

Teacher(s): Sarah Cotton, Carol Ellis, Nick Maniatis, Bronwyn Wilson

Faculty: English

Unit Duration: Semester 1, 2026

The **Australian Curriculum Achievement Standards** in English focus on developing students' **knowledge, understanding** and **skills** in listening, reading, viewing, speaking, writing and creating. The Achievement Standard describes a broad sequence of expected learning that students will undertake across the whole year.

Australian Curriculum Achievement Standard:

By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

Unit Description: Term 1: Modern Classic Literature (Novel Study): 'Classic' texts are novels that have stood the test of time, as they hold an element of truth or relevancy across different times and places. They explore important experiences and perspectives that may be very different to our own. Writers of these classic texts have used deliberate language techniques to help their readers connect with, and understand, the characters and events of the novel. These characters, events and techniques work together to convey the author's overall intended message and purpose. It is all these elements combined that make classic novels powerful and moving works of literature. In this unit students will study a classic novel, exploring the experiences, perspectives, purpose, message and techniques of the text. For the summative assessment task, students will develop an essay response, justifying their interpretation of this classic novel. The essay assessment for this unit will be conducted during class time under exam conditions.

Throughout the unit students will develop skills and techniques that can be used in an exam style assessment.

Term 2: Continuing Shakespeare: In Year 9 English, students were introduced to the idea that Shakespeare's plays are relevant for today, even though they were first created more than 400 years ago. In our 'Continuing Shakespeare' unit of work, students will build on this idea, exploring where Shakespeare's ideas come from and how they still connect with the modern world. Students will consider Shakespeare's characters, plot-lines, ideas and language through a close exploration of one of his plays using performance as a way of analysing his work. As a mid term assessment, and working as a class group, students will create and perform a 'Shakespeare in 20 minutes' interpretation of the chosen play, demonstrating their understanding of Shakespeare's original script. The summative assessment for this unit asks students to consider the purpose and impact of appropriating or modernising Shakespeare's work, by creating their own reimagining of a chosen scene from the play studied by the class, perhaps linked to the scene or selection they performed earlier in the term.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. *With a range of purposes and for audiences, discusses ideas and responses to representations, making connections and providing substantiation [V9.E.10.02]*
2. *Analyses and evaluates representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers [V9.E.10.06]*

3. *Creates written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation [V9.E.10.08]*
4. *Selects and experiments with text structures to organise, develop and link ideas and representations when writing and creating [V9.E.10.09]*
5. *Selects, varies and experiments with language features including literary devices, and experiments with multimodal features [V9.E.10.10]*
6. *Analyses the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts [V9.E.10.07]*

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: Class text available for borrowing from school library

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Excursion: An optional enrichment in-school performance from *Poetry in Action* is planned for Week 10 of Term 2. All students are invited and encouraged to attend.

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. In Class Essay (response to set question)	T1 Wk 9-10	2, 3, 4, 6
2. Shakespeare in 20 Minutes Presentation (within class / small groups)	T2 Wk 4-5	1
3. Text Transformation (including rationale)	T2 Wk 6-7	2, 4, 5, 6
4. In class assessments, class discussions and classwork	Ongoing	1, 2, 3, 4, 5, 6

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Carol Ellis

20/02/2026