




































Year 10 – Australian Curriculum: English v9.0 (2025)

Achievement standard	<p>By the end of Year 10, 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 and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.</p> <p>They 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 and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10 Version 9.0</i>, <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-10></p>							
	Term overview	Term 1		Term 2		Term 3		Term 4
	<p>1. Novel study: <i>Catching Teller Crow</i>:</p> <ul style="list-style-type: none"> - subjective and objective truth - impact of language choices on the reader - genre - Aboriginal and Torres Strait Islander perspectives and storytelling traditions 		<p>2. Reading the News:</p> <ul style="list-style-type: none"> - Text types in news media, including news reports and opinion pieces - Examining concepts of bias, tone and connotation in media texts 		<p>3. Shakespeare: <i>Romeo and Juliet</i>:</p> <ul style="list-style-type: none"> - dramatic techniques - character - theme - language devices and imagery - film techniques 		<p>4. American Literature:</p> <ul style="list-style-type: none"> - Film study: <i>Mississippi Burning</i> - historical context - film technique - theme 	
Cross curriculum priorities							 	
General capabilities	      		   		   		     	
Key to general capabilities and cross-curriculum priorities	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding		 Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability					
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	7	Crime Map, Hypothesis and Evaluation	4	Article Evaluation	6	Oral Presentation	3	Personal Response
	8	Literary analysis	9	Opinion Article	9	Essay	7	Essay
	10	News Report						
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers moderate news reports to ensure consistency of judgments.		Teachers moderate creative responses to ensure consistency of judgments.		Teachers moderate samples of essays to ensure consistency of judgments.		Teachers moderate personal responses to ensure consistency of judgments.	