**AUSTRALIAN CURRICULUM : ENGLISH: YEAR 10**

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| Language | Literature | Literacy |
| Language variation & change:   * understand that Standard Australian English in its spoken & written forms has a history of evolution & change & continues to evolve | Literature & context:   * compare & evaluate a range of representations of individuals & groups in different historical, social & cultural contexts | Texts in context:   * analyse and evaluate how people, cultures, places, events, objects & concepts are represented in texts, including media texts, through language, structural and/or visual choices |
| Language for interaction:   * understand how language use can have inclusive & exclusive social effects, & can empower or disempower people * understand that people’s evaluations of texts are influenced by their value systems, the context, purpose & mode of communication | Responding to literature:   * reflect on, extend, endorse or refute others’ interpretations of & responses to literature * analyse & explain how text structures, language & visual features of text, and the context in which they are experienced may influence audience response * evaluate the social, moral & ethical positions represented in texts (link to RE in our schools) | Interacting with others:   * identify & explore the purposes & effects of different text structures & language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade & engage * use organization patterns, voice & language conventions to present a point of view, speaking clearly, coherently & with effect, logic, imagery & rhetorical devices to engage audiences * plan, rehearse & deliver presentations, selecting & sequencing appropriate content & multimodal elements to influence a course of action |
| Text structure & organization:   * compare the purposes, text structures & language features of traditional & contemporary texts in different media * understand how paragraphs & images can be arranged for different purposes, audiences, perspectives & stylistic effects * understand conventions for citing others & different referencing techniques | Examining literature:   * identify, explain & discuss how narrative viewpoint, structure, characterization & devices (eg. analogy, satire) shape different interpretations & responses to a text * compare & evaluate how ‘voice’ as a literary device can be used in a range of different texts, such as poetry, to evoke particular emotional response * analyse & evaluate text structures & language features to make relevant thematic & intertextual connections with other texts | Interpreting, analyzing, evaluating:   * identify & analyse implicit or explicit values, beliefs & assumptions in texts & how these are influenced by purpose & likely audience * choose a reading technique & reading path appropriate for the type of text, to retrieve & connect ideas within & between texts * use comprehension strategies to compare & contrast information within & between texts, identifying & analysing embedded perspectives, and evaluating supporting evidence |
| Expressing & developing ideas:   * analyse & evaluate the effectiveness of a wide range of clause & sentence structures as authors design & craft texts * understand how higher order concepts are developed in complex texts through language features including nominalization (verbs to nouns), apposition (noun group immediately follow a noun, eg. Canberra, the capital of Australia) & embedding of clauses * evaluate the impact on audiences of different choices in the representation of still & moving images * refine word choices to discriminate between shades of meaning, with deliberate attention to the effect on audience * understand how to use spelling knowledge to spell unusual & technical words accurately eg. Those based on uncommon Greek & Latin roots | Creating literature:   * create literary texts that reflect an emerging sense of personal style & evaluate the effectiveness of these texts * create literary texts with a sustained ‘voice’, selecting & adapting appropriate structures, devices, language, auditory & visual structures & features for a specific purpose & intended audience * create imaginative texts that make relevant thematic & intertextual connections with other texts | Creating texts:   * create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect on challenging & complex issues * review, edit & refine students’ own & others’ texts for control of content, organization, sentence structure, vocab., and/or visual features to achieve particular purposes & effects (peer editing) * use a range of software confidently, flexibly & imaginatively to create, edit & publish texts, considering the purpose & the characteristics of the user |

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia’s engagement with Australia; Sustainability

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.