


The Australian Curriculum

Subjects	English
Year levels	Year 10

Year 10 Content Descriptions

Language

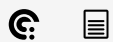
Language variation and change

Understand that [Standard Australian English](#) in its spoken and written forms has a history of evolution and change and continues to evolve ([ACELA1563 - Scootle](#) )

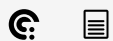


Elaborations

investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts




experimenting with and incorporating new words and creative inventions in students' own written and spoken texts



understanding how and why spelling became standardised and how conventions have changed over time and continue to change through common usage, the invention of new words and creative combinations of existing words



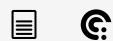
Language for interaction

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people ([ACELA1564 - Scootle](#) )



Elaborations

identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine')



identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community



identifying references to shared assumptions



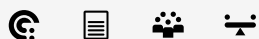
identifying appeals to shared cultural knowledge, values and beliefs




reflecting on experiences of when language includes, distances or marginalises others



creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)



Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication ([ACELA1565 - Scootle](#) )



Elaborations

considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others



interpreting texts by drawing on knowledge of the historical context in which texts were created



Text structure and organisation

Compare the purposes, text structures and language features of traditional and contemporary texts in different media ([ACELA1566 - Scootle](#) )



Elaborations

reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives)



investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives)



Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects ([ACELA1567 - Scootle](#))



Elaborations

analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books

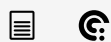


Understand conventions for citing others, and how to reference these in different ways ([ACELA1568 - Scootle](#))



Elaborations

understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally



Expressing and developing ideas

Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts ([ACELA1569 - Scootle](#))



Elaborations

recognising how emphasis in sentences can be changed by reordering clauses (for example, 'She made her way home because she was feeling ill' as compared with 'Because she was feeling ill, she made her way home') or parts of clauses (for example, 'The horses raced up from the valley' as compared with 'Up from the valley raced the horses')



recognising how the focus of a sentence can be changed through the use of the passive voice (for example compare active, 'The police had caught the thief.' with passive 'The thief had been caught.')




observing how authors sometimes use verbless clauses for effect (for example, 'And what about the other woman? With her long black eyelashes and red lipstick')



understanding that a sentence can begin with a coordinating conjunction for stylistic effect (for example, 'And she went on planning to herself how she would manage it')

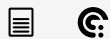


Analyse how higher order concepts are developed in complex texts through [language features](#) including [nominalisation](#), [clause](#) combinations, technicality and abstraction ([ACELA1570 - Scootle](#) )

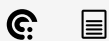


Elaborations

considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so



analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on (for example, 'Although his poems were not generally well received by critics during his life (concession), Keats' reputation grew substantially after his death')




noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field (for example, 'The Romantic poetry of Keats is characterised by sensual imagery, most notably in the series of odes.')



observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' – which is an abstract noun group/phrase)




Evaluate the impact on audiences of different choices in the representation of still and moving images ([ACELA1572 - Scootle](#) )



Elaborations

experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images

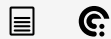


Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences ([ACELA1571 - Scootle](#) )



Elaborations

creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts



Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots ([ACELA1573 - Scootle](#))



Literature

Literature and context

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts ([ACELT1639 - Scootle](#))



Elaborations

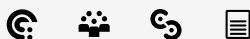
investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero'



imaginatively adapting texts from an earlier time or different social context for a new audience



exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students' own



Responding to literature

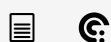
Reflect on, extend, endorse or refute others' interpretations of and responses to literature

([ACELT1640 - Scootle](#))

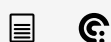


Elaborations

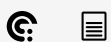
determining, through debate, whether a text possesses universal qualities and remains relevant



presenting arguments based on close textual analysis to support an interpretation of a text, for example writing an essay or creating a set of director's notes



creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list



reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background

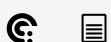


Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response ([ACELT1641 - Scootle](#)



Elaborations

looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue

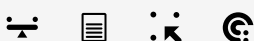


Evaluate the social, moral and ethical positions represented in texts ([ACELT1812 - Scootle](#)



Elaborations

identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue



Examining literature

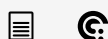
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text ([ACELT1642 - Scootle](#)



Elaborations

looking at a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers

or readers



Compare and evaluate how 'voice' as a literary device can be used in a range of different [types of texts](#) such as poetry to evoke particular emotional responses ([ACELT1643 - Scootle](#)



Elaborations

creating extended written responses to literary texts, making reference to varying points of view about the issues raised



Analyse and evaluate [text](#) structures and [language features](#) of literary texts and make relevant thematic and intertextual connections with other texts ([ACELT1774 - Scootle](#)

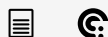


Elaborations

using terms associated with literary text analysis (for example narrative, characters, poetry, figurative language, symbolism, soundtrack) when evaluating aspects that are valued and that contain aesthetic qualities



writing or speaking about how effectively the author constructed the text and engaged and sustained the reader's/viewer's/listener's personal interest



Creating literature

[Create](#) literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts ([ACELT1814 - Scootle](#)




Elaborations

creating texts which draw on students' experience of other texts and which have a personal aesthetic appeal



reflect on the authors who have influenced students' own aesthetic style and evaluate their impact



Create literary texts with a sustained ‘voice’, selecting and adapting appropriate **text** structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended **audience** ([ACELT1815 - Scootle](#) 




Elaborations

creating a range of students’ own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts



using humour and drama as devices to entertain, inform and persuade listeners, viewers and readers



Create imaginative texts that make relevant thematic and intertextual connections with other texts ([ACELY1644 - Scootle](#) 




Elaborations

creating texts that refer to themes or make particular connections to texts, for example writing crime fiction or romance short stories



Literacy

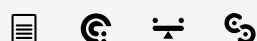
Texts in context

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including **media texts**, through language, structural and/or visual choices ([ACELY1749 - Scootle](#) 



Elaborations

considering ethical positions across more than one culture as represented in text and consider the similarities and differences



questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations



identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons



identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts



analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media



Interacting with others

Identify and explore the purposes and effects of different [text](#) structures and [language features](#) of spoken texts, and use this knowledge to [create](#) purposeful texts that inform, persuade and engage ([ACELY1750 - Scootle](#) [↗](#))



Elaborations

identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes



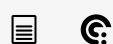
identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons



applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts



selecting subject matter and language to position readers to accept representations of people, events, ideas and information

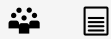


Use organisation patterns, [voice](#) and language conventions to present a point of [view](#) on a [subject](#), speaking clearly, coherently and with effect, using logic, [imagery](#) and rhetorical devices to engage audiences ([ACELY1813 - Scootle](#) [↗](#))



Elaborations

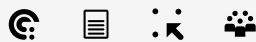
participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue




choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects



adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action

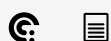



Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action ([ACELY1751 - Scootle](#) )



Elaborations

using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view

**Interpreting, analysing, evaluating**


Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ([ACELY1752 - Scootle](#) )



Elaborations

skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument



Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts ([ACELY1753 - Scootle](#) 



Elaborations

assessing the impact of hyperlinked text in a website's navigation



using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites



Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence

([ACELY1754 - Scootle](#) 




Elaborations

identifying the meaning of an increasing range of subtle vocabulary, for example inferring the different connotations of words in advertising texts from other cultures



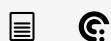
Creating texts

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ([ACELY1756 - Scootle](#) 

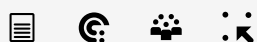


Elaborations

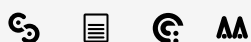
presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument




creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied



exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia

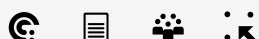



Review, edit and refine students' own and others' texts for control of content, organisation, [sentence structure](#), vocabulary, and/or [visual features](#) to achieve particular purposes and effects ([ACELY1757 - Scootle](#) )



Elaborations

reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation



Use a range of software, including [word processing](#) programs, confidently, flexibly and imaginatively to [create](#), edit and publish texts, considering the identified purpose and the characteristics of the user ([ACELY1776 - Scootle](#) )



Elaborations

designing a webpage that combines navigation, text, sound and moving and still images for a specific audience

