

Year 10 Essential Learnings for English:

1. I can use and experiment with text structures to create innovative texts.

Year 10.145: Creates a wide range of texts to articulate complex ideas

2. I can create cohesive and logical arguments.

Year 10.143 Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments

3. I can use and experiment with language features and images to create deliberate effects.

Year 10.144 Develops individual style by experimenting with language features stylistic devices, text structures and images

4. I can use evidence to develop and justify my own interpretations of texts.

Year 10.139: Develops and justifies own interpretations of texts

5. I can make presentations building on others' ideas and contribute meaningfully to class and group discussions.

Year 10.146: Makes presentations and contributes actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments

6. I can vary vocabulary and use accurate spelling when creating and editing more complex texts.

Year 10.147: demonstrates understanding of grammar, varies vocabulary choices for impact, and accurately uses spelling and punctuation when creating and editing texts

7. I can use grammar and punctuation for deliberate effect when creating and editing more complex texts.

Year 10.147: demonstrates understanding of grammar, varies vocabulary choices for impact, and accurately uses spelling and punctuation when creating and editing texts

Year 10 Essential Learnings for English

Standard 1	I can use and experiment with text structures to create innovative texts. <i>Year 10.145: Creates a wide range of texts to articulate complex ideas</i>
Score 4.0 [Excellent]	<p>The student can: Produce a range of formal and informal text types considering different purposes and audiences (e.g. exploring a theme, idea or argument; presenting information), demonstrating increasing complexity.</p> <ul style="list-style-type: none"> ● use specified structures to create innovative and sophisticated texts ● manipulate structural devices to create cohesive and engaging texts for specific purposes (e.g. flashbacks in narrative) ● position and guide the reader with deliberate and evocative detail ● deliberate placement of inferential details to imply subtle meaning
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <ul style="list-style-type: none"> ● use specified structures to create innovative texts. ● manipulate structural devices for deliberate effect and specific purposes (e.g. flashbacks in narrative) ● orientate the reader with efficient and effective detail ● imply (rather than explain)
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● attempt to use specified structures to create innovative texts. ● change structural devices sometimes for deliberate effect and specific purposes (e.g. flashbacks in narrative) ● partially orientate the reader with some useful and helpful detail ● attempt to imply (rather than explain) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 10 Essential Learnings for English

Standard 2	<p>I can create cohesive and logical arguments. <i>Year 10.143 Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments</i></p>
Score 4.0 [Excellent]	<p>The student can: Structure a complete argument, using:</p> <ul style="list-style-type: none"> ● an introduction with a clear position statement, plus context that orientates the reader and gives purpose to the argument ● body paragraphs with well-developed reasons and supporting evidence ● a conclusion that meaningfully draws together ideas and reinforces the writer’s position. ● thorough development of ideas that contributes effectively to the writer’s position <p>Structure and organise paragraphs that:</p> <ul style="list-style-type: none"> ● cumulatively build the argument, with cohesive links to the topic and continuity of ideas ● are meaningfully developed, with a topic sentence and supporting detail ● deliberately pace and direct the reader’s attention
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can: Structure a complete argument, using:</p> <ul style="list-style-type: none"> ● an introduction with a clear position statement, plus brief context to orientate the reader ● body paragraphs with reasons and supporting evidence ● a conclusion that reinforces the writer’s position ● development of ideas that contribute effectively to the writer’s position <p>Structure and organise paragraphs that:</p> <ul style="list-style-type: none"> ● consistently support the argument, with clear links to the topic ● are logically constructed, with a topic sentence and supporting detail ● are ordered to support reader understanding
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can: Use <u>some</u> (but not all) of the elements of an argument:</p> <ul style="list-style-type: none"> ● an introduction with a clear position statement, plus brief context to orientate the reader ● body paragraphs with reasons and supporting evidence ● conclusion that reinforces the writer’s position ● development of ideas that contribute effectively to the writer’s position <p>Write paragraphs that:</p> <ul style="list-style-type: none"> ● have very brief or simple ideas ● are excessively long or complicated ● include ideas/reasons without evidence ● include evidence without explanation or reasons ● are relevant but do not support the introduction and/or conclusion <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 10 Essential Learnings for English

Standard 3	<p>I can use and experiment with language features and images to create deliberate effects. <i>Year 10.144 Develops individual style by experimenting with language features stylistic devices, text structures and images</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <ul style="list-style-type: none"> ● deliberately select and apply language features and images to enhance text purpose: i.e. persuade, inform, evoke, and entertain ● use and control writing devices to create innovative and sophisticated texts ● format and position images in a text to deliberately enhance its purpose ● analyse and explain, in depth, effective language features and images from different texts and the impact they have on the purpose and audience ● use an innovative writing style to enhance text purpose
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <ul style="list-style-type: none"> ● experiment with language features and images within text purpose: i.e. persuade, inform, evoke, and entertain ● choose a functional writing style to achieve text purpose ● use and control writing devices for deliberate effect ● format and position images in a text to enhance its purpose ● analyse and evaluate effective language features and images from different texts and the impact they have on the purpose and audience <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● use a limited range of language features and images appropriate to text purpose ● attempt to use writing devices to add impact ● use relevant images but without clear purpose ● identify and explain some language features and images used in texts <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 10 Essential Learnings for English

Standard 4	I can use evidence to develop and justify my own interpretations of texts. <i>Year 10.139: Develops and justifies own interpretations of texts</i>
Score 4.0 [Excellent]	<p>The student can: Select evidence from a text to support a point of view or interpretation, using all of the following:</p> <ul style="list-style-type: none"> ● summarise a text, linking key ideas, themes and generalisations of content ● cohesively link and explain multiple points of evidence from within a text to develop an effective argument ● embed direct quotes fluently within a sentence and with correct referencing ● effectively balance multiple quotes with their explanation within a paragraph ● prioritise relevant evidence to effectively support a point ● apply referencing conventions consistently without error
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can: Select evidence from a text to support a point of view or interpretation, using some of the following:</p> <ul style="list-style-type: none"> ● summarise a text with reference to key ideas, themes and generalisations of content ● use multiple points of evidence (direct and indirect quotes, paraphrase) from within a text to develop a reasoned argument ● effectively balance the length of a quote/example with its explanation within a paragraph ● compare and contrast evidence from different texts or points of view ● locate and select relevant evidence to support a point ● consistently apply correct referencing conventions with few errors <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● summarise a text with brief, obvious details only ● present evidence in the correct context but without clear relevance or purpose ● support a point with an overly long quote ● use some referencing conventions (e.g. quotation marks, page numbers, italics for work titles etc) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 10 Essential Learnings for English

Standard 5	<p>I can make presentations building on others' ideas and contribute meaningfully to class and group discussions.</p> <p><i>Year 10.146: Makes presentations and contributes actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments</i></p>
Score 4.0 [Excellent]	<p><i>The student can:</i></p> <p>Make presentations:</p> <ul style="list-style-type: none"> ● use animated body language to engage the audience ● create and maintain eye contact with the 'whole audience' frequently/regularly ● use a strong, expressive voice, varying pitch and pace - pausing for emphasis ● transition through content seamlessly, showing evidence of rehearsal ● use discrete notes (palm cards, A5) ● control and sustain my physical presence and visibility in front of an audience <p><u>Frequently</u> contribute to class discussion:</p> <ul style="list-style-type: none"> ● ask relevant and thought-provoking questions ● make relevant and insightful comments ● listen to others and engage with their questions and comments ● elaborates /justifies to actively develop the discussion
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p><i>The student can:</i></p> <p>Make presentations:</p> <ul style="list-style-type: none"> ● regularly maintain eye contact with most audience members. ● use gestures to add emphasis and refer to features of supporting materials. ● use inflection and modulate tone of voice to add emphasis. ● "talk" to the audience (not read) ● use a clear strong voice to reach all members of the audience. ● refer to notes briefly/infrequently. ● maintain a calm stance in front of audience <p>Contribute to class discussion:</p> <ul style="list-style-type: none"> ● asks relevant questions (thin and fat) ● makes relevant comments ● takes turns ● listens to others and respond to their questions and comments ● elaborates /justifies when required
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as <i>the student can:</i></p> <p>Make presentations:</p> <ul style="list-style-type: none"> ● make some eye contact ● read from my notes reasonably fluently ● make my voice audible and clear to most of the audience <p>Class discussions:</p> <ul style="list-style-type: none"> ● contributes briefly with relevant comments only when asked or directly prompted. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 10 Essential Learnings for English

Standard 6	<p>I can vary vocabulary and use accurate spelling when creating and editing more complex texts.</p> <p><i>Year 10.147: demonstrates understanding of grammar, varies vocabulary choices for impact, and accurately uses spelling and punctuation when creating and editing texts</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> correctly use a variety of advanced and specialised vocabulary, to add clarity and precision <p>Spelling:</p> <ul style="list-style-type: none"> maintain a personal list of advanced and specialised words consistently uses correct spelling for all common words, most difficult and specialised words (appropriate to year level) use a reasonable strategy to attempt advanced words
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> correctly use a variety of advanced and specialised vocabulary, within context <p>Spelling:</p> <ul style="list-style-type: none"> maintain a personal list of advanced words consistently uses correct spelling for all common words and most difficult words (appropriate to year level) use a reasonable strategy to attempt advanced words <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> use some advanced vocabulary when writing attempt spelling of most common words with some accuracy, appropriate to year level. use reasonable strategies to attempt difficult words <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.

Year 10 Essential Learnings for English

Standard 7	<p>I can use grammar and punctuation for deliberate effect when creating and editing more complex texts.</p> <p><i>Year 10.147: demonstrates understanding of grammar, varies vocabulary choices for impact, and accurately uses spelling and punctuation when creating and editing texts</i></p>
Score 4.0 [Excellent]	<p>The student can:</p> <ul style="list-style-type: none"> ● construct controlled and well-developed sentences with consistently clear and precise meaning ● vary sentence structures for effect ● make stylistically appropriate choices, including control over different forms of tense ● correctly use all applicable punctuation to aid reading
Score 3.5 [High]	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 [Satisfactory]	<p>The student can:</p> <ul style="list-style-type: none"> ● construct sentences with consistently clear and precise meaning ● use a range of simple, compound and complex sentences correctly, with few errors ● correctly use a capital letter and full stop for <u>all</u> sentences ● correctly use an extended range of punctuation to aid reading (e.g. commas, quotation marks, colons etc) ● use consistent tense <p>The student exhibits no major errors or omissions.</p>
Score 2.5 [Partial]	No major errors or omissions regarding Score 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 [Partial]	<p>There are no major errors or omissions regarding the simpler details and processes as the student can:</p> <ul style="list-style-type: none"> ● write sentences where meaning is mostly clear ● uses simple and compound sentences only ● correctly use capital letters and full stops used for most sentences ● use a limited range of punctuation correctly ● use mostly consistent tense <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.0 [Limited]	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 0.0 [Limited]	Even with help, no success.