



ASPIRE - LEARN - ACHIEVE

Australian Curriculum: English — Year 10

Year level plan – 2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit Name	Shakespeare's <i>Romeo and Juliet</i>	Novel Study	Representations of War	Short Stories
Unit Description	In this unit students engage with William Shakespeare's <i>Romeo and Juliet</i> and explore the themes that have relevance for modern teenagers. Students analyse the play's setting, plot, characters, themes, language and the nature of its tragedy. Students use these skills and knowledge of the text to create an imaginative response in the form of a soliloquy from a marginalised character in the original play. Students in the higher-range classes are encouraged to demonstrate their knowledge and skills to use Shakespearean language, rather than Standard Australian English. This unit is supported by a Virtual Reality Module: Elizabethan Theatre.	In this unit students read a novel which explores social, moral and ethical issues relevant to teens. Students analyse the elements of the narrative text and identify how the author has constructed representations of teenagers and their issues throughout the novel. Students then learn about the genre of analytical essay writing and complete an essay under exam conditions, analysing the representation of a theme/concept in the novel.	In this unit, students view a selected film on war and read a range of relevant poetry, in which they explore Representations of War. Students draw intertextual links between these texts, to compare and contrast representations of war and present in a multimodal seminar.	In this unit students revisit the genre of short stories. They identify the elements of short stories when deconstruction a range of short story texts. With this knowledge of salient features and text structure, students will develop their own character profiles, conflicts, resolution and ultimately a short story.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
		Monologue – Soliloquy	Analytical Exam	Multimodal Comparison	Short Story Response
Range and balance of summative assessment conventions	Technique	Extended response – spoken	Extended response – written exam	Extended response – multimodal	Extended response - written
	Type of Text	Imaginative monologue – soliloquy	Essay response - analytical	Persuasive – compare/ contrast	Imaginative narrative
	Mode	Oral	Written	Multimodal	Written
	Conditions	<ul style="list-style-type: none"> Length 3-5 minutes Teacher feedback on one compulsory draft Unlimited access to material resources during drafting phase 	<ul style="list-style-type: none"> Select 1 of 2 Seen questions (1 week prior to exam) 10 quotes to be brought to exam Exam conditions - up to 90 minutes with 10 minutes perusal Exam be completed within 3 lessons 600-800 words 	<ul style="list-style-type: none"> Length 4-6 minutes Some guided and independent analysis of given texts included Teacher feedback on draft of speech transcript and multimodal elements Verbal teacher feedback on partial presentation of speech (recorded or live) Seminar may be pre-recorded or presented live with the PPT or Seminar Paper 	<ul style="list-style-type: none"> 600-800 words Teacher feedback on one compulsory draft Stimulus provided

Aspects of the Achievement Standard				
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, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments	✓		✓	
Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts	✓	✓	✓	✓

Term 1 Term 2 Term 3 Term 4

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard