

# ENGLISH Year 10

All students will study General English in Semester One and either General or Essential English in Semester Two

## GENERAL ENGLISH

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| <b>STATUS:</b>                   | Students will all be allocated to General English in Semester One. In Semester Two they will participate in either General English or Essential English. The choice will be dependent on their Semester One results and their chosen senior pathway.  |   |   |
| <b>COURSE OVERVIEW:</b>          | In this subject student will engage with a range of language and communication contexts through listening, reading, speaking and viewing a range of text types. The focus of the course will be on: <ul style="list-style-type: none"> <li>• Interpreting, analysing and evaluating texts for a range of purposes</li> <li>• Composing texts (written, spoken and multimodal) for a range of purposes and audiences</li> </ul>                  |   |   |
| <b>COURSE OUTLINE:</b>           | Students will have the opportunity to study a wide range of texts, from news reports, podcasts, vlogs and online articles – to short stories, plays and novels. They will develop the critical literacy skills of interpreting, discussing, judging, analysing texts. They will also continue to hone their creative thinking skills by composing and presenting their own ideas through short stories, group discussions and feature articles. |   |   |
| <b>COURSE ASSESSMENT:</b>        | In Semester One, students complete a new media evaluation task and write a short story and an online article. In Semester Two, students write an analytical essay (under exam conditions) based on a novel study and engage in a group seminar/discussion based on a play study.  |   |   |
| <b>STUDY REQUIREMENTS:</b>       | Approximately 30mins homework 3-4 times a week<br>Extended independent reading (in Semester Two)  |   |   |
| <b>SPECIAL REQUIREMENTS:</b>     | Students will need a device and access to Canvas.<br>They will also need a book and pens.   |   |   |
| <b>POSSIBLE CAREER PATHWAYS:</b> | <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Librarian</li> <li>• Diplomat</li> <li>• Scientist</li> <li>• Interpreter</li> <li>• Publisher</li> <li>• Doctor</li> <li>• Lawyer</li> <li>• Engineer</li> </ul>   | <ul style="list-style-type: none"> <li>• Editor</li> <li>• Nurse</li> <li>• Author</li> <li>• Journalist</li> <li>• Public relations</li> <li>• Advertising</li> <li>• Vet</li> <li>• Manager</li> <li>• Physiotherapist</li> </ul> | <ul style="list-style-type: none"> <li>• Broadcaster</li> <li>• Speech Writer</li> <li>• Actor</li> <li>• Archivist</li> <li>• Administrator</li> <li>• Paralegal</li> <li>• Critic</li> <li>• Politician</li> <li>• Dentist</li> </ul> |
| <b>PARENT/CARER SUPPORT</b>      | Encourage your children to watch and discuss the news, as well as what they view online (including social media feeds) and on TV.<br>Discuss current events as a family.<br>Encourage your child to read widely.<br>Monitor completion of assessment tasks.   |   |   |

## ESSENTIAL ENGLISH

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| <b>STATUS:</b>                   | <p>In Semester Two students may choose to change subjects and select Essential English.</p> <p>The choice will be dependent on their Semester One results and their chosen senior pathway.</p>  |  |   |
| <b>COURSE OVERVIEW:</b>          | <p>In this subject student will engage with authentic, everyday texts. The focus of the course will be on:</p> <ul style="list-style-type: none"> <li>• Interpreting, discussing and explaining how texts represent ideas, people and places in certain ways and how they position audiences in certain ways.</li> <li>• Composing texts (multimodal and written) for a range of purposes and audiences – including to explain, judge and discuss.</li> </ul> |  |   |
| <b>COURSE OUTLINE:</b>           | <p>Students will study visual texts and media texts, including: photos, images, art, posters, advertisements and TV series.</p> <p>They will develop the critical literacy skills of interpreting, discussing, judging and explaining how texts work to represent ideas and position audiences. They will develop their speaking/presentation skills, judging and justifying (using evidence) skills and their analytical skills.</p>                         |  |   |
| <b>COURSE ASSESSMENT:</b>        | <p>Students present a multi-modal visual essay explaining how images based on a theme can be “read” and interpreted.</p> <p>Students view a TV series and consider the mixed reviews/controversy surrounding it, then form their own opinion of the program. They will write a persuasive response, expressing their opinion of the program.</p>  |  |   |
| <b>STUDY REQUIREMENTS:</b>       | <p>Approximately an hour of homework once a week – particularly in the lead up to assessment.</p>   |  |   |
| <b>SPECIAL REQUIREMENTS:</b>     | <p>Students will need a device and access to Canvas.</p>  |  |   |
| <b>POSSIBLE CAREER PATHWAYS:</b> | <ul style="list-style-type: none"> <li>• Receptionist</li> <li>• Plumber</li> <li>• Electrician</li> <li>• Carpenter</li> <li>• Teacher Aide</li> <li>• Fitter and turner</li> </ul>  | <ul style="list-style-type: none"> <li>• Retail</li> <li>• Childcare</li> <li>• Hospitality</li> <li>• Mechanic</li> <li>• Maintenance</li> <li>• Boilermaker</li> </ul> | <ul style="list-style-type: none"> <li>• Beauty therapist</li> <li>• Hairdresser</li> <li>• Vet nurse</li> <li>• Employment consultant</li> <li>• Dancer</li> </ul> |
| <b>PARENT/CARER SUPPORT</b>      | <p>Encourage your children to watch and discuss the news, as well as what they view online (including social media feeds) and on TV.</p> <p>Discuss current events as a family.</p> <p>Encourage your child to read widely.</p> <p>Monitor completion of assessment tasks.</p>  |  |   |