



Year 10

Year Level Description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

English provides opportunities for students to understand that particular ways of working and thinking have developed over time but still may be subject to debate, revision and change. Students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Year 10, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Teaching and learning programs should encourage students to develop an open and questioning view. Learning experiences should enable students to draw on increasingly diverse and complex sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 10, students learn how language features and text structures may have aesthetic qualities. They learn how representations of individuals, groups and places relate to context and how techniques shape values, beliefs and attitudes.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a wide range of spoken, written and multimodal texts. These texts may include various types of media (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres that may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes and that may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. These texts may represent a variety of perspectives
- informative, analytical and persuasive texts that may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts
- texts with a variety of language features that may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media (including screen, online and digital texts) for a range of audiences.

Achievement Standard

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select, adapt and experiment with text structures to organise and develop ideas. They select, adapt, vary and experiment with language features, rhetorical and literary devices, and experiment with multimodal features and features of voice.

Reading and Viewing

Students read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse, interpret and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse, interpret and evaluate the effects of text structures, language features, literary devices, intertextual connections and multimodal features, and their contribution to the aesthetic qualities of texts. They incorporate supporting evidence from texts to provide substantiation.

Writing and Creating

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select, adapt and experiment with text structures to organise, develop and link ideas and representations. They select, adapt, vary and experiment with language features, literary devices, and multimodal features.

Content Descriptions

Language

Language for interacting with others

Understand how language can have inclusive and exclusive social effects, and can empower or disempower people

For example:

- writing an open letter that uses language to empower a social group
- discussing how language can be disempowering, such as the use of gendered words manpower or housewife

WA10ELAI1

Literacy **Critical and creative thinking** **Personal and social capability**

Understand that language used to evaluate, implicitly or explicitly, reveals an individual's values

For example:

- identifying subtle or implied values communicated through evaluative language, such as the connotations of elder, senior citizen, geriatric and old timer

WA10ELAI2

Literacy **Critical and creative thinking**

Text structure, organisation and features

Analyse text structures and language features and evaluate their effectiveness in achieving their purpose

For example:

- evaluating the use of visual, audio and written features and structures to influence audience responses in television and online news and current affairs programs

WA10ELAT1

Literacy **Critical and creative thinking**

Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes

For example:

- evaluating the effect of the integration of texts and images in graphic novels
- writing an online or print feature article which integrates graphics or images for a purpose

WA10ELAT2

Literacy **Critical and creative thinking**

Language for expressing and developing ideas

Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas

For example:

- exploring how a sentence can begin with a coordinating conjunction for stylistic effect, such as And she went on planning how she would manage it.

WA10ELALA1

Literacy **Critical and creative thinking**

Analyse how meaning and style are achieved through syntax

For example:

- identifying how logical relations between ideas are built up by combining main with subordinate clauses that indicate cause, result, manner, concession, condition and so on, such as Although the poet was not generally well-received by critics during her life, her reputation grew substantially after her death.

WA10ELALA2

Literacy **Critical and creative thinking**

Evaluate the features of visual and multimodal texts, and the effects of those choices on representations

For example:

- examining features of drama television shows that create representations, such as evaluating the use of light and dark

WA10ELALA3

Literacy **Numeracy** **Critical and creative thinking**

Use an expanded technical and academic vocabulary for precision when writing academic texts

For example:

- writing an analytical essay about rhythm in poetry with appropriate use of terms, such as enjambment, end-stop, caesura

WA10ELALA4

Literacy **Critical and creative thinking**

Understand how authors use and experiment with punctuation

For example:

- examining an author's use of ellipses to create tentativeness in a character's speech
- reviewing the use of punctuation to represent emotions, such as the use of multiple exclamation marks or punctuation emojis

WA10ELALA5

[Literacy](#)

Word knowledge

Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects

For example:

- exploring the use of 'sensational spelling' in which words are deliberately spelt in non-standard ways, such as kwik-e-mart

WA10ELAW1

[Literacy](#)

Literature

Literature and contexts

Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators

For example:

- analysing how stories written by Aboriginal and Torres Strait Islander authors modernise traditional stories, and evaluating the responses of contemporary audiences
- investigating how a creator's personal, cultural and/or social context influences the ways in which they represent an individual, group or place in a literary text

WA10ELICO1

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

[Intercultural understanding](#)

Engaging with and responding to literature

Reflect on and extend others' interpretations of and responses to literary texts

For example:

- presenting an argument based on close textual analysis and further research to support an interpretation of a play, such as creating a set of director's notes

WA10ELIEN1

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response

For example:

- discussing how audiences responded to a classic film at its time of production and how a contemporary audience might respond to the film today
- exploring the aesthetic qualities of a popular literary text

WA10ELIEN2

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

Evaluate the social, moral or ethical perspectives represented in literary texts

For example:

- identifying and analysing ethical perspectives on a significant issue in a novel, including values and/or principles involved, and evaluating the strengths and weaknesses of the perspectives presented
- considering the moral perspective adopted by a documentary and evaluating whether it aligns with the viewer's personal stance

WA10ELIEN3

[Literacy](#)

[Critical and creative thinking](#)

Examining literature

Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts

For example:

- examining satirical representations of events or ideas and determining how satire shapes interpretations and responses

WA10ELIEX1

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

Compare and evaluate how 'voice' as a literary device is used in different types of texts, such as poetry, novels and film, to evoke

emotional responses

For example:

- comparing the 'voice' of protest in a range of poems and songs, evaluating how different voices evoke a response

WA10ELIEX2

Literacy Critical and creative thinking Personal and social capability

Analyse and evaluate the aesthetic qualities of texts

For example:

- considering how the two parts of the glossary definition of aesthetic – 'concerned with a sense of beauty' and 'an appreciation of artistic expression' – are different and how they intertwine

WA10ELIEX3

Literacy Critical and creative thinking Personal and social capability

Creating literature

Create and edit literary texts with a sustained 'voice', selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences

For example:

- creating and editing a suite of short texts that focus on a key idea expressed in different voices
- composing an autobiographical narrative in the form of a digital story that incorporates written, visual and auditory features

WA10ELICR1

Literacy Numeracy Critical and creative thinking

Literacy

Texts in context

Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts

For example:

- identifying stereotypes about Australia and Australian people in popular media and exploring how these representations are influenced by context

WA10ELYT1

Literacy Critical and creative thinking Personal and social capability

Interacting with others

Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts

For example:

- presenting opinions about a podcast or radio interview in a group discussion

WA10ELYI1

Literacy Critical and creative thinking Personal and social capability

Analysing, interpreting, and evaluating

Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes

For example:

- exploring the implicit and explicit values, beliefs and attitudes expressed and critiqued in social or political cartoons

WA10ELYA1

Literacy Critical and creative thinking Ethical understanding

Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose

For example:

- evaluating how the organisation of ideas in a documentary achieves a purpose

WA10ELYA2

Literacy Numeracy Critical and creative thinking

Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing

For example:

- interpreting how visual, written and audio features represent abstract concepts in advertising, such as the representation of parenthood
- watching or listening to a speech about the meaning of success and considering what the concept means to the viewer or listener

WA10ELYA3

Literacy Numeracy Critical and creative thinking Personal and social capability

Creating texts

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

For example:

WA10ELYC1

Literacy Critical and creative thinking Personal and social capability

Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

For example:

WA10ELYC2

Literacy Critical and creative thinking Personal and social capability Intercultural understanding

Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts

For example:

WA10ELYC3

Literacy

Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences

For example:

- creating two short radio or podcast interviews focusing on the same topic but for two different audiences
- creating a playlist of songs that is inspired by a written text using a digital platform or program, and writing a rationale justifying the choices of digital features

WA10ELYC4

Literacy Critical and creative thinking Digital literacy