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(P.T.O. to see Year 9 English Overview on the back of this sheet)

Semester 1, 2018 Year 10 English Outline

Engaged, Manners, Understanding, Strive

Overview

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs will balance and integrate all three strands. Together the strands focus 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 teachers will revisit and strengthen these as needed.

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.

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.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) & [Western Australian Curriculum \(SCSA\)](#)

Year 10 English Achievement Standards *

Receptive modes	Productive modes
<i>Listening, Reading and Viewing</i>	<i>Speaking, Writing and Creating</i>
Achievement Standard	Achievement Standard
<i>By the end of Year 10, students:</i>	<i>By the end of Year 10, students:</i>
Evaluate how text structures can be used in innovative ways by different authors.	Show how the selection of language features can achieve precision and stylistic effect.
Explain how the choice of language features, images and vocabulary contributes to the development of individual style.	Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
Develop and justify their own interpretations of texts.	Develop their own style by experimenting with language features, stylistic devices, text structures and images.
Evaluate other interpretations, analysing the evidence used to support them.	Create a wide range of texts to articulate complex ideas.
Listen for ways features within texts can be manipulated to achieve particular effects.	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.

* **The Achievement Standards in these tables do not have equal weighting and should be viewed in a holistic manner.**

*** Semester Grade = 40% for Classwork Activities + 60% for Unit Assessments.**



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Year 9 English Achievement Standards Evidence ◆

Receptive modes

Listening, Reading and Viewing

Achievement Standard

By the end of Year 9, students:

Analyse the ways that text structures can be manipulated for effect.

Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

Evaluate and integrate ideas and information from texts to form their own interpretations.

Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Listen for ways texts position an audience.

Productive modes

Speaking, Writing and Creating

Achievement Standard

By the end of Year 9, students:

Understand how to use a variety of language features to create different levels of meaning.

Understand how interpretations can vary by comparing their responses to texts to the responses of others.

In creating texts, students demonstrate how manipulating language features and images can create innovative texts

Create texts that respond to issues, interpreting and integrating ideas from other texts.

Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation

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