

SEMESTER 2, 2021

Course Title	English
Year	10
Unit Title	Humanity: Who they are through Texts
Teacher	Tiana Liddell Rosita Randle

UNIT GOALS

Through study of the *Year 10 National Curriculum English Unit*:

Year 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 and include 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.

CONTENT SUMMARY

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs will balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and students will revisit and strengthen these as needed.

In the **Representations & Texts** unit you will:

- **Explore Language:**
 - Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
 - Understand that people's evaluations of texts are influenced by their value systems, the [context](#) and the purpose and [mode](#) of communication
 - Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
 - Understand conventions for citing others, and how to reference these in different ways
 - Analyse and evaluate the effectiveness of a wide range of [sentence](#) and [clause](#) structures as authors [design](#) and craft texts
 - Analyse how higher order concepts are developed in complex texts through [language features](#) including [nominalisation](#), [clause](#) combinations, technicality and abstraction
 - Evaluate the impact on audiences of different choices in the representation of still and moving images
 - Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences

- **Explore Literature:**
 - Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
 - 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
 - Evaluate the social, moral and ethical positions represented in texts
 - Identify, explain and discuss how [narrative](#) viewpoint, structure, characterisation and devices including [analogy](#) and [satire](#) shape different interpretations and responses to a [text](#)
 - 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
 - Analyse and evaluate [text](#) structures and [language features](#) of literary texts and make relevant thematic and intertextual connections with other texts

- **Explore Literacy:**
 - 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
 - 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
 - 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

- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences
- Choose a reading technique and reading path appropriate for the type of [text](#), to retrieve and connect ideas within and between texts
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
- [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
- 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
- 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

ASSESSMENT

Task	Due
Task 1: Creative Article	Week 5
Task 2: Analytical Response (In Class)	Week 8
Task 3: Oral Presentation	Week 14
Task 4: Creative Response (In Class)	Week 18

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Students will be assessed on the extent to which they can:

- a) evaluate how [text structures](#) can be used in innovative ways by different [authors](#);
- b) explain how the choice of [language features](#), images and vocabulary contributes to the development of individual style;
- c) develop and justify their own interpretations of [texts](#);
- d) evaluate other interpretations, analysing the evidence used to support them;
- e) [listen](#) for ways features within [texts](#) can be manipulated to achieve particular effects;
- f) show how the selection of [language features](#) can achieve precision and stylistic effect;
- g) explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments;
- h) develop their own style by experimenting with [language features](#), stylistic devices, [text structures](#) and images;
- i) [create](#) a wide range of [texts](#) to articulate complex ideas;
- j) make presentations and contribute actively to class and group discussions, build on others' ideas, solve problems, justify opinions and develop and expand arguments; and

- k) demonstrate understanding of [grammar](#), vary vocabulary choices for impact, and accurately use spelling and punctuation when [creating](#) and editing [texts](#).

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

SUBMISSION OF WORK

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. Submission of work on a weekend or public holiday is not acceptable.

If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

LATE SUBMISSION OF WORK

Students who do not submit their assessment responses on the due date will be expected to attend lunchtime study sessions in order to complete their assignments and meet the Year 10 English course requirements.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

Executive Teacher: Andraya Stapp-Gaunt & Jane Watson

Class Teachers: Tiana Liddell (Line 2) & Rosita Randle (Line 7)

Date: July 2021