School Curriculum and Standards Authority

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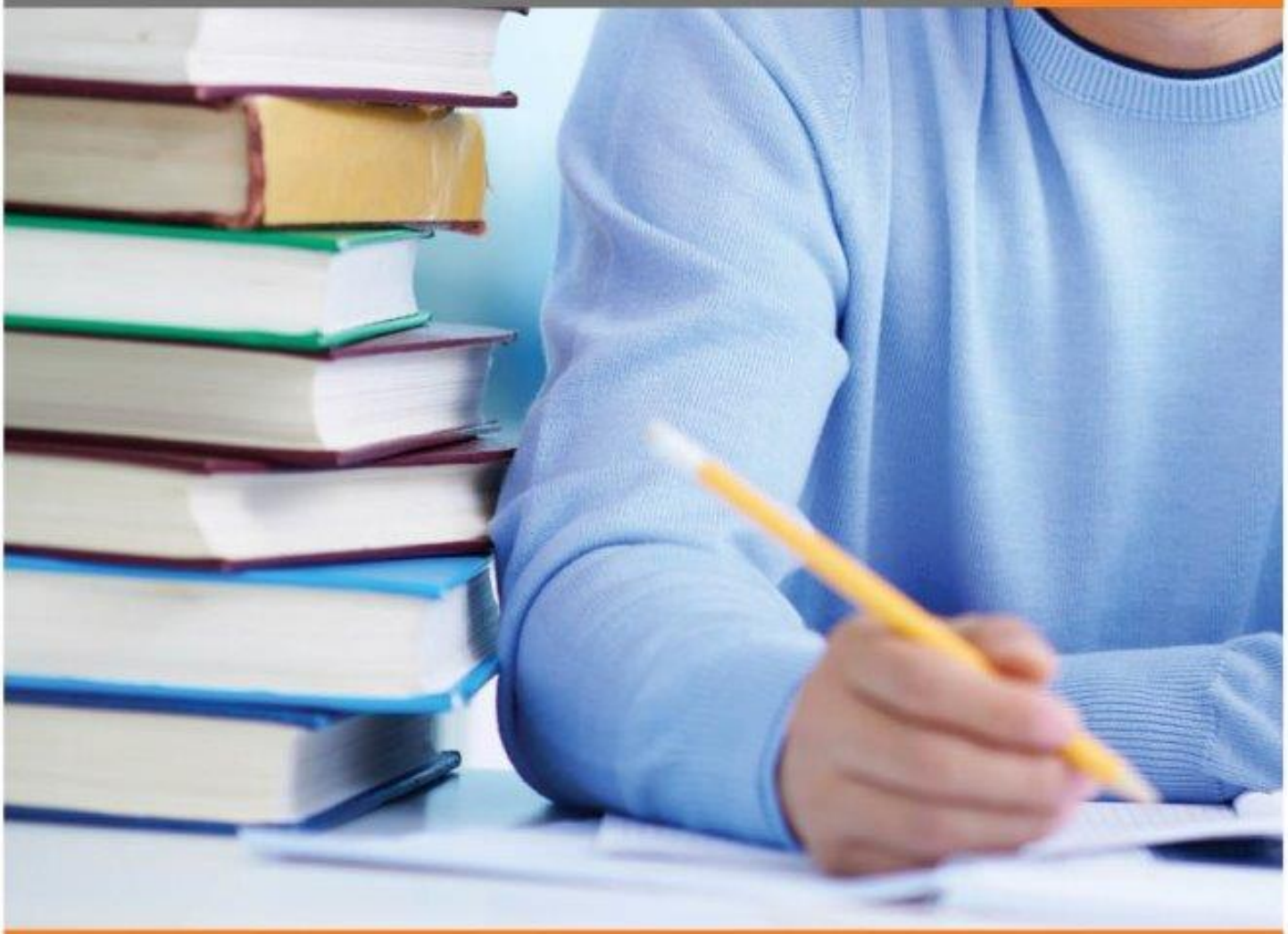

Year 10
Curriculum Content

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INTRODUCTION

The purpose of this document is to provide teachers with a snapshot of the prescribed content and achievement standards for each year and learning area, and a basis for discussion on students' learning progress with parents/guardians/carers. More detailed information can be found in the *Western Australian Curriculum and Assessment Outline* on the Authority website.

YEAR 10 CURRICULUM CONTENT

The *Western Australian Curriculum and Assessment Outline*:

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 10 includes:

- guiding principles of teaching, learning and assessment
- the Year 10 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 10 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

LEARNING AREAS AND SUBJECTS

Learning areas and subjects	Implementation timeline
English	2015
Health and Physical Education	2017
Humanities and Social Sciences	2017
Languages: in Year 10 the study of a Language is optional	2018
Mathematics	2015
Science	2015
Technologies – Design and Digital: in Year 10 the study of Technologies is optional.	2018
The Arts – Dance, Drama, Media Arts, Music, Visual Arts: in Year 10 the study of The Arts is optional	2018

Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

In Year 9 the study of a Language is optional.

In Year 9, the study of Technologies and The Arts is optional.

ENGLISH

YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

CONTENT DESCRIPTIONS

LANGUAGE

Language variation and change

- Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve

Language for interaction

- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication

Text structure and organisation

- Compare the purposes, text structures and language features of traditional and contemporary texts in different media
- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
- Understand conventions for citing others, and how to reference these in different ways

Expressing and developing ideas

- Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts
- Analyse how higher order concepts are developed in complex texts through language features, including nominalisation, clause combinations, technicality and abstraction
- Evaluate the impact on audiences of different choices in the representation of still and moving images
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
- 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

LITERATURE

Literature and context

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

Responding to literature

- Reflect on, extend, endorse or refute others' interpretations of and responses to literature
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- Evaluate the social, moral and ethical positions represented in texts

Examining literature

- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices, including analogy and satire shape different interpretations and responses to a text

- Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts

Creating literature

- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and feature and for a specific purpose and intended audience
- Create imaginative texts that make relevant thematic and intertextual connections with other texts

LITERACY

Texts in context

- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices

Interacting with others

- Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
- Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
- Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action

Interpreting, analysing, evaluating

- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences
- Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives evaluating supporting evidence

Creating texts

- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues
- Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects
- Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user

HEALTH AND PHYSICAL EDUCATION

YEAR LEVEL DESCRIPTION

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Being healthy, safe and active

- The impact of societal and cultural influences on personal identity and health behaviour, such as:
  - how diversity and gender are represented in the media
  - differing cultural beliefs and practices surrounding transition to adulthood
- Skills and strategies to manage situations where risk is encouraged by others
- Analysis of images and messages in the media related to:
  - alcohol and other drugs
  - body image
  - fast food
  - road safety
  - relationships
- External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing

Communicating and interacting for health and wellbeing

- Skills and strategies to promote respectful relationships, such as:
  - appropriate emotional responses in a variety of situations
  - taking action if a relationship is not respectful
  - appropriate bystander behaviour in physical and online interactions
- Effects of emotional responses on relationships, such as:
  - extreme emotions impacting on situations or relationships
  - the consequences of not recognising emotions of others
- Critical health literacy skills and strategies:
  - evaluating health services in the community
  - examining policies and processes for ensuring safer behaviours

Contributing to healthy and active communities

- Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community
- Social, economic and environmental factors that influence health, such as:
  - level of education
  - income/employment
  - social networks and supports (family, friends and community attachment)
  - housing

access to services

MOVEMENT AND PHYSICAL ACTIVITY

Moving our body

- Movement skills and sequences within different physical activity contexts reflecting:
  - increased complexity
  - transference of learned skills to new activities
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

Understanding movement

- Measurement of the body's response to physical activity:
  - hydration
  - perceived exertion rating
- Biomechanical concepts:
  - acceleration
  - absorption of force by the body
- Analysis of impact of changes to effort, space and time on performance and quality of outcomes

Learning through movement

- Skills and strategies to improve team performance, such as:
  - motivation
  - team-work
  - leadership
- Management of participation and rules during physical activities

- Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities

HUMANITIES AND SOCIAL SCIENCES

YEAR LEVEL DESCRIPTION

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

CONTENT DESCRIPTIONS

CIVICS AND CITIZENSHIP

KNOWLEDGE AND UNDERSTANDING

Justice at home and overseas

- The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia

- Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations such as the United Nations)
- The role of the High Court, including interpreting the Constitution
- The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples)
- The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness
- The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law

ECONOMICS AND BUSINESS

KNOWLEDGE AND UNDERSTANDING

Economic performance and living standards

- Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing
- The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt)
- The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments)
- The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation)
- Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions
- The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems)
- Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share)

GEOGRAPHY

KNOWLEDGE AND UNDERSTANDING

Environmental change and management

- The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments)
- The environmental worldviews of people and their implications for environmental management
- Select **one** of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:
  - land
  - inland water
  - coast
  - marine
  - urban
- The causes and likely consequences of the environmental change being investigated
- The strategies to manage the environmental change being investigated
- The application of environmental, economic and social criteria in evaluating management responses to the change being investigated

Geographies of human wellbeing

- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- The reasons for spatial variations between countries in selected indicators of human wellbeing
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

HISTORY

KNOWLEDGE AND UNDERSTANDING

The modern world and Australia

- Overview:
  - the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression

Depth study 1: Investigating World War II (1939–1945)

- The causes and course of World War II
- The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore
- The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship)

- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb

Depth study 2: Investigating rights and freedoms (1945 – present)

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration
- The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations
- The US civil rights movement and its influence on Australia
- The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; *Bringing Them Home Report (the Stolen Generations*); the Apology
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle

HUMANITIES AND SOCIAL SCIENCES SKILLS

KNOWLEDGE AND UNDERSTANDING

Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
- Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation
- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. surveys, questionnaires, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies
- Identify the origin, purpose and context of primary sources and/or secondary sources
- Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations

Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
- Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)
- Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)
- Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account

ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
- Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes

Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
- Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)
- Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action
- Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)

LANGUAGES

CHINESE: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Year 10 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Chinese language may feature in these.

Students communicate in Chinese, initiating and participating in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They engage in sustained written interaction and activities, exchanging information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information and they collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds. Students engage with and respond to a range of imaginative performance-based texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, explaining differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They increase control of context-related vocabulary and analyse how grammatical elements such as exploring the ways in which language can be manipulated to make ideas more objective, impact on the making of meaning in texts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

Students understand that Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Initiate and participate in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest

in contemporary culture and social issues, for example,
为什么学中文很重要？;我不太同意你的说法，因为…你觉得呢？;虽然你说得对，但是…所以我觉得…

- Engage in sustained written interaction and activities about contemporary culture and social issues, for example, the importance of China to Australia's economy, ways to promote a better understanding of China in Australian schools, protecting the environment or utilising technology, exchanging information, requesting clarification or confirmation, solving problems and managing diverse views such as 澳洲人对中国的印象是…

Informing

- Analyse, synthesise and evaluate ideas and information from a range of perspectives in spoken texts related to contemporary culture and social issues, identifying how context and culture affect how information is presented
- Collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds and identify how context and culture affect how information is presented

Creating

- Engage with a range of imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters and considering language use and cultural meanings and apply this to create and perform their own spoken imaginative texts
- Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some cannot

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another

Reflecting

- Reflect on the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives

Explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians

UNDERSTANDING

Systems of language

- Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions
- Examine and explain the relationships between characters and word meanings when encountering new vocabulary
- Use metalanguage to describe the distinctive spoken and written language system of Chinese
- Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:
  - justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 不但……而且…… ； 除了……以外 ； 另外， and

introducing contrasting views to others using elements such as cohesive devices, for example, 不是……而是……；不过，虽然……但是……
    - exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions
    - experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese
    - experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵
- Compare the purposes, text structures and language features of traditional and contemporary Chinese texts

Language variation and change

- Explain how Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values
- Explain how language defines people's roles as outsiders or insiders in groups and cultures, for example, 老外、 华侨、 华裔、 大陆人、 华人、 中国人、 少数民族

Role of language and culture

- Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions, for example,你能不能帮我一点忙？对不起，我没有空；您找谁？你爸爸在家吗？

FRENCH: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Year 10 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the French language may feature in these.

Students communicate in French, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the French language, increasing control of regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as noticing how grammatical choices can shade meaning, determine perspective and establish relationship, when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that French language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, *la santé des jeunes, apprendre les langues, les responsabilités maintenant et dans le futur*
- Express feelings and justify opinions, for example, *C'est comment pour toi ?*; *C'est difficile pour*

vous d'apprendre le français ? Moi, je trouve que…; *Que peut-on faire pour maintenir la santé de la terre ?*; *Qu'est-ce que vous étudierez l'année prochaine et pourquoi ?*

- Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views

Informing

- Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented
- Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes

Creating

- Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance
- Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, how popular French expressions and idioms such as *Être bien dans sa peau*; *Dans son assiette*; *Avoir le cafard*; *Revenons à nos moutons,* can create confusion when translated literally

Reflecting

- Reflect on the experience of learning and using French, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives
- Explore and express own cultural identity and ability to act as a cultural mediator between French speakers and Australians

UNDERSTANDING

Systems of language

- Increase control of regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest
- Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:
  - noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example, an imperative verb mood can indicate authority or enthusiasm such as *Arrêtez !*; *Allons-y !*; *Donnez-moi votre billet, Mademoiselle*; shifting from the use of *vous* to *tu* can signal a more informal, friendly relationship
  - exploring how choices of words such as nouns and adjectives can indicate values and attitudes, for example, *C'est un bon à rien/C'est un brave jeune homme*; *Ce sont des*

illégaux/Ce sont des réfugiés

- using *le présent*, *l'impératif*, *le futur proche*, *le passé composé* and *l'imparfait*
- understanding and using in simple constructions *le futur* and *le conditionnel*
- understanding that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb *avoir*, for example, *J'ai acheté une tartelette aux fraises — je l'ai mangée trop vite !*
- understanding and using infinitive verb forms and phrasal verbs such as *avoir besoin de faire quelque chose*; *commencer à faire…*
- using relative, emphatic and direct/indirect object pronouns, for example, *qui*, *que*, *elle*, *eux*, *lui*, *leur*, *le*, *la*, *les*

- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Analyse how different types of text incorporate cultural and contextual elements

Language variation and change

- Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
- Explain how French language and culture have evolved and how they continue to change over time and understand that language use has the power to influence social and cultural relationships and practices

Role of language and culture

- Understand that French language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

GERMAN: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Year 10 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the German language may feature in these.

Students communicate in German, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the German language, exploring the features of spoken and written language. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as understanding and using formulaically common subjunctive forms (*Konjunktiv II*) when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that German language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, *Jugend Gesundheit*; *Sprachen lernen*; *Verantwortung jetzt und in der Zukunft*; *Was recyceln Sie, Herr Meier?*; *Was können wir für die Umwelt machen?*; *Wie kann man den Obdachlosen/Asylanten helfen?*
- Express feelings and justify opinions, for example, *Wie finden Sie...?*; *Ist es schwierig für dich,*

Deutsch zu lernen?; *Ich denke, dass ...*; *Was können wir tun, um die Umwelt zu schützen?*; *Was studierst du nächstes Jahr und warum?*; *Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an*

- Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views

Informing

- Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented
- Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes

Creating

- Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance
- Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, how popular German idioms such as *Du spinnst!; schwarzfahren,* can create confusion when translated literally

Reflecting

- Reflect on the experience of learning and using German, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to different cultural perspectives
- Explore and express their own cultural identity and ability to act as a cultural mediator between German speakers and Australians

UNDERSTANDING

Systems of language

- Explore the features of spoken and written language and apply variations in relation to features such as stress, pronunciation and contractions, for example, *Ich hab keine Lust* or *Mach's gut!*
- Recognise the interactive, fluid and transitory nature of spoken language, identifying features such as interactivity and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression
- Recognise and reproduce rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis
- Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:

- noticing that relative pronouns have gender and case and are usually the same as definite articles, understanding the difference in function, for example, *Das ist der Beruf, den ich am interessantesten finde*
- understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, *Mit wem gehst du zur Party?*; *Worüber schreibst du deinen Englischaufsatz?*
- understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, including some with dative reflexive pronoun and noun direct object, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes
- describing plans and aspirations using *werden* and a single infinitive, for example, *In der Zukunft werde ich mehr Sport treiben*
- indicating contradiction using *doch*
- using a range of expressions for indefinite quantities, for example, *einige*, *manche*, *mehrere*
- understanding and using formulaically common subjunctive forms *(Konjunktiv II)* such as *hätte* and *wäre* and *würde* + infinitive, for example, *Wenn ich reich wäre, würde ich ein schnelles Auto kaufen*; *Er tut so, als ob er keine Zeit hätte*
- recognising instances of the genitive case mainly in written texts, for example, *Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs*, understanding its function to indicate possession and using the more common '*von* + dative case + noun' as an alternative, for example, *das Haus von meinen Eltern/das Haus meiner Eltern*

- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Analyse how different types of text incorporate cultural and contextual elements

Language variation and change

- Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
- Understand the power of language to influence social and cultural relationships and practices

Role of language and culture

- Understand that German language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

INDONESIAN: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Year 10 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Indonesian language may feature in these.

Students communicate in Indonesian, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the Indonesian language, understanding pronunciation and intonation conventions and applying them to a range of complex sentences. They increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning such as producing sophisticated language using both colloquial and formal language when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students reflect on the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, *Pada pendapat saya…*; *Pemanasan global merupakan masalah lingkungan yang paling hangat sehingga menjadi topik*

pembicaraan internasional; *Kedatangan siswa pertukaran dari Jakarta menambah pengetahuan kami tentang kebudayaan Indonesia*; *Program pertukaran siswa tahun ini bisa dikatakan berhasil*; *HP disukai oleh kaum remaja, baik di Australia maupun di Indonesia*; *Gimana lu tahu dia mau ke Jakarta sih? Gue udah baca Fesbuknya tadi malam*; *Belajar bahasa Indonesia penting karena…*; *Anda akan belajar apa tahun depan dan mengapa?*

- Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views, for example, *Apakah sudah ada acara besok malam?*; *Bagaimana kalau kita ke…*; *Lebih baik naik…atau…?*; *Kamu pilih yang mana?*; *Seharusnya kamu bertanya untuk mendapatkan solusi yang terbaik*
- Participate in transactions, including making complaints and recommendations, for example, *Coba dulu!*

Informing

- Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines, local community announcements and advertisements and identify how context and culture affect how information is presented
- Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes

Creating

- Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance
- Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another

Reflecting

- Reflect on the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives
- Explore and express their own cultural identity and ability to act as a cultural mediator between Indonesian speakers and Australians

UNDERSTANDING

Systems of language

- Understand pronunciation and intonation conventions and apply them to new words with affixation and a range of complex sentences
- Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning, including:
  - using adjectival word order to express possession, for example, *siswa pertukaran/pertukaran siswa*

- referring to abstract ideas by nominalising using prefixes and suffixes, for example, *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*)
- recognising syntactic differences between subject-focus and object-focus construction, for example, *Dia menjual minuman itu di toko-toko; Minuman itu dijual di toko-toko*
- indicating action using, for example:
  - transitive verbs, *me-* verb system (*-kan or -i* suffix) in subject-focus and object-focus with *di-* prefix
  - duplication of verbs (*duduk-duduk, jalan-jalan, lihat-lihat*)
  - adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin, baik…maupun…*)
- contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila, kalau*
- indicating register using colloquial and formal language, for example, *nggak*, *gimana*, *kok*, *deh*, *lho/lo*; *yang terhormat*, *sekian*
- expressing opinions, for example, S*aya rasa; Saya lebih suka; lebih…dibandingkan…; Pertama-tama…sekarang…; Bisa dikatakan…; Anjuran saya…*
- influencing others by persuading using superlatives (*paling…, ter-*), encouraging (*cobalah*, *mari*, *ayo*) and advising (*sebaiknya, seharusnya, mesti*)
- evaluating by using, for example, *Pada pendapat saya; Menurut saya; Di satu pihak…di pihak lain…; Sebaliknya*
- maintaining interaction using rhetorical devices, for example, *Betul?; Bukan?* and verbal fillers such as *kalau saya tidak salah, omong-omong, begini…*

- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Analyse how different types of text incorporate cultural and contextual elements

Language variation and change

- Analyse and explain the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures
- Explain how Indonesian language and culture have evolved and how they continue to change over time and understand the power of language to influence social and cultural relationships and practices

Role of language and culture

- Understand that Indonesian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

ITALIAN: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Year 10 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Italian language may feature in these.

Students communicate in Italian, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments, perspectives and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences and texts. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as describing events across different times, choosing appropriate tenses, when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, *la salute dei giovani*, *l'apprendimento delle lingue*, *le responsabilità ora e nel futuro*
- Express feelings and justify opinions, for example, *È difficile per te imparare l'Italiano? Credo che…*; *Penso che…*; *Cosa possiamo fare per mantenere la salute della terra?*; *L'aspetto più*

interessante da capire è …; *Cosa studierai l'anno prossimo e perche?*; *Mi piacerebbe …*

- Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views

Informing

- Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented
- Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes

Creating

- Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance, or excerpts from texts such *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato*, *America*, or *Caterina va in città*
- Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, *l'abito bianco nel matrimonio*; *la visita domenicale al cimitero*

Reflecting

- Reflect on the experience of learning and using Italian, considering how intercultural exchange involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives
- Explore and express their own cultural identity and ability to act as a cultural mediator between Italian speakers and Australians

UNDERSTANDING

Systems of language

- Use appropriate Italian pronunciation, stress and intonation in sentences and texts, recognising that pronunciation, intonation, rhythm and pace assist in making meaning in interactions and applying this knowledge to their own communication
- Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:
  - learning to use the future tense
  - learning to use the conditional tense in modelled language
  - exposure to the impersonal *si*; using modal verbs to express ability, possibility, likelihood and permission
  - connecting or elaborating clauses by using conjunctions, including, *anche*, *dunque*, *siccome*, *invece* and *quindi*, for example, *Non c'era più niente da vedere, quindi sono tornato a casa*

- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register

Language variation and change

- Investigate how language varies according to context and speakers
- Explain how Italian language and culture have evolved and how they continue to change over time and understand that language use has the power to influence social relationships, beliefs and values

Role of language and culture

- Understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

JAPANESE: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Year 10 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Japanese language may feature in these.

Students communicate in Japanese, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They also compare and evaluate ideas and information on contemporary culture and social issues from a range of perspectives. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students explore imaginative texts such as poems, songs and dance and identify humorous or emotional elements that reflect cultural values or norms. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the Japanese language, developing a broader knowledge of vocabulary and producing sophisticated language related to requesting and giving permission and expressing opinions, intentions and thoughts, utilising the plain form. They use character charts as a systematic framework for recognising patterns for verb conjugation and apply the formation rules of each verb group. Students also use a greater number of *kanji* and increasingly apply their understanding of known *kanji* to predict the meaning of unfamiliar words. They further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures.

Students reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in

contemporary culture and social issues, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。;J-pop と K-pop にきょうみがありますから、しょうらい、日本とかん国に行くつもりです。

- Express feelings and justify opinions, for example, あ、それはいいですね;どう思いますか；それはどうですか
- Sustain and extend exchanges about contemporary culture and social issues, for example, differences between school and house rules in Australia and Japan, part-time jobs, to raise awareness, exchange resources and information, solve problems and manage diverse views for example,食べ物をのこすのはもったいないです ;日本では家の中でくつをはいてはいけません

Informing

- Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented
- Convey information, comments, perspectives and experiences on different contemporary culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes

Creating

- Identify how imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences, such as poems, songs, dance, street art and performance
- Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, おじゃまします

Reflecting

- Reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives
- Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians

UNDERSTANDING

Systems of language

- Recognise multiple readings of familiar *kanji* in different compounds, for example, オーストラリア人/やさしい人/三人;新しい/新聞/ 聞きます
- Use knowledge of familiar *kanji* to predict meaning of unknown words
- Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:
  - using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group
  - requesting and giving permission and expressing prohibition using verb て form, for

example, ～てもいいです；～てはいけません； ～てはだめです
    - using verb stems with grammatical features such as ～やすい／にくいです
    - exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる？/見る？
    - expressing opinions, intentions and thoughts using the plain form, for example, *plain verb* つもりです；*verb /adjective* とおもいます
    - using adverbs and intensifiers such as かなり
    - increasing cohesion within paragraphs by using conjunctions, for example, それに/それで
    - indicating the status of actions using adverbs such as まだ and もう
    - understanding the concept of *uchi-soto* 内と外 for making appropriate choices of register, for example, 食べる？；食べますか？
- Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
- Identify, analyse and compare textual features and conventions in Japanese and English texts that characterise social and informative media

Language variation and change

- Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
- Explain changes to Japanese and other languages and cultures and understand that language use has the power to influence social and cultural relationships and practices

Role of language and culture

- Explore cultural concepts embedded in Japanese language that embody core values and behaviours and for which there is no direct English translation

MATHEMATICS

YEAR LEVEL DESCRIPTION

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

CONTENT DESCRIPTIONS

NUMBER AND ALGEBRA

Money and financial mathematics

- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies

Patterns and algebra

- Factorise algebraic expressions by taking out a common algebraic factor
- Simplify algebraic products and quotients using index laws
- Apply the four operations to simple algebraic fractions with numerical denominators
- Expand binomial products and factorise monic quadratic expressions using a variety of strategies
- Substitute values into formulas to determine an unknown

Linear and non-linear relationships

- Solve problems involving linear equations, including those derived from formulas

- Solve linear inequalities and graph their solutions on a number line
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solve problems involving parallel and perpendicular lines
- Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- Solve linear equations involving simple algebraic fractions
- Solve simple quadratic equations using a range of strategies

MEASUREMENT AND GEOMETRY

Using units of measurement

- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids

Geometric reasoning

- Formulate proofs involving congruent triangles and angle properties
- Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes

Pythagoras and trigonometry

- Solve right-angled triangle problems, including those involving direction and angles of elevation and depression

STATISTICS AND PROBABILITY

Chance

- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events
- Investigate the concept of independence

Use the language of 'if ...then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language

Data representation and interpretation

- Determine quartiles and interquartile range
- Construct and interpret box plots and use them to compare data sets
- Compare shapes of box plots to corresponding histograms and dot plots
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Investigate and describe bivariate numerical data where the independent variable is time
- Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data

MATHEMATICS 10A

CONTENT DESCRIPTIONS

NUMBER AND ALGEBRA

Real numbers

- Define rational and irrational numbers and perform operations with surds and fractional indices
- Use the definition of a logarithm to establish and apply the laws of logarithms

Patterns and algebra

- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems

Linear and non-linear relationships

- Solve simple exponential equations
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts

MEASUREMENT AND GEOMETRY

Using units of measurement

- Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids

Geometric reasoning

- Prove and apply angle and chord properties of circles

Pythagoras and trigonometry

- Establish the sine, cosine and area rules for any triangle and solve related problems
- Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies
- Solve simple trigonometric equations
- Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles

STATISTICS AND PROBABILITY

Chance

- Investigate reports of studies in digital media and elsewhere for information on their planning and implementation

Data representation and interpretation

- Calculate and interpret the mean and standard deviation of data and use these to compare data sets
- Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation

SCIENCE

YEAR LEVEL DESCRIPTION

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

CONTENT DESCRIPTIONS

SCIENCE UNDERSTANDING

Biological Sciences

- The transmission of heritable characteristics from one generation to the next involves DNA and genes
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence

Chemical Sciences

- The atomic structure and properties of elements are used to organise them in the periodic Table
- Different types of chemical reactions are used to produce a range of products and can occur at different rates

Earth and Space Sciences

- The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe
- Global systems, including the the carbon cycle, rely on interactions involving the biosphere,

lithosphere, hydrosphere and atmosphere

Physical Sciences

- Energy conservation in asystem can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics

SCIENCE AS A HUMAN ENDEAVOUR

Nature and development of science

- Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community
- Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries

Use and influence of science

- People use scientific knowledge to evaluate whether they should accept claims, explanations or predictions and advances in science can affect people's lives, including generating new career opportunities
- Values and needs of contemporary society can influence the focus of scientific research

SCIENCE INQUIRY SKILLS

Questioning and predicting

- Formulate questions or hypotheses that can be investigated scientifically

Planning and conducting

- Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods
- Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately

Processing and analysing data and information

- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Evaluating

- Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data
- Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

TECHNOLOGIES

DESIGN AND TECHNOLOGIES

YEAR LEVEL DESCRIPTION

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed.

In Year 10, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to use design and technologies knowledge and understanding, processes and production skills, and design thinking, to produce solutions to identified needs or opportunities. Students work independently and collaboratively. They have opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. The focus is on students designing solutions, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors; and using more sophisticated strategies. They use creativity, innovation and enterprise skills with confidence, independence and collaboration.

Using a range of technologies, including a variety of graphical representation techniques, students have opportunities to generate and represent original ideas and production plans in two-dimensional and three-dimensional representations using a range of technical drawings, including perspective, scale, orthogonal and production drawings with sectional and exploded views, appropriate to their designs.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements, such as sequenced time, cost and action plans to manage a range of design tasks safely. Students apply management plans, changing direction when necessary, to successfully complete design tasks. They continue to identify and establish safety procedures that minimise risk and manage projects maintaining safety standards and management procedures to ensure success. Learning experiences require students to transfer theoretical knowledge to practical activities across a range of projects.

CONTENT DESCRIPTIONS

KNOWLEDGE AND UNDERSTANDING

Technologies and society

- Social, ethical and sustainability considerations that impact on designed solutions, complexity

of design, and production processes involved
- Impact of emerging technologies on design decisions, and/or economic, environmental and social sustainability

In Year 10, students have opportunities to learn about technologies in society **at least once** in the following technologies contexts.

Technologies context

Engineering principles and systems
- The process of materials being combined with force, motion and energy to create solutions

Food and fibre production
- The role of emerging research and technology in the design of ethical and sustainable products

Food specialisations
- Healthy eating through the skills and knowledge of nutrients and the application of the principles of food safety, preservation, preparation, presentation and sensory perceptions

Materials and technologies specialisations
- The combination of a range of characteristics and properties of materials, systems, components, tools and equipment to create designed solutions
- Designed solutions within a range of technologies specialisations, using combined technologies

PROCESSES AND PRODUCTION SKILLS

Creating solutions by:

Investigating and defining
- Identify the needs of the client/stakeholder to determine the basis for a solution
- Create and critique briefs to solutions
- Investigate components/resources to develop increasingly sophisticated solutions, identifying and considering associated constraints

Designing
- Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication
- Design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics, using appropriate technical terms and technology

Producing and implementing
- Safely select, justify, implement and test appropriate technologies and processes, to make solutions

Evaluating
- Analyse design processes and solutions against student developed criteria

Collaborating and managing
- Use appropriate interactive digital technology to plan and manage projects, using an iterative and collaborative approach; identifying risks and analysing time, cost, production processes, safety, sustainability and legal responsibilities

DIGITAL TECHNOLOGIES

YEAR LEVEL DESCRIPTION

In Year 10, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems; and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students have opportunities to analyse problems and design, implement and evaluate a range of solutions, such as database-driven websites, artificial intelligence engines and simulations.

Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods, and use structured data to analyse, visualise, model and evaluate objects and events.

Students learn how to develop multilevel abstractions; identify standard elements, such as searching and sorting in algorithms; and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems, students consider the functional and non-functional requirements of a solution through interacting with clients/stakeholders and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop solutions to complex problems and evaluate their solutions and existing information systems, based on a broad set of criteria, including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students have opportunities to become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions individually, collaboratively and interactively for sharing in online environments, students should comply with legal obligations, particularly with respect to the ownership of information.

CONTENT DESCRIPTIONS

KNOWLEDGE AND UNDERSTANDING

Digital systems

- Role of hardware and software in managing, controlling and securing access to data, in networked digital systems

Representation of data

- Simple compression of data and how content data is separated from presentation data

PROCESSES AND PRODUCTION SKILLS

Collecting, managing and analysing data

- Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements
- Analyse, visualise and model processes and entities, and their relationships, using structured data

Digital implementation

- Design algorithms represented diagrammatically and in structured English, including iteration
- Validate algorithms and programs using common acceptable methods
- Implement data storage and organisation techniques within a programming environment
- Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities

Creating solutions by:

Investigating and defining

- Identify the needs of the client/stakeholder to determine the basis for a solution
- Create and critique briefs to solutions
- Investigate components/resources to develop increasingly sophisticated solutions, identifying and considering associated constraints

Designing

- Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication
- Design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics using appropriate technical terms and technology

Producing and implementing

- Safely select, justify, implement and test appropriate technologies and processes, to make solutions

Evaluating

- Analyse design processes and solutions against student-developed criteria

Collaborating and managing

- Use appropriate interactive digital technology to plan and manage projects, using an iterative and collaborative approach; identifying risks and analysing time, cost, production processes, safety, sustainability and legal responsibilities

THE ARTS

DANCE

YEAR LEVEL DESCRIPTION

In Year 10, Dance students continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance. Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

CONTENT DESCRIPTION

MAKING

Choreographic processes

- Introduction to structured improvisation to find solutions to simple movement tasks
- Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent
- Choreographic devices (unison, canon, repetition, abstraction, contrast, motif) and choreographic structures (narrative, binary, ternary) selected and combined to communicate choreographic intent in group and duo dance
- Group work practices (strategies for collaborative dance preparation, evaluation processes) in dance

Skills and techniques

- Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance
- Safe dance practice of style-specific techniques, including working in the contemporary genre
- Importance of warm-up and cool down procedures relevant to the genre/style for dance and

rehearsal preparation

Performance

- Systematic and corrective rehearsal strategies (practising transitions between dance sequences, exits and entrances appropriate to genre/style)
- Dance performance opportunities, demonstrating appropriate expression, projection, focus, commitment to movement and musicality

RESPONDING

Dance reflecting and analysing

- Reflective writing, using dance terminology, on their own and others' work, analysing and evaluating choices made in dance making
- Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work

Dance in context

- Dance genres/styles are influenced by the social, cultural and historical context in which they exist

DRAMA

YEAR LEVEL DESCRIPTION

In Year 10, Drama students will be given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on their own drama and the drama of others.

Teachers are required to address knowledge and skills in Drama through **two** or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 10: Grotowski's Poor Theatre, Youth Theatre, Contemporary Aboriginal Theatre, Theatre of the Absurd or Butoh.

CONTENT DESCRIPTION

MAKING

Voice and movement

- Voice and movement techniques for selected drama forms and styles
- Preparation techniques for voice and movement for selected drama forms and styles
- Mime techniques (choosing the level of precision of movement needed when telling a story) in drama

Drama processes and the elements of drama

- Drama processes through combining the elements of drama (role, character and relationships; voice and movement; time, space and situation; mood, atmosphere and dramatic tension) used by selected drama practitioners such as Rudolf Laban, Augusto Boal or Cecily O'Neill to manipulate dramatic meaning and audience relationships
- Approaches to characterisation suited to the selected drama forms and styles, texts and themes

Drama forms and styles

- Script interpretation, based on a reading of the complete text, of an extended scene or section to manipulate mood and interpret themes for audience
- Devised drama exploring international or global themes based on research and selected drama forms and styles

Drama conventions

- Drama structures based on cyclical structures and numerous plotlines
- Drama conventions manipulated for selected drama forms and styles
- Improvisation conventions (dénouement, creating an effective conclusion)

Spaces of performance

- Levels, status, proxemics, focus and balance in making drama
- Stage geography, blocking notation and the impact of in-the-round and adapted stages
- Imaginary spaces manipulated by stage components and properties, the elements of drama and audience

Design and technology

- Design and technology to manipulate focus and mood
- Design principles (balance, contrast, repetition, pattern) selected to make meaning and add to the experience of theatre

Self-management and group management skills and processes

- Effective group work processes (strategic planning and evaluation processes) in drama
- Safe practices in drama (performing arts safety primers)

RESPONDING

Drama reflections

- Reflective writing, on their own and others' work, analysing choices in drama making and using precise drama terminology and language

Drama responses

- Analytical writing using different forms of communication on viewed live performances (live or digital copies of live performances), focusing on the elements of drama and design and technology to make meaning

Oral communication

- Oral communication (explaining in an interview, the reasons behind choices in drama making)

MEDIA ARTS

YEAR LEVEL DESCRIPTION

In Year 10, students are provided with opportunities to explore in more depth the way media work is constructed in different contexts and how it can be used to challenge the values of an audience. They explore past and current media trends on audience use of media.

Students continue to make and respond to their own media productions and professional media work within the selected media type, genre or style studied, using refined media production skills and processes: problem solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly.

Teachers are required to address knowledge and skills in Media Arts through **two** of the foci and media below. Other foci and media may be used in addition to teach knowledge and skills in Media Arts.

Media foci are: Media Fiction (for example, narrative focused video games, celebrities in media fiction, Hollywood or Bollywood films) and Media Non-Fiction (for example, educational programs, wiki site blogs, photographic essays).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

CONTENT DESCRIPTION

MAKING

Media languages

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied
- Alternative points of view for different audiences in the context of the media type, genre and/or style studied
- Media works that manipulate narrative conventions in the context of the media type, genre and/or style studied

Representation

- Representation of ideas, issues and/or people in the media now, and/or in the past, and the

values they represent or challenge (consideration of stereotypes)

Production

- Controls, constraints and audience values impacting the production context of media work

Skills and processes

- Media production skills to integrate and shape codes and conventions in media work for a specific purpose, meaning and style
- Independent awareness of safe production practices when using technologies and resources
- Team skills and specific role responsibilities
- Personal and group timelines and application of problem-solving skills
- Clear self-production processes using appropriate technical skills, scripts, storyboards and layouts

RESPONDING

Analysing and reflecting on intentions

- The impact of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work
- Media conventions, social and cultural beliefs and values, local and/or global, that construct representations and shape purposes and processes in media work
- Values presented or challenged by celebrities, stars and/or heroes

Audience

- Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values
- Intended audience profiles of specific media work
- Impact of past and current trends in how audiences use media

MUSIC

YEAR LEVEL DESCRIPTION

In Year 10, students extend and consolidate music skills and knowledge across a range of performing, composing, aural and analysis activities. They continue to refine aural skills and aural memory to identify, sing/play and notate melodic and rhythmic dictations, chord changes and progressions.

Students explore their emerging personal style and music ideas through combining and manipulating the elements of music, and synthesising stylistic features and conventions when composing and arranging.

Students build on their understanding of meaning and interpretation in musical works, using aural and critical analysis skills to compare and evaluate a range of music, drawing upon knowledge of previously studied works. They use scores and music terminology to analyse and evaluate the use of the elements of music within a context, genre or style, and identify and discuss social, cultural

and historical factors.

Students practise and perform a wider range of solo and ensemble repertoire, developing and consolidating technical skills, expression and stylistic integrity. As performers and audience members they are provided with opportunities to develop aesthetic awareness and make informed observations about a range of music and related social, cultural and ethical considerations.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning as appropriate to context.

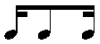
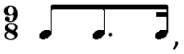
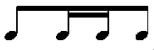
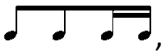
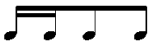
CONTENT DESCRIPTION

MAKING

Music literacy (Aural/Theory)

- Use and application of aural skills, inner hearing and aural memory to identify, sing/playback and notate pitch, melodic and rhythmic dictations, chord changes and chord progressions
- Aural identification of the role and treatment of one or more elements of music in isolation and combination in a range of music works (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time  and compound time:  ,  ,  , 
- augmentation/diminution, rhythmic motif
- irregular metres
- tempo: *ritenuto, rubato, a tempo*

Pitch

- scales: add melodic minor and chromatic up to 4 or more sharps and 4 or more flats in treble and bass clefs
- aeolian, ionian, mixolydian and dorian modes
- intervals: add A4/D5 ascending and descending, melodic and harmonic
- chords: add diminished and augmented triads, major and minor primary triads in isolation and simple progressions, add (ii) in major keys
- perfect and plagal cadences
- tonality: add consonance and dissonance, modal, chromaticism, atonal, twelve tone
- inversion

Dynamics and expression

- gradations of sound ***(fp)***, terraced dynamics, ornamentation, expressive devices and articulations relevant to style and context

Form and structure

- motivic development through composed and strophic, interlude, *ritornello*, fugue

Timbre

- use of idiomatic techniques, bowing, harmonics, *vibrato, glissando*/slide, sticks/mallets, slap bass, digitally manipulated sound, oscillation, filters, pedals)

Texture

- horizontal and vertical layers of sound appropriate to style and context and repertoire studied (distortion, white noise)

Composing and arranging

- Composition and arrangement of musical works of increasing complexity; improvising and purposefully applying, combining and manipulating the elements of music; and synthesising appropriate stylistic features and conventions to shape, extend, manipulate and evaluate music ideas
- Use of specialised notation, context appropriate terminology and available technologies to organise, record and communicate music ideas across a range of styles

Practical and performance skills

- Development and refinement of technical skill, control and musicianship skills; applying style-specific techniques and expression in a purposeful and musical manner when practising, refining and performing repertoire from a range of styles and contexts
- Analysis and comparison of performances and performance practices to devise and apply effective practice strategies and evaluate, shape and refine music performance skills and techniques
- Development and consolidation of ensemble skills, working collaboratively to rehearse and perform a range of repertoire with stylistically appropriate expression, tonal control, awareness of different performer responsibilities and audience needs

RESPONDING

Analysis and context

- Identification, comparison and evaluation of the use, combination and stylistic treatment of the elements of music, using aural and critical analysis skills and stylistically informed language to make comparisons, informed observations and judgements about a wide range of music
- Identification, analysis and evaluation of connections between social, cultural and historical influences and musical developments; and analysis of how the use and combination of the elements of music define stylistic characteristics and cultural and historical features

Response, interpretation and evaluation

- Identification and selection of specific criteria to devise and apply strategies when analysing, evaluating and refining their own and others' musical works and performance
- Development of personal preferences and aesthetic appreciation, differentiating between subjective and objective interpretations when comparing and evaluating stylistic interpretations of a range of music
- Consideration of cultural, social and ethical issues, comparing and evaluating audience response and performer roles across a broad range of music in formal, informal, virtual and interactive settings

VISUAL ARTS

YEAR LEVEL DESCRIPTION

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through **two** art forms and **one** art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:
2D (painting, printmaking, drawing, photo and digital media, graphics, textiles, collage)
3D (ceramics, sculpture, installations, textiles, jewellery)
4D (performance art, time-based video, digital animation)

Art styles:
Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

CONTENT DESCRIPTION

MAKING

Inquiry

- Ideas for their own art-making which supports personal learning style and chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)
- Exploration of a wide range of 2D, 3D and/or 4D visual art techniques, in order to plan and influence the personal choice of materials and technologies
- Visual art language (visual art elements and principles of design) used in the development of

artwork (e.g. using implied texture and a range of tones to create form)
- Recognition, use of and responding to visual art conventions (e.g. the comparisons between traditional and modernist art styles; the transition from still to moving imagery)
- Exploration, development and refinement of their personal style in conjunction with representations of other artists through documentation, drawings, recordings, film
- Ideas explored and refined, responding to the style of other artists in their own artwork
- Application of a range of visual art techniques to plan and influence the choice of materials and technologies (media testing/exploration)

Art practice
- Materials, techniques, technologies and processes manipulated to develop and represent their own artistic intentions
- Safe and sustainable practices; preparedness for hazardous situations and responsible actions while working with more complex materials in the production and display of artwork
- Processes and resolved artwork appraised; ways to improve art practice; reflection
- Techniques and processes chosen to refine and resolve artwork to a more complex level, when representing ideas and subject matter

Presentation
- Decision-making in the display of artwork (relationships that influence space and audience)
- Resolved artwork presented with consideration of personal expression and the connection with the viewer (e.g. a supporting artist statement in verbal or written format)

RESPONDING

Analysis
- Critical analysis frameworks (STICI, Feldman, Taylor or Four Frames) used to analyse a wide variety of art forms from contemporary and past times
- Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. short-answer and extended essay form, video or verbal format)
- Visual conventions used to refine complex compositional arrangement of artwork, (e.g. use of the rule of thirds to create a balanced composition)

Social, cultural and historical contexts
- Artists from different cultural groups and their use of persuasive, communicative or expressive representation
- Viewpoints identified in a range of artwork from contemporary and past times
- Representations within a breadth of artwork

Interpretation/response
- Evaluation of their own artwork and the work of others', including consideration of different viewpoints (gender, age, religion, culture) and judgement of the significance of the artwork in a given context