news media, including news reports and opinion pieces</li> <li>- Examining concepts of bias, tone and connotation in media texts</li> </ul>		2. Shakespeare: <i>Romeo and Juliet</i> : <ul style="list-style-type: none"> <li>- dramatic techniques</li> <li>- character</li> <li>- theme</li> <li>- language devices and imagery</li> <li>- film techniques</li> </ul>		4. American Literature: <ul style="list-style-type: none"> <li>a) Film study: <i>Mississippi Burning</i> <ul style="list-style-type: none"> <li>- historical context</li> <li>- film technique</li> <li>- theme</li> </ul> </li> <li>b) Novel study: <i>Of Mice and Men</i> <ul style="list-style-type: none"> <li>- historical context</li> <li>- character</li> <li>- theme</li> </ul> </li> </ul>	
<b>Cross curriculum priorities</b>							 	
<b>General capabilities</b>	      		    		    		      	
<b>Key to general capabilities and cross-curriculum priorities</b>	 Literacy		 Numeracy		 ICT capability		 Critical and creative thinking	
	 Aboriginal and Torres Strait Islander histories and cultures		 Asia and Australia's engagement with Asia		 Ethical behaviour		 Personal and social capability	
	 Sustainability		 Intercultural understanding					
<b>Assessment</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>
	7	Crime Map & News Report	4	Creative response	6	Oral Presentation	3	Personal Response
9	Literary analysis	9	News portfolio	9	Essay	7	Essay	
<b>Moderation</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	Teachers moderate news report to ensure consistency of judgments.		Teachers moderate creative responses to ensure consistency of judgments.		Teachers moderate samples of essays to ensure consistency of judgments.		Teachers moderate personal responses to ensure consistency of judgments.	