



This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

The English curriculum focuses on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and these will be revisited and strengthened as needed.

Texts explored include 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. Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Vocabulary & Grammar

Below is a list of English words and phrases that students should know the meaning of and be able to spell by the end of term:

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • issues • ideas • values • attitude • setting • atmosphere • point of view • narrative conventions • figurative language • genre • sensory imagery • tone • atmosphere | <ul style="list-style-type: none"> • film codes • issues • ideas • SWAT codes • context • satire • written codes • symbolic codes • technical codes | <ul style="list-style-type: none"> • narrative conventions • stylistic choices • characterisation • reader response • language features • stylistic choices • characterisation • figurative language • emotive language • first person point of view | <ul style="list-style-type: none"> • context • perspective • genre • issues • ideas • values • attitudes • persuasive devices |
|---|--|--|---|

There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.

Topics

Reading and Viewing

Throughout the year, students will evaluate how text structures can be used in innovative ways by different authors. They will learn how to explain the choice of language features, images and vocabulary contributes to the development of individual style. Students will also develop and justify their own interpretations of texts. Their evaluation of other interpretations will be based on analysing evidence. This curriculum area accounts for one third of the overall English grade.

- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences. (ACELY1752)
- Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts. (ACELY1753)
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience responses. (ACELT1641)
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text. (ACELT1642)
- Understand that standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve. (ACELA1563)
- Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts. (ACELA1569)
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media. (ACELA1566)
- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects. (ACELA1567)
- Analyse how higher order concepts are developed in complex texts through language features including normalisation, clause combinations, technicality and abstraction. (ACELA1570)
- Evaluate the social, moral and ethical positions represented in texts. (ACELT1812)
- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people. (ACELA1564)
- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication. (ACELA1565)
- Understand conventions for citing others, and how to reference these in different ways. (ACELA1568)

Writing

Students will show how the selection of language features can achieve precision and stylistic effect. They will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They shall develop their own style by experimenting with language features, stylistic devices, text structures and images. Students shall create a wide range of texts to articulate complex ideas. They will demonstrate their understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. This curriculum area accounts for one third of the overall English grade.

- 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 effects (ACELY1757)
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
- Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)
- 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 (ACELY1776)
- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people. (ACELA1564)
- Understand conventions for citing others, and how to reference these in different ways. (ACELA1568)
- Evaluate the impact on audiences of different choices in the representation of still and moving images. (ACELA1572)

- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences. (ACELY1752)
- Evaluate the social, moral and ethical positions represented in texts. (ACELT1812)
- Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots. (ACELA1573)
- Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots. (ACELA1573)

Speaking and Listening

Students will listen for ways features within texts can be manipulated to achieve particular effects. They shall show how the selection of language features can achieve precision and stylistic effect. Students will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They shall develop their own style by experimenting with language features, stylistic devices, text structures and images. Students will create a wide range of texts to articulate complex ideas. They shall make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. This curriculum area accounts for one third of the overall English grade.

- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
- 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 (ACELY1813)
- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people. (ACELA1564)
- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication. (ACELA1565)
- Evaluate the impact on audiences of different choices in the representation of still and moving images. (ACELA1572)
- 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 (ACELY1749)
- 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 reflect on complex and challenging issues. (ACELY1750)
- Evaluate the social, moral and ethical positions represented in texts. (ACELT1812)
- 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. (ACELY1756)
- Reflect on, extend, endorse or refute others' interpretations of and responses to literature. (ACELT1640)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action. (ACELY1751)
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media. (ACELA1566)
- 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. (ACELT1643)
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts. (ACELT1774)
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text. (ACELT1642)
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts. (ACELT1639)
- Create literary texts with sustained 'voice', selecting and adapting appropriate text structures, literacy devices, language, auditory and visual structures and features and for a specific purpose and intended audience. (ACELT1815)
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence. (ACELY1754)



COURSE OUTLINE 2022

ENGLISH YEAR 10

Semester 1

| Week | Topics/Syllabus | Assessment | Resources |
|---------------------------|---|--------------------------|--|
| Term 1 | | | |
| 1-4 | <p>1: Short Story Comprehension: Reading</p> <p>Students read a variety of realistic fiction & speculative fiction short stories and focus on the narrative conventions of: issues and ideas, values and attitudes, setting and atmosphere, point of view.</p> | Short response test | <p>Potential texts for study:</p> <p>Speculative fiction</p> <ul style="list-style-type: none"> • The Sniper • The Veldt <p>Realistic fiction</p> <ul style="list-style-type: none"> • Flying Horses • The Teacher's Reward |
| 5-7 | <p>2: Short Story Writing: Writing</p> <p>Students reflect on either speculative fiction or realistic fiction genre, and develop an understanding of what conventions and language features help create the characters, settings, atmospheres and moods of that genre.</p> | Short story | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • As per Unit 1 |
| 8-10 (cont. Term 2) | <p>3: Film Study: Viewing and Writing</p> <p>Students watch a speculative fiction or realistic fiction film, focusing on film codes, issues and ideas.</p> | Essay | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • The Truman Show • The Matrix • The Power of One • Pleasantville • The Help • Minority Report • Jurassic Park • The Outsiders • Gattica |
| Term 2 | | | |
| 1-3 | <p>3: Film Study (continued)</p> | | |
| 4-7 | <p>4: Print Advertising: Speaking and Listening</p> <p>Students look at the structure and purpose of print advertisements as a class. As a class, there is a discussion about how advertisements are designed to reflect the values and attitudes of their context. As 21st century viewers, students will then view prejudice advertisements: sexist/ageist/racist, and critique the values and attitudes promoted in the advertisements. Students will develop the skills to make their criticism through the correct language/print media conventions/jargon.</p> | Analyse advertisement | |
| 8-10 | <p>5: Satirical Images: Viewing</p> <p>Students study a range of satirical articles and learn about the conventions of satirical texts. Students will then look at satirical images that visually represent the issues discussed in the articles.</p> | Short response questions | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • Articles from The Onion (website) • Articles from The Shovel (website) • Articles for NewsBiscuit (website) • Images from The New Yorker (website) |
| END OF SEMESTER 1 | | | |

Semester 2

| Week | Topics/Syllabus | Assessment | Resources |
|--------------------------|---|---------------|--|
| Term 3 | | | |
| 1-6 | <p>6: Novel Study: Writing & Reading</p> <p>Students read a novel as a class and learn about narrative conventions and language features in their text. Students focus on character development and the reader's response to particular characters in the text.</p> | Essay | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • Z for Zachariah • Tomorrow When the War Began • The Dead of the Night • Freaky Green Eyes • Looking for Alabrandi • My Place |
| 7-10 | <p>7: Diary Response: Writing</p> <p>Students reflect on the characters studied this year in the short stories, film and novel study. Students will also learn the conventions of diary writing and the importance of voice in diary writing.</p> <p>Syllabus Links:</p> | Diary entries | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • Reflecting on any text studied or any new text for this particular task. (teacher discretion.) |
| Term 4 | | | |
| 1-4 | <p>8: Australian First Nations Issues: Speaking and Listening</p> <p>Students watch and read texts that look at Australian Aboriginal issues. Students discuss the problems faced by Aboriginal people and the contexts that shaped these problems.</p> | Interview | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • SBS episode on Australian Aboriginals 'You Can't Ask That.' (clickview) • SBS documentary 'Looky, Looky, Here Comes Captain Cooky.' (TBA) • Steven Oliver persuasive poem. • No More Boomerang poem. • Oodgeroo Noonuccal poetry. • Extracts from 'Growing Up Aboriginal Australia.' • Footage from Utopia (documentary) |
| 5-6 | <p>9: Exam: Reading & Writing</p> <p>Students reflect on short response writing and article structure.</p> | Exam | <p>Potential texts for study:</p> <ul style="list-style-type: none"> • Practice exams |
| 7-10 | Revision and catch-up activities | | |
| END OF SEMESTER 2 | | | |



ASSESSMENT OUTLINE 2022

ENGLISH YEAR 10

A number of assessments will be used throughout the term to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using the following descriptors.

Semester 1

| Assessment Type | Task Description | KWDHS Marks | Due Date |
|-------------------|--|-------------|------------------------------------|
| Diagnostic Test | PAT S and PAT R Brightpath Narrative | | <i>Term 1 Week 3</i> |
| Test | Task 1: Short Story Comprehension Narrative conventions test | /20 | <i>Term 1, Week 4</i> |
| Standardised Test | OLNA | | <i>Term 1, Week 5</i> |
| Written | Task 2: Short Story Writing 500-700 word short story | /30 | <i>Term 1, Week 7</i> |
| Written | Task 3: Film Study Essay | /30 | <i>Term 2, Week 3</i> |
| Diagnostic Test | PAT R | | <i>Term 2 Week 4 and 5</i> |
| Written | Task 4: Print Advertising Critical analysis of print advertising | /30 | <i>Term 2, Week 7</i> |
| Written | Task 5: Satirical Images Short response to satirical images | /30 | <i>Term 2, Week 10</i> |

Semester 2

| Assessment Type | Task Description | KWDHS Marks | Due Date |
|-------------------|---|-------------|---------------------------------------|
| Diagnostic Test | Brightpath Narrative | | <i>Term 2 Week 4 and 5</i> |
| Written | Task 6: Novel Study Character development essay | /30 | <i>Term 3, Week 6</i> |
| Standardised Test | OLNA | | <i>Term 3, Week 7</i> |
| Written | Task 7: Diary Response Character diary | /30 | <i>Term 3, Week 10</i> |
| Interview | Task 8: Australian Aboriginal Issues Paired interviews | /30 | <i>Term 4, Week 4</i> |
| Diagnostic Test | PAT S and PAT R Brightpath Narrative | | <i>Term 4 Week 3, 4 and 5</i> |
| Exam | Task 9: Exams a). Short response writing b). Article | /20 /10 | <i>Term 4, Week 5-6</i> |

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

| Grade | Description | The student demonstrates achievement that: |
|----------|--------------|---|
| A | Excellent | has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level. |
| B | Good | exceeds the expected standard. |
| C | Satisfactory | at the expected standard. |
| D | Limited | is below the expected standard. |
| E | Very Low | is below the minimum acceptable for this year level. |

Student Signature: _____

Parent/Guardian Signature: _____