# English Year 10 – sample scope and sequence

This is a sample scope and sequence for Year 10 in Stage 5 and it is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022). The teaching and learning programs and assessment plans outlined in the scope and sequence will be made available on the [NSW Department of Education curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum) throughout 2024. They will be provided in a staggered release.

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## Rationale

The sample scope and sequence will be useful during the engage phase of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It is not a standalone resource. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022) and plan for implementation.

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act 1990* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NSW Education Standards Authority [Registration process for the NSW government schooling system manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling).

Effective teaching of English requires a deep knowledge of the key concepts, ideas, and skills in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

## Purpose, audience and suggested timeframes

Many schools will have their own scope and sequence templates. This sample provides a brief overview of each teaching and learning program, the questions guiding the implementation of the outcomes, the outcomes and content groups driving the design of assessment and the text requirements. The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs. Content groups are identified at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content groups/points will require more emphasis and repetition than others. This document details when specific outcomes and content groups could be introduced.

## Opportunities for collaboration

The following is an outline of some of the ways this sample scope and sequence could be used with colleagues as part of the professional learning cycle:

* Use the structure and content of the sample as a model and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings or planning days and collaboratively refine the plan for each program and assessment based on faculty or school goals.
* Examine the sample during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Years 10-7 and consider the transition into Stage 6.

## Sample scope and sequences for Year 10

The following tables set out the 4 sample programs that make up the Year 10 scope and sequence.

Table 1 – Year 10, Term 1 – novel voices

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students engage with a novel to explore how authors use narrative conventions to represent ideas and shape meaning. As they study the teacher-selected novel, students deepen their understanding of how elements of prose fiction and point of view can be used to influence a reader’s response to the text. Students will explore how characters in texts can be lifelike constructions with whom an audience can establish intellectual and emotional connections. |
| Guiding questions | How can an author manipulate the conventions of the novel form to represent their ideas and values?How can an author use elements of point of view to shape audience perceptions?How can engaging, dynamic and complex characters strengthen and deepen an audience’s response to a text? |
| Assessment | Students will craft an extended analytical response that explores the authorial intentions of the composer. The response should be between 800–1000 words. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting**EN5-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative**EN5-URB-01** and **ENLS-URB-01**: theme**EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features, sentence-level grammar and punctuation**EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | Extended prose that explores a range of cultural, social and gender perspectives, including from popular and youth cultures and by Australian authors. Texts chosen by students for personal interest and enjoyment. |

Table 2 – Year 10, Term 2 – reshaping the world

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore a collection of poems from the Romantic era which reflect the values and concerns of that period. Throughout their study, students will consider the enduring and universal power of poetry to connect with new audiences in different contexts. Students will gain a deep appreciation of how the aesthetic qualities and stylistic features of Romantic poetry can represent larger ideas and philosophies. Students analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings about the natural world. |
| Guiding questions | How can exploring a literary movement illuminate the enduring value of poetry in different contexts?How can a poet’s use of distinctive aesthetic qualities and stylistic features represent the broader concerns and values of the Romantic era?How can figurative language be used to evoke complex ideas, thoughts and feelings about the natural world? |
| Assessment | Formal examination – short answer style responses (to unseen poems) and an extended response in which students analyse at least 2 of the poems they have studied. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting**EN5-URA-01** and **ENLS-URA-01**: connotation, imagery and symbol**EN5-URB-01** and **ENLS-URB-01**: perspective and context; style**EN5-URC-01** and **ENLS-URC-01**: literary value**EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation**EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A collection of poems which are widely regarded as quality literature. |

Table 3 – Year 10, Term 3 – Shakespeare retold

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will engage in a study of a Shakespearean play and a modern film adaptation to examine the meaningful connections made between the texts. During their study of a Shakespearean play, students analyse how characters are constructed to develop an appreciation of the universality of Shakespeare’s characters. As students examine the modern adaptation of the play, they will consider how a composer’s contextual, creative and unconscious influences might impact their interpretation of and response to the text. Students will write discursively in response to the universal appeal of Shakespeare’s characters. |
| Guiding questions | How do intertextual connections allow us to draw parallels and conclusions about the importance of context?How do contemporary appropriations of Shakespearean characters reflect, challenge or subvert contextual values and attitudes?How does context influence the representation and reception of ideas and characters in a text? |
| Assessment | Discursive response – students compose a discursive response in which they discuss the appeal of Shakespeare’s characters in the 21st century. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting**EN5-URA-01** and **ENLS-URA-01**: representation; code and convention; characterisation**EN5-URB-01** and **ENLS-URB-01**: perspective and context**EN5-URC-01** and **ENLS-URC-01**: genre; intertextuality**EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation**EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A Shakespearean drama text, widely regarded as quality literature which explores a range of cultural, social and gender perspectives, and a film text. |

Table 4 – Year 10, Term 4 – digital stories

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students engage with a range of multimodal digital texts to explore innovative ways to tell stories. Students will deepen their appreciation of how authority over meaning is negotiated through acts of authorship, publication and interpretation in digital texts. Students analyse a range of texts that manipulate digital technology to construct narratives. These texts tell a nonlinear or interactive story about a historical, social, cultural or ethical issue to communicate ideas and influence viewpoints. Students will apply the codes and conventions of multimodal texts to shape meaning in their own compositions. |
| Guiding questions | How do multimodal digital texts challenge responder and composer experiences?How can multimodal digital texts be used to construct narratives and explore complex ideas in innovative ways?How do multimodal digital texts offer new and interactive reading experiences? |
| Assessment | Multimodal composition and reflection: Part A – students create a multimodal digital text to tell a narrative in an innovative way. Part B – students will evaluate the effectiveness of their composition. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading, viewing and listening skills**EN5-URA-01** and **ENLS-URA-01**: representation; code and convention; narrative**EN5-URB-01** and **ENLS-URB-01**: argument and authority**EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing, representing**EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | Students will read, view and listen to a range of text types inclusive of short prose, visual, spoken, multimodal and digital texts, reflecting a range of cultural, social and gender perspectives, including from popular and youth cultures. |

## The English curriculum 7-12 team

The English curriculum 7-12 team provides support for the delivery of the English curriculum 7-12 in NSW Department of Education high schools.

### Share your experiences

If you use this scope and sequence in your school/faculty, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions may be sent to English.curriculum@det.nsw.edu.au.

### Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing English.curriculum@det.nsw.edu.au.

**Alignment to system priorities and/or needs**: This resource is evidence-based, as outlined below, and supports the goals of the [School Success Model,](https://education.nsw.gov.au/public-schools/school-success-model) is an example of [universal support](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained#/asset2:~:text=support%20in%20action-,Universal%20support,-Universal%20support%20provides) and aligns with the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: This resource aligns with the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with:** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

**Publisher:** State of NSW, Department of Education.

**Related resources:** Further resources to support programming and assessment can be found on the [NSW Department of Education curriculum website.](https://education.nsw.gov.au/teaching-and-learning/curriculum)

**Professional Learning:** Relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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## References

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