

Year 10 Languages 2019 Index



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Subject Code Information:

Subjects with an A or B in their name: these subjects are Semester long units that can be studied individually or together to make a full year subject. There is **no** assumption that A has been studied before students can undertake the B option. Some subjects highly recommend both are studied (see course descriptions).

Subjects with a 1 or a 2 in their name: these subjects are sequential. Before students can study the 2nd option they must undertake the 1st option. There **is** an assumption that students know the content of the 1st option before they undertake the 2nd to enable them to be successful.

Length: 2 Semesters.

Assumed Knowledge:

Year 9 English

Description:

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Assessment Details:

Year 10 achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

All student work will be assessed in line with the Australian Curriculum Achievement Standards.

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Length: 2 Semesters

Assumed Knowledge:

Year 9 English

Description:

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. This course integrates all three strands but will focus on the language and literacy strands. The Literature students respond to will focus on shorter texts, such as short stories. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Assessment Details:

Year 10 achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

All student work will be assessed in line with the Australian Curriculum Achievement Standards.

For more information on Australian Curriculum please visit:

<http://www.australiancurriculum.edu.au>

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Length: 2 Semesters

Eligibility:

English as a Second Language is for students who speak English as a second language or as an additional language or dialect.

Description:

Students develop their ability in using English that is accurate and appropriate in a variety of contexts. Topics covered will support students to read and comprehend a variety of texts including films and vocational texts (e.g. workshop manuals). Class activities may include small group analysis of texts, viewing model texts, interpreting the meaning of texts and understanding and replicating the way good writers write. The course aims to improve reading, writing, and spelling skills and enable students to use these skills to be successful in literacy based subjects or the work place. The opportunity for support with other subject work will be available.

Assessment Details:

Based on satisfactory participation and completion of work.

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Length: One Semester or Full Year

Assumed Knowledge:

Year 9 French 1 & 2

Any student who did not do this subject in Year 9 must obtain permission from the French Teacher before choosing this subject.

Course Description:

The course further develops students' ability to communicate more confidently in written and spoken French on various topics and increases their awareness of linguistic structures used in the language to express meaning. New grammatical structures and vocabulary are taught through a range of language activities. The course also further develops students' intercultural understandings to deepen their understanding of French life and culture.

Themes covered at Year 10 French:

- The future
- Travel
- Life in Paris
- French Education System
- On exchange
- Technology and Young People
- Relationships-Family & Friends

Learning activities include letter writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects, language games and film studies.

Assessment Details:

Assessment is based on a variety of types of activities, projects, exhibitions, oral presentations, performances, written work, essays and creative writing. Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum Achievement Standards. Assessment on oral, written and comprehension skills (reading and aural).

Additional Information: Students have the opportunity to participate in a French breakfast and are also encouraged to participate in state-wide and national competitions.

Students intending to continue French in Year 11 are advised to undertake 2 semesters of French in Year 10.

Students may participate in excursions to the 'French Film Festival' and the University of Adelaide's annual French Production. Students are also encouraged to participate in the Alliance Française Language Competition. Language students are encouraged to host exchange students to broaden their cultural awareness and understanding.

At Year 10 French Language students have the opportunity to participate in a variety of exchange programs to France from two to six months. They are also encouraged to host incoming exchange students on 6 week programs.

For more information on Australian Curriculum please visit:

<http://www.australiancurriculum.edu.au>

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Length: One Semester or Full Year

Assumed Knowledge:

Year 8 Modern Greek

Students wishing to do this subject will need to make an appointment with the school counsellors as this course will run as a year 9 subject and cannot be chosen through the web preferences system.

Description:

Students learn to communicate more confidently in written and spoken Greek and develop a deeper understanding of Greek life and culture. A greater fluency is developed in the areas of reading, writing, listening and speaking.

Concepts covered at Year 10 Greek:

- The future
- Travel
- City Life- Athens, Thessaloniki
- School in Greece
- Technology & Young People
- Relationships
- Employment

Assessment Details:

Assessment is based on a variety of types of activities, projects, exhibitions, oral presentations, performances, written work, essays and creative writing. Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum Achievement Standards. Assessment on oral, written and comprehension skills (reading and aural).

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Length: 1 or 2 Semesters

Assumed Knowledge:

None

Description:

Spanish Beginners is a SACE Stage 1 subject on offer to students at Year 10 and 11. (Year 9 students through consultation with Languages Coordinator.)

Through the perspective, 'The Spanish-speaking Communities', students enquire about and express ideas in Spanish. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Spanish is spoken.

There are three interconnected prescribed themes:

- Relationships
- Lifestyles
- Experiences.

Students study prescribed topics within the themes. These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts, and interpreting texts.

Students study a range of spoken, written, and multimodal texts in Spanish.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction (conversation and presentation)
- Text Production
- Text Analysis

Assessment Details:

A minimum of four assessment tasks per Semester

Future:

SACE Stage 2 Beginners Spanish

Additional Information:

At Stage 2, Languages attract Bonus Points

The study of a language other than English at SACE Stage 2 Level attracts two additional bonus points at:

- The University of Adelaide.
- The Flinders University – for a number of courses.
- The University of South Australia – for two Bachelor of Arts Degrees.

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