

ENGLISH

ENGLISH TWO SEMESTERS

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English studies at Nazareth College in Year 10 include English or Foundation English or English as an Additional Language (EAL) or Literature.

In Semester 1:

- Students respond to the play Merchant of Venice by William Shakespeare.
- Students read a variety of extracts from texts.
- Students study a variety of media texts and analyse argument and persuasion.
- Students study a variety of support texts in conjunction with the set texts.

In Semester 2:

- Students respond to the text To Kill a Mockingbird by Harper Lee.
- Students respond to the film Jasper Jones
- Students compare and contrast the texts To Kill a Mockingbird and Jasper Jones.
- Students write a number of short stories and journal entries.
- Students study a variety of support texts in conjunction with the set texts.
- Students continue to study a variety of media texts and analyse argument and persuasion.

Victorian Curriculum Strands at Level 10:

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Assessment

- Text response essays
- Writing pieces
- Oral presentations
- Analysis of Language Use in the Presentation of an Issue
- Examinations

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LITERATURE

CORE SUBJECT - TWO SEMESTERS

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Students who study Literature learn about themselves and the experiences of others through their study of, and response to texts. Students learn how to identify literary techniques and gain an appreciation of the context in which the texts were written and the views and values presented in them.

In Semester 1:

- Students study a variety of media texts and analyse the use of language in the presentation of an issue.
- Students respond to the novel To Kill a Mockingbird by Harper Lee.
- Students respond to the play A Doll's House by Henrik Ibsen.
- Students study a variety of support texts in conjunction with the set texts.

In Semester 2:

- Students respond to the play Romeo and Juliet by William Shakespeare.
- Students read a variety of extracts from texts.
- Students write a number of short stories and journal entries.
- Students respond to poetry by Les Murray, Rosemary Dobson and Judith Wright.
- Students respond to a selection of short stories by Henry Lawson
- Students study a variety of support texts in conjunction with the set texts.

Victorian Curriculum Strands at Level 10:

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Assessment

- Analytical essays
- Creative responses
- Assignments
- Oral presentations
- Examination

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ENGLISH – FOUNDATION CORE SUBJECT - TWO SEMESTERS

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The Foundation English program aims to:

- Develop the communication skills required for competence with language.
- Consolidate and extend students' skills in the dimensions of reading, writing, speaking and listening.
- Expose students to a range of literary forms to enable them to develop creative and critical responses appropriate to the study of literature.
- Encourage reading as a worthwhile and pleasurable leisure-time activity.

In Semester 1:

- Students present an oral presentation on the topic – 'Inspirations, the Search for Identity'.
- Students write journal entries in response to a variety of written and visual prompts.
- Students write a personal/descriptive piece on a topic of their own choice.
- Students study the novel, *Tomorrow, When the War Began* and complete context questions and a text response essay.

In Semester 2:

- Students study a variety of media texts and analyse the use of language in the presentation of an issue.
- Students present a point of view on a current issue – oral presentation.
- Students view the films, *Dead Poets Society* and *The Freedom Writers*.
- Students compare and contrast the two films and complete a comparative essay.

Victorian Curriculum Strands at Level 10:

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Assessment:

- Writing for a range of purposes and audiences
- Assignments and essays that respond to the set texts
- Oral presentations
- Work on analysis of the use of language
- End-of-semester Examinations

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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) CORE SUBJECT - TWO SEMESTERS

Learning Focus

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English studies at Nazareth College in Year 10 include English or Foundation English or English as an Additional Language (EAL) or Literature.

In Semester 1:

- Students respond to the play Romeo and Juliet.
- Students read a variety of extracts from texts.
- Students write a number of short essays and journal entries.
- Students study a variety of support texts in conjunction with the set texts.

In Semester 2:

- Students respond to the text The New Australian by May Tang.
- Students respond to a variety of short stories from the anthology Paper Boats.
- Students study a variety of media texts and analyse the use of language in the presentation of an issue.
- Students study a variety of support texts in conjunction with the set texts.

Standards for EAL Learners:

The EAL standards represent what students would be expected to attain following successful EAL learning. The standards provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English-language learning. The standards for each stage should be read in conjunction with the learning focus, taking into consideration the teaching setting and the degree of teacher support available.

Particular criteria are used to differentiate the standards expected at different levels. These relate to the nature and degree of teacher control and input occurring in certain learning contexts. They also help to explain the relationship of the teaching context to the standards.

There are three interrelated standards in EAL:

- Speaking and listening
- Reading and viewing
- Writing.

S Stages: Secondary – Level 7 to Level 10

Teachers refer to the document “English as an Additional Language (EAL) Developmental Continuum” to determine the stage each student has reached.

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Assessment

- Text response essays
- Writing pieces
- Oral presentations
- Analysis of Language Use in the Presentation of an Issue
- Examinations