

Year Level Plan **Year 10** **English**

In Years 9 and 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 a 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 including 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 presented in visual form. 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.

Term 1	Term 2	Term 3	Term 4
Unit 1	Unit 2	Unit 3	Unit 4
<p>The Rise of Superhero Stories Students engage with a variety of superhero narrative extracts to understand the ways that these stories have emerged from both historical and contemporary contexts. They examine the cultural significance of superhero stories and the ways that these texts respond to real-world social and ethical issues. Students will create an imaginative text that featuring conventions of the superhero narrative genre to articulate ideas about a real-world social or ethical issue of their own selection. They develop and evaluate their own style by experimenting with language features, stylistic devices and text structures. Possible texts include extracts from <i>Marvel</i> and <i>DC</i> superhero narratives stories. Film excerpts, comic/ graphic novel extracts and other texts may be used to assist the teaching of the superhero genre.</p>	<p>Smile and be a Villain: Representations of Revenge in Shakespeare Students explore <i>The Merchant of Venice</i> and <i>Othello</i> to examine different representations of the concept of revenge. They will compare and contrast the actions and characterisation of different characters across the two Shakespearean texts. They will also determine the ways that each text are designed to shape and position audience responses. Students will produce interpretations of plot, characterisations and concepts using language features and text structures commonly used in literary analysis. Plays include <i>The Merchant of Venice</i> and <i>Othello</i>.</p>	<p>This Much is True: Evaluating Bias in Documentaries Students will examine a variety of documentary texts that each address real world issues from a variety of perspectives. They examine how text structures, language features and the arrangement of information within documentaries position audiences to respond to people, cultures, places, events and concepts. Students evaluate how filmmakers use text structures and language features within their documentaries to create persuasive bias. Possible documentaries include, but are not limited to, <i>Blackfish</i>, <i>That Sugar Film</i> and <i>The Social Dilemma</i>.</p>	<p>A Device to Ignite the Imagination: Human Experience in Classic Novels Students will read, analyse and evaluate a novel that explores an issue based on human experience and/or interpersonal relationships, and is relevant to society. They will consider links between values, beliefs and assumptions and the social, moral and ethical positions of authors. Students examine narrative viewpoint, characterisation and plot structures in literature in relation to communicating ideas about the common issue. Possible novels include <i>To Kill a Mockingbird</i> and <i>Lord of the Flies</i>.</p>

Assessment Tasks

Formative	Summative	Formative	Summative	Formative	Summative	Formative	Summative
<p>Proposal Speech (spoken) <i>Assignment in-class presentation</i> Students present a speech that explains and justifies their understanding of the ways that superhero stories respond to social and ethical issues. They propose an original superhero storyline and explain how it represents and responds to a current social or ethical issue of their own choosing (3 minutes).</p>	<p>Narrative (written) <i>Assignment</i> Students create a narrative (500-600 words) which demonstrates a chapter or segment of an original superhero's journey. Their narrative uses a variety of language features and text structures to articulate ideas about a social or ethical issue of their own choosing.</p>	<p>Online forum (written) <i>Assignment - ongoing</i> Students contribute to an online discussion on the Learning Place. They develop and justify their own interpretations of texts and evaluate other interpretations analysing the evidence to support them.</p>	<p>Analytical Essay (written) <i>Unseen in-class exam</i> Students construct an analytical essay that justifies their interpretation of the representations of the concept of revenge in Shakespeare's work. They compare and contrast perspectives on both texts through the development of logical arguments (500-600 words).</p>	<p>Short response (written) <i>Unseen in-class test</i> Students view an excerpt of <i>The Story of Us</i> with Morgan Freeman (Victoria Khan interview Ep.1). They compose a short answer response to explain the ways language features, images and vocabulary have been manipulated to achieve particular effects and develop individual style.</p>	<p>Literary Article (written) <i>Assignment</i> Students evaluate how a particular filmmaker uses text structures and language features within their documentary to present a social, moral or ethical position on an issue. Students present this evaluation in the form of a literary article (600 - 800 words) that would be suitable for publication in a young adult literary magazine.</p>	<p>Short response (written) <i>Seen in-class test</i> Students analyse and evaluate an interpretation of their novel within a paragraph (200 words).</p>	<p>Writer's Festival Speech (spoken) <i>Assignment</i> Students construct and present an argument that evaluates a resistant interpretation by analysing its strengths and limitations then extend on this interpretation by refuting or endorsing their argument, ensuring their points are justified using new supporting evidence from the novel (4-5 minutes).</p>