

Year 10 - English 2024

TERM 1

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TIMING Weeks: 8	<p>Close Study of a Poet</p> <p>In this topic, students will complete a close study of a poet and a collection of their works. Students will study the poet’s personal, historical and cultural context and they will become confident in identifying the poet’s distinctive style and voice. The close study of a poet provides an opportunity for students to build on their knowledge of voice, form and language. In the past the poets studied included, but were not limited to William Blake, Seamus Heaney, Bruce Dawe and Carol Ann Duffy.</p>	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> • Research the poet’s personal, historical and cultural context; • Develop their understanding of language devices, forms and features; • Deepen their understanding of authority, theme, perspective; • Analyse and evaluate a range of poems and the ideas represented within these poems; • Consolidate their skills in composing arguments in an essay. 	<p>Task Number: 1</p> <p>Nature of Task: Writing - Essay</p> <p>Percentage: 25%</p> <p>Week: 8</p> <p>Reported: Semester 1</p>

TERM 2

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TIMING Weeks: 6	<p>Genre Study</p> <p>In this unit, students will explore the multifaceted nature of a literary genres, exploring the characteristics, code and conventions, and purposes of a specific genre. They will examine the dynamic range of concerns, styles and textual forms of the genre, considering questions posed by the composers who create works within this genre. Students will also develop an understanding of the conventions and the changing nature of the genre, as well as the contextual values represented within texts. Through reading, analysis, and creative activities, students will develop a deeper understanding of how genres shape storytelling, influence readers' experiences, and reflect societal contexts.</p>	
	UNIT OVERVIEW	ASSESSMENT

	<ul style="list-style-type: none"> ● Explore a range of texts including visual texts, prose and film; ● Develop an understanding of the subgenres and the changing nature of the genre; ● Identify, analyse and evaluate a variety of genre codes and conventions; ● Expand their ability to explain the composer’s purpose; ● Refine their ability to express complex ideas through the development of character and narrative; ● Develop and consolidate their skills in writing imaginative pieces and reflecting on the composition process. 	<p>Task Number: 2</p> <p>Nature of Task: Reading & Multimodal - Imaginative composition & reflection</p> <p>Percentage: 25%</p> <p>Week: 3</p> <p>Reported: Semester 1</p>
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TERM 3

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	<p>Novel Study</p> <p>In this unit, students will undertake a close study of a novel. Students will study the context within which the author composed the novel and they will develop an understanding of the distinctive features of the class text. In the past students have studied novels including, but not limited to: <i>Lord of The Flies</i> by William Golding, <i>Of Mice and Men</i> by John Steinbeck, <i>The Story of Tom Brennan</i> by J.C. Burke, and <i>The Book Thief</i> by Markus Zusak.</p>	
<p>TIMING Weeks: 8</p>	<p>UNIT OVERVIEW</p>	<p>ASSESSMENT</p>
	<ul style="list-style-type: none"> ● Develop their understanding of authorial and historical context; ● Develop their understanding of literary value and how it is determined; ● Develop their understanding of prose fiction form, and its distinctive features; ● Consolidate their higher order inferential reading skills; ● Deepen the understanding of prose fiction conventions, such as: style, voice, point of view, characterisation, setting, motif, symbolism and allegory; ● Refine their skills in the presentation of a multimodal digital essay. 	<p>Task Number: 3</p> <p>Nature of Task: Multimodal - Presentation</p> <p>Percentage: 20%</p> <p>Week: 2</p> <p>Reported: Semester 2</p>

TERM 4

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TIMING Weeks: 7	<p>Close Study of Text: Shakespearean Tragedy</p> <p>In this unit, students will complete a close study of one Shakespearean Tragedy. Students will consider why Shakespeare still resonates with contemporary audiences. Students engage with Shakespeare’s representation of human experience and form their own conclusions about key ideas such as power, ambition, leadership and honour. They analyse language and features of Shakespearean drama and compose sustained critical responses.</p>	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> ● Explore and develop their understanding of Shakespeare’s social and political context; ● Develop an understanding of the conventions of Shakespearean Tragedy; ● Understand and interpret the representation of the tragic hero and the tragic flaw; ● Learn about the five-act structure of the Shakespearean drama; ● Learn about dramatic codes and conventions, such as: soliloquy, rising action, climax and denouement; ● Learn about language devices, such as: blank verse, prose, allusion, rhetoric and connotation; ● Analyse the representation of characterisation in Shakespearean tragedy; ● Develop skills in analysing form and language through deeper engagement with essay writing; 	<p>Task Number: 4</p> <p>Nature of Task: Reading & Writing - Yearly Examination</p> <p>Percentage: 30%</p> <p>Week: 3</p> <p>Reported: Semester 2</p>
TIMING Weeks: 7	<p>Thematic Area of Study</p> <p>In this unit, students will explore a specific thematic concern, developing students’ awareness of the ways the representation of a central idea can vary based on context, purpose, audience and form. By analysing a range of texts, students will deepen their understanding of the interplay between language and form. Students will examine particular language structures and features used in the prescribed text and in a range of texts that they encounter in their daily lives. They explore, examine and analyse how the conventions of textual forms, language modes and media shape meaning.</p>	
	UNIT OVERVIEW	ASSESSMENT
	<ul style="list-style-type: none"> ● Engage with a variety of texts in written, spoken and visual forms; ● Revise their knowledge of text specific techniques; ● Deepen their understanding of the way intertextuality and context affects the representation of a common theme; ● Analyse how form and language affects how an idea is conveyed; ● Compose analytical responses to the texts studied; ● Compose discursive responses to the texts and concepts studied; 	<p>N/A</p>