

English, Humanities & Languages Academy Unit Outline

Year: 10

Accreditation: IGCSE

Timetable Period: Semester 1 2021

Teacher/s	Kelby Pointon	Google Classroom Code and Line	pt4wcbb Line 4
Executive Teachers	Andraya Stapp-Gaunt & Jane Watson		

Unit Description

Specific Unit Goals

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Content Descriptions

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 effect.
- 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 Date
In Class Response (Romeo and Juliet) Attempt 1: Completed in class under test conditions Attempt 2: Students to self-assess and reflect on Attempt 1. Re-submit response by end of Double Lesson Week 8, Tuesday 23rd March	Attempt 1: Week 7, Tuesday 16th March (Double Lesson) Attempt 2: Week 8, Tuesday 23rd March (Double Lesson)
Creative Response (Stories of Ourselves)	Week 15, Thursday 20th May, 11:59pm
End of Semester Short Response (Stories of Ourselves & Romeo and Juliet)	Week 18, Tuesday 8th June (Double Lesson)

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

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

- evaluate how [text structures](#) can be used in innovative ways by different [authors](#);
- explain how the choice of [language features](#), images and vocabulary contributes to the development of individual style;
- develop and justify their own interpretations of [texts](#);
- evaluate other interpretations, analysing the evidence used to support them;
- [listen](#) for ways features within [texts](#) can be manipulated to achieve particular effects;
- show how the selection of [language features](#) can achieve precision and stylistic effect;
- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments;
- develop their own style by experimenting with [language features](#), stylistic devices, [text structures](#) and images;
- [create](#) a wide range of [texts](#) to articulate complex ideas;
- make presentations and contribute actively to class and group discussions, build on others' ideas, solve problems, justify opinions and develop and expand arguments; and
- demonstrate understanding of [grammar](#), vary vocabulary choices for impact, and accurately use spelling and punctuation when [creating](#) and editing [texts](#).

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

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of the writer's intentions and methods – response to the writer's use of language (AO3)

- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’) (AO4).

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.

All assessment tasks are expected to be submitted by the specified due date and time. Submission should be via email, Google Classroom or to the classroom teacher, faculty staff room or front office.

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.

Unit Schedule Semester 1 2021: 10 IGCSE English/Literature

Week	Dates	Content	General Info	Assessment	Weight	Term
1	1/2	Intro to IGCSE & Year 10				1
2	8/2	Romeo & Juliet <ul style="list-style-type: none"> - Overview of who Shakespeare was and what he did - Read through R&J as a class - Comprehension questions on each Act - Purpose, audience and meaning - Language features - Develop and justify a P.O.V. 				
3	15/2					
4	22/2					
5	1/3			Moderation Day 2/3		
6	8/3			Canberra Day 8/3		
7	15/3				Attempt 1: In Class Response, 16th March, Double Lesson	
8	23/3				Attempt 2: In Class Response, 23rd March, Double Lesson	
9	29/3			Good Friday 2/4		
Holidays 5 April – 18 April						
10	19/4	Stories of Ourselves <ul style="list-style-type: none"> - Analyse all stories from Core Reading Booklet - Purpose, audience and meaning - Understand perspectives - Understand language features - Develop and justify P.O.V 				2
11	26/4		26/4 Anzac Day Holiday			
12	3/5					
13	10/5					
14	17/5					

15	24/ 5			Creative Response, Thursday 20th March, 11:59pm	
16	31/ 5		31/5 Reconciliation Day		
17	7/6		Exam Week	End of Semester In Class Short Response, Week 18 (Double Lesson)	
18	14/ 6		14/6 Queen's Birthday		
19	21/ 6				
End of Term 2					