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Year 10 SyllabusTest

Download Curriculum as PDF

Year Level Description

Overview



Year 10 Sylla

Year Level Descri

The English curricul literature and litera integrate all three s knowledge, understand creating. Learn in earlier years, and

In Years 9 and 10, s community membe They experience lead community, vocation

Students engage w evaluate, discuss a purpose is aesthetic include various type fiction, non-fiction, themes and issues intertextual referen contemporary med

The range of literar including the oral n Peoples, as well as classic and contem

Literary texts that s

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

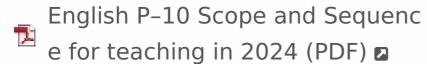
General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessme nt and reporting

Glossary



English P-10 Scope and Sequenc e for teaching in 2024 (DOC)

ABLEWA English Scope and Sequence

ABLEWA English Scope and Sequence (PDF) 2

EAL/D English Pre-primary to Yea



Filters



Show/Hide Curriculum

- ▼ Year level descriptors
- **Content Descriptions**
- Achievements Standards
- □ Icons

Year Levels

□ Select All

Strands

- Select All
- **□** Literacy
- **□** Literature
- □ Language

General Capabilities

- Select All
- **□** Literacy
- □ Numeracy
- □ Information and Communication Technology (ICT)

readers are drawn to unpredictable plot so purposes. These texts significance, interported and fiction texts represent a sy credible/verifiable so are more complex a contents, indexes a sentences with embous types of gravarious types of gravariou

Students create a r including narratives analyses, transform

Language

LANGUAGE VARIATION CHANGE

Understand that
Standard Australiar
English in its spoke
written forms has a
history of evolution
change and continu
evolve (ACELA1563

capability

- Critical and creative thinking
- Personal and social capability
- **□** Ethical understanding
- □ Intercultural understanding



LANGUAGE FOR INTERA

Understand how language use can hinclusive and exclusive social effects, and compower or disemple (ACELA1564)

- Literacy
- Personal and socia capability

Understand that pe evaluations of texts influenced by their systems, the contexthe purpose and more communication (ACELA1565)

■ Literacy

TEXT STRUCTURE AND ORGANISATION

Compare the purpo text structures and language features (

traditional and contemporary texts different media (ACELA1566)

■ Literacy

Critical and creative thinking

Understand how paragraphs and imate can be arranged for different purposes, audiences, perspect and stylistic effects (ACELA1567)

■ Literacy

Understand conven for citing others, an how to reference the in different ways (ACELA1568)

■ Literacy

EXPRESSING AND DEVELOPING IDEAS

Analyse and evalua

effectiveness of a warange of sentence a clause structures as authors design and texts (ACELA1569)

■ Literacy

© Critical and creative thinking

Analyse how higher order concepts are developed in completexts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA)

■ Literacy

Critical and creative thinking

Evaluate the impac audiences of differe choices in the representation of st and moving images (ACELA1572)

- Literacy
- Information and Communication Techr (ICT) capability
- © Critical and creative thinking

Refine vocabulary choices to discrimir between shades of meaning, with delik attention to the effect audiences (ACELA1)

- Literacy
- © Critical and creative thinking

Understand how to knowledge of the spelling system to sunusual and technic words accurately, for example those base uncommon Greek a Latin roots (ACELA1)

■ Literacy

Year 10 Achieve

Handwriting behavi the writing assessn Handwriting Contin monitoring of stude Handwriting Contin of this website. Tea

Reading and Viev

At Standard, studer by different authors vocabulary contribution justify their own intanalysing the evide

Writing and Crea

Students show how stylistic effect. They the development of by experimenting wimages. Students c demonstrate under accurately use spel

Speaking and Lis

Students listen for v

particular effects. T precision and stylis perspectives throug develop their own s text structures and complex ideas. The discussions, buildin developing and exp

The English curriculum is built around the three interrelated str programs should balance and integrate all three strands. Toget understanding and skills in listening, reading, viewing, speaking skills and processes developed in earlier years, and teachers w

In Years 9 and 10, students interact with peers, teachers, indiviand online/virtual environments. They experience learning in favocational and global contexts.

Students engage with a variety of texts for enjoyment. They int literary texts in which the primary purpose is aesthetic, as well types of media texts, including newspapers, film and digital tex multimodal texts, with themes and issues involving levels of ab Students develop critical understanding of the contemporary m

The range of literary texts for Pre-primary to Year 10 comprises Aboriginal and Torres Strait Islander Peoples, as well as the con and contemporary world literature, including texts from and ab

Literary texts that support and extend students in Years 9 and

involve complex, challenging and unpredictable plot sequences texts explore themes of human experience and cultural signific dilemmas within real-world and fictional settings and represent synthesis of technical and abstract information (from credible/v structures are more complex and include chapters, headings ar Language features include successive complex sentences with vocabulary, figurative and rhetorical language, and dense infor

Students create a range of imaginative, informative and persua performances, reports, discussions, literary analyses, transform

Principles

Teaching

<u>Assessing</u>

<u>Policy</u>

Resources

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