



## Thematic Units

### Semester 1 - EN721 Journeys

Through an examination of modern texts students will be introduced to reading practices appropriate to secondary school English. They will develop an understanding and appreciation of the importance of language and literature in shaping an understanding and knowledge of the discourse of *journey* or *journeying* a place of passage from one stage to another.

#### Text choices may include:

The Alchemist (Paulo Coelho, 1993); The Boy at the Top of the Mountain (John Boyne, 2015); Looking for Alibrandi (Melina Marchetta, 1992)



### Semester 2 - EN734 Seize the Day

Through an examination of contemporary and classic texts students will be introduced to reading practices appropriate to senior school English and will develop an understanding and appreciation of the importance of language and literature in challenging cultural assumptions about social expectations and dominant ideologies.

#### Text choices may include:

Lord of the Flies (William Golding, 1954); Animal Farm (George Orwell, 1944); The Book Thief (Mark Zusak, 2005); The Alchemist (Paulo Coelho, 1993)



### Purposeful Study with the future in mind

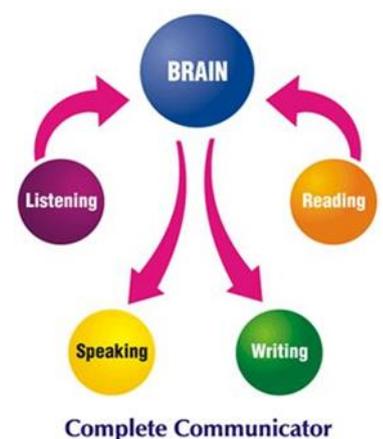
**Essential English** will provide students with a sound grasp of the language that will be useful in employment opportunities in trade and retail work. It will also allow students to consider entry into TAFE and some tertiary education courses. Students will have the opportunity to develop an appreciation for contemporary literature and experience some of the classics.

## OPTION 2

### ENGLISH

The subject *English* is a study of literature, media and language which provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary and non-literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- the skills to make choices about generic structures, language, textual features and technologies to best convey meaning
- enjoyment and appreciation of literary and non-literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter worlds of others
- exploration of ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences
- an empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures and periods, including Australian texts by Indigenous and non-Indigenous writers.



## COURSE ORGANIZATION:

The study of English in Years 10 is a two semester program organized with different thematic approaches.

### Semester 1 - EN741 Journeys

Through an examination of modern texts students will be introduced to reading practices appropriate to secondary school English and will develop an understanding and appreciation of the importance of language and literature in shaping an understanding and knowledge of the discourse of *journey* or *journeying* a place of passage from one stage to another.

#### Text choices may include:

The Boy at the Top of the Mountain (John Boyne, 2015); Mao's Last Dancer (Li Cunxin, 2003); Pavana's Journey (Deborah, 2012)



### Semester 2 - EN735 The Extraordinary

Through an examination of contemporary Australian texts (e.g. Winton, Carey, White, Greer, Dransfield, Riddle, Williamson) students will be introduced to reading practices appropriate to senior school English and will develop an understanding and appreciation of the importance of language and literature in shaping a multicultural viewpoint through an examination of dominant, alternate and oppositional discourses.



#### Text choices may include:

To Kill a Mockingbird (Harper Lee, 1960); That Eye, The Sky (Tim Winton, 1986); Bridie's Fire (Kirsty Murray, 2003)

### Purposeful Study with the future in mind

The study of *English* will provide students with exposure to a variety of genres and notable authors of the language, whose work and life lessons will be useful in making the most of employment prospects in trade and entry into the workforce. It will allow students the chance to consider entry into TAFE and many of the tertiary education courses available. Additionally, students will have the opportunity to develop an appreciation of literature.



### WHY ENGLISH IS HARD TO LEARN

We'll begin with *box*; the plural is *boxes*,  
But the plural of *ox* is *oxen*, not *oxes*.  
One fowl is a *goose*, and two are called *geese*,  
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;  
But the plural of *house* is *houses*, not *hice*.  
The plural of *man* is always *men*,  
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,  
And I give you a *book*, would a pair be a *beek*?  
If one is a *tooth* and a whole set are *teeth*,  
Why shouldn't two *booths* be called *beeth*?

If the singular's *this* and the plural is *these*,  
Should the plural of *kiss* be ever called *keese*?

We speak of a *brother* and also of *brethren*,  
But though we say *mother*, we never say *methren*.  
Then the masculine pronouns are *he*, *his*, and *him*;  
But imagine the feminine . . . *she*, *shis*, and *shim*!

- ANONYMOUS

## OPTION 3

### LITERATURE

The subject *Literature* focuses on the study of literary texts, developing students as independent, innovative and creative learners. They will develop into thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- an empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Indigenous and non-Indigenous writers.

#### COURSE ORGANIZATION:

The study of English in Years 10 is a two semester program organized with different thematic approaches.

#### Semester 1 - EN751 Journeys

Through an examination of contemporary and classic texts students will be introduced to reading practices appropriate to secondary school English. They will develop an understanding and appreciation of the importance of language and literature in shaping an understanding and knowledge of the discourse of *journey* or *journeying* a place of passage from one stage to another. Students will be required to read two novels over the course of the semester. They will also have the opportunity to become familiar with classical literature through novels, novellas, poetry, film adaptations and drama.



#### Texts choices may include:

Zen and the art of Motorcycle Maintenance (Robert M. Pirsig, 1974); Whirligig (Paul Fleischman, 1998); Jane Eyre (Charlotte Bronte, 1847); Chinese Cinderella (Adeline Yen Mah, 1999); The Call of the Wild (Jack London, 1903) A Mad, Wicked Folly (Sharon Biggs Waller, 2016)

#### Semester 2 - EN736 Power, Privilege and Prejudice

Through an examination of classic texts (E.g. Shakespeare, Dickens, Austen, Wilde, The Romantic Poets, T. S. Eliot, Frost) students will be introduced to reading practices appropriate to senior school English. They will develop an understanding and appreciation of the importance of language and literature in shaping cultural assumptions about power and prejudice. Students will be required to read two novels over the course of the semester. They will also have the opportunity to become familiar with classical literature through novels, novellas, poetry, film adaptations and drama.



### Texts choices may include:

Zen and the art of Motorcycle Maintenance (Robert M. Pirsig, 1974); Whirligig (Paul Fleischman, 1998); Jane Eyre (Charlotte Bronte, 1847); Chinese Cinderella (Adeline Yen Mah, 1999); The Call of the Wild (Jack London, 1903) A Mad, Wicked Folly (Sharon Biggs Waller, 2016)

## Purposeful Study with the future in mind

The study of Literature will provide students with exposure to the various genres and notable authors (from the diverse literature periods) whose use of the language, and the life lessons their works contain, will be useful in a variety of employment opportunities. It will also allow students to consider the tertiary education courses available, which require a high level of proficiency in the English language essential to such professions as lawyers, doctors, teachers, etc. It is becoming increasingly important for those involved in the sciences to become better communicators to gain research funding and development investment. The opportunity to develop an appreciation of both contemporary and classical literature is also an integral component to this approach to the study of English.

## Year 10 Pathway into Senior schooling

This is the year when students will be able to engage in making some important choices with regards to their future learning focus. Year 10 students are encouraged to discover which approach being offered will best suit their personal and academic preferences towards the pathway to their chosen future. It is time to enjoy their choice and begin working to attain an enhanced learning focus as they embark on their senior education experiences. Students will be encouraged to learn more independently throughout Semester 2, to preparing themselves to be more intrinsically directed and motivated, thus becoming more responsible and committed to their own life-long learning.

## Assessment

Teaching and learning in English is centred upon *Language, Literature and Literacy*. Assessment is focused on student ability to respond to texts (**receptive**) and to create texts (**productive**): these are the modes whereby students will demonstrate their knowledge and understanding of English in their use of the language as they respond to the various tasks.

Assessment is both formative and summative, providing students with feedback on their progress at various points in the learning journey and in the specific texts they are studying. These include formal tasks as well as in-class tasks. Students are required to be increasingly responsible for self-direction and motivation as they move from junior to senior schooling.

Over the semester, assessment will require students to utilise each of the following text types:

- Imaginative Texts
- Informative Texts
- Persuasive Texts

Each semester will require **three (3)** student responses; two written and one spoken. At least one of these pieces of assessment will be completed under supervised or exam conditions.

Creating good scholarship habits is vital for success in English and it is the responsibility of each student to endeavour to be intrinsically engaged in the learning opportunities for transition to their own future pathway.



... opening a world of possibilities