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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

Year 10 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

Overview



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, assessment and reporting

Glossary



English P-10 Scope and Sequence for teaching in 2024 (PDF)



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



ABLEWA English Scope and Sequence



ABLEWA English Scope and Sequence (PDF)



EAL/D English Pre-primary to Year 12

Year 10 Syllabus

Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning is built on experiences in earlier years, and students engage with a range of texts and contexts.

In Years 9 and 10, students engage with a range of community members and texts. They experience learning in a range of contexts, including community, vocational and digital contexts.

Students engage with a range of texts and contexts, including fiction, non-fiction, and digital texts. They evaluate, discuss and create texts for a range of purposes, including aesthetic, functional and communicative purposes. They include various types of texts, including fiction, non-fiction, and digital texts, and explore themes and issues, including intertextual references and contemporary media.

The range of literary texts includes the oral traditions of Indigenous Peoples, as well as classic and contemporary literary texts that stimulate critical thinking and creative expression.

Literary texts that stimulate critical thinking and creative expression.

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 into unpredictable plot sequences for these purposes. These texts are of great significance, interpreted in both real-world and fictional contexts. These texts represent a system of credible/verifiable signs and are more complex and varied in content, indexes and sentences with embedded vocabulary, figurative language and various types of grammar.

Students create a range of texts including narratives, analyses, transformations

Language

LANGUAGE VARIATION CHANGE

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

capability


- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-

 Literacy

LANGUAGE FOR INTERACTION

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

 Literacy

 Personal and social capability

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


 Literacy

TEXT STRUCTURE AND ORGANISATION

Compare the purpose, text structures and language features of

traditional and
contemporary texts
different media
[\(ACELA1566\)](#)

 Literacy

 Critical and creativ
thinking

Understand how
paragraphs and ima
can be arranged for
different purposes,
audiences, perspec
and stylistic effects
[\(ACELA1567\)](#)

 Literacy

Understand conven
for citing others, an
how to reference th
in different ways
[\(ACELA1568\)](#)


 Literacy

EXPRESSING AND DEVELOPING IDEAS

Analyse and evalua


effectiveness of a w
range of sentence a
clause structures a
authors design and
texts [\(ACELA1569\)](#)

 Literacy

 Critical and creativ
thinking


Analyse how higher
order concepts are
developed in compl
texts through langu
features including
nominalisation, cla
combinations,
technicality and
abstraction [\(ACELA](#)


 Literacy

 Critical and creativ
thinking

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


 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Refine vocabulary choices to discriminate between shades of meaning, with delicate attention to the effect on audiences [\(ACELA14-15:2-3\)](#)

 Literacy

 Critical and creative thinking

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 [\(ACELA14-15:2-3\)](#)

 Literacy

Year 10 Achieve

Handwriting behavior
the writing assessment
Handwriting Contin
monitoring of student
Handwriting Contin
of this website. Tea

Reading and View

At Standard, student
by different authors
vocabulary contribu
justify their own int
analysing the evide

Writing and Creat

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

Speaking and Lis

Students listen for v

particular effects. They use precise language and stylistic perspectives through their writing. They develop their own texts and understand complex text structures and complex ideas. They participate in discussions, building on others' ideas, and developing and expressing their own.

The English curriculum is built around the three interrelated strands. All programs should balance and integrate all three strands. Together, they develop understanding and skills in listening, reading, viewing, speaking, and writing, building on skills and processes developed in earlier years, and teachers work to ensure that all students achieve the expected learning outcomes.

In Years 9 and 10, students interact with peers, teachers, individuals, and online/virtual environments. They experience learning in formal, informal, vocational and global contexts.

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

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

Literary texts that support and extend students in Years 9 and 10 include texts that

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

Students create a range of imaginative, informative and persuasive
performances, reports, discussions, literary analyses, transformations

Principles

Teaching

Assessing

Policy

Resources

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