

## Year 10 - English 2023

| TERM 1             |   |  |
|--------------------|---|--|
| TIMING<br>Weeks: 8 | <b>Close Study of a Poet</b><br><br>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.   |  |
|                    | <b>UNIT OVERVIEW</b>  | <b>ASSESSMENT</b>  |
|                    | <ul style="list-style-type: none"> <li>• Research the poet's personal, historical and cultural context;</li> <li>• Develop their understanding of language devices, forms and features;</li> <li>• Deepen their understanding of style, connotation, symbolism and imagery;</li> <li>• Analyse and evaluate a range of poems and the ideas represented within these poems;</li> <li>• Consolidate their multimodal presentation skills.</li> </ul>  | Task Number: 1<br><br>Nature of Task:<br>Speaking – Digital Presentation<br><br>Percentage: 15%<br><br>Week: 8<br><br>Reported: Semester 1 |
| TIMING<br>Weeks: 3 | <b>Satire</b><br><br>In this unit, students experience a range of satirical texts and composers. Students will experience a variety of responses to satirical texts, including humour, self-critique and reflection. Students learn the many conventions, forms, and devices of satirical texts. Students learn to recognise that satire is ubiquitous and topical. Students will experience Australian satirical texts and they will compare our style of satire with texts from other times and cultures.   |  |
|                    | <b>UNIT OVERVIEW</b>  | <b>ASSESSMENT</b>  |
|                    | <ul style="list-style-type: none"> <li>• Learn about the social and cultural purpose of satire;</li> <li>• Develop a vocabulary for analysing and evaluating the satirists' purpose, such as: to entertain, to amuse, to challenge, to question, to critique, to reflect and to call to action;</li> <li>• Study a range of satirical texts, such as cartoons, songs and feature articles;</li> <li>• Develop an understanding of satirical devices and conventions, such as: parody, intertextuality, incongruity, and hyperbole;</li> <li>• Apply and refine their skills in direct and inferential reading comprehension.</li> </ul> | Task Number: 2<br><br>Nature of Task:<br>Reading Task<br><br>Percentage: 20%<br><br>Week: Week 11<br><br>Reported: Semester 1              |

## Year 10 - English 2023

### TERM 2

#### Science Fiction Genre Study

In this unit, students explore texts that represent the intersection of science and the imagination. Science Fiction texts present a dynamic range of concerns, styles and textual forms. Students consider questions posed within Science Fiction texts about the impact of technology on humanity. Students also speculate about the questions asked within science fiction about the structure of society and the natural world. Students will develop an understanding of the conventions and the changing nature of the genre, as well as the contextual values represented within texts.

#### UNIT OVERVIEW

- Explore a range of texts including visual texts, prose and film;
- Develop an understanding of the different types of Science Fiction texts and the changing nature of the genre;
- Identify, analyse and evaluate a variety of Science Fiction conventions;
- Expand their ability to explain the composer's purpose;
- Refine their ability to express complex ideas through allegory, allusion and intertextuality;
- Develop and consolidate their skills in writing discursive texts.

#### ASSESSMENT

Task Number: 3  
Nature of Task:  
Discursive Writing  
Percentage: 15%  
Week: 7  
Reported: Semester 2

**TIMING**  
Weeks: 7

## Year 10 - English 2023

### TERM 3

|                                      |   |  |
|--------------------------------------|---|--|
|                                      | <p><b>Novel Study</b></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><b>TIMING</b></p> <p>Weeks: 8</p> | <p><b>UNIT OVERVIEW</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of authorial and historical context;</li> <li>• Develop their understanding of prose fiction form, and its distinctive features;</li> <li>• Consolidate their higher order inferential reading skills;</li> <li>• Deepen the understanding of prose fiction conventions, such as: style, voice, characterisation, setting, motif, symbolism and allegory;</li> <li>• Refine their skills in the presentation of a multimodal digital essay.</li> </ul> | <p><b>ASSESSMENT</b></p> <p>Task Number: 4<br/>           Nature of Task:<br/>           Multimodal Video<br/>           Essay<br/>           Percentage: 20%<br/>           Week: 5<br/>           Reported: Semester 2</p> |

## Year 10 - English 2023

| TERM 4             |  |  |
|--------------------|--|--|
| TIMING<br>Weeks: 7 | <b>Close Study of Text: Shakespeare – Macbeth or Julius Caesar</b><br><br>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.  |  |
|                    | UNIT OVERVIEW  | ASSESSMENT   |
|                    | <ul style="list-style-type: none"> <li>• Explore and develop their understanding of Shakespeare’s social and political context;</li> <li>• Develop an understanding of the conventions of Shakespearean Tragedy;</li> <li>• Understand and interpret the representation of the tragic hero and the tragic flaw;</li> <li>• Learn about the five-act structure of the Shakespearean drama;</li> <li>• Learn about dramatic conventions, such as: soliloquy, rising action, climax and denouement;</li> <li>• Learn about language devices, such as: blank verse, prose, allusion and rhetoric;</li> <li>• Analyse the representation of characterisation in Shakespearean tragedy;</li> <li>• Develop skills in essay writing;</li> </ul> | Task Number: 5<br><br>Nature of Task:<br>Yearly Exam Essay<br><br>Percentage: 30%<br><br>Week: 4<br><br>Reported: Semester 2 |
| TIMING<br>Weeks: 7 | <b>Distinctively Visual</b><br><br>In this unit, students will explore the ubiquitous nature of visual language. It develops students’ awareness of the ways visual language helps them to understand our perceptions of and relationships with others and the world. Students 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.   |  |
|                    | UNIT OVERVIEW  | ASSESSMENT   |
|                    | <ul style="list-style-type: none"> <li>• Engage with a variety of photographs, advertisements, artworks and films;</li> <li>• Revise their knowledge of visual literacy and film techniques;</li> <li>• Research a film director and analyse key scenes within a film;</li> <li>• Write analytical responses to visual texts;</li> <li>• Represent prose texts and/or poetry as visual texts;</li> </ul>   | N/A  |