

# Year 10 Curriculum Grids

## Curriculum grid for Western Australia

Curriculum grids are available to download at [www.insightpublications.com.au](http://www.insightpublications.com.au)

### Strand: Language

#### Sub-strand: Language variation and change

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10
Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve	No corresponding content		
<b>Language for interaction</b>			
Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10
Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people	Understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LA01	Understand how language can have inclusive and exclusive social effects, and can empower or disempower people. For example: • write an open letter that uses language to empower a social group • understand how language can be disempowering, such as the use of gendered words, including 'manpower' and 'mankind'	<ul style="list-style-type: none"> <li>• Unit 2</li> <li>• Unit 7</li> <li>• Unit 9</li> </ul>
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication	Understand that language used to evaluate, implicitly or explicitly reveals an individual's values AC9E10LA02	Understand that language used to evaluate, implicitly or explicitly, reveals an individual's values. For example: • identify subtle or implied values communicated through evaluative language, such as the different connotations in using 'elder', 'senior citizen', 'geriatric' and 'old timer'	<ul style="list-style-type: none"> <li>• Unit 1</li> <li>• Unit 3</li> </ul>

Compare the purposes, text structures and language features of traditional and contemporary texts in different media	Analyse text structures and language features and evaluate their effectiveness in achieving their purpose AC9E10LA03	Analyse text structures and language features and evaluate their effectiveness in achieving their purpose. For example: • evaluate how television and online news and current affairs programs influence audience response through the use of visual, audio and written features and structures	<ul style="list-style-type: none"> <li>Unit 8</li> <li>Unit 9</li> </ul>
Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects	Understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA04	Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes. For example: • evaluate the effect of the integration of texts and images in graphic novels • write a feature article which integrates graphics or images for a purpose	<ul style="list-style-type: none"> <li>Unit 3</li> <li>Unit 10</li> </ul>
Understand conventions for citing others, and how to reference these in different ways	No corresponding content description Moved to Language for expressing and developing ideas		
<b>Sub-strand: Expressing and developing ideas</b>			
<b>Existing Western Australian curriculum</b>	<b>Australian Curriculum v9</b>	<b>Proposed Western Australian curriculum (for 2025) *</b>	<b>Insight Australian Curriculum English Year 10</b>
Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts	Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas AC9E10LA05	Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas. For example: • recognise that a sentence can begin with a coordinating conjunction for stylistic effect, such as 'And she went on planning how she would manage it.'	<ul style="list-style-type: none"> <li>Unit 10</li> </ul>

<p>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction</p>	<p>Analyse how meaning and style are achieved through syntax AC9E10LA06</p>	<p>Analyse how meaning and style are achieved through syntax. For example: • analyse how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition and so on, such as Although the poet was not generally well received by critics during her life (concession), her reputation grew substantially after her death.</p>	<ul style="list-style-type: none"> <li>• Unit 7</li> </ul>
<p>Evaluate the impact on audiences of different choices in the representation of still and moving images</p>	<p>Evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LA07</p>	<p>Evaluate the features of visual and multimodal texts, and the effects of those choices on representations. For example: • examine features of television shows (e.g., drama, reality television) that create nuance in representations, such as evaluating the use of light and dark</p>	<ul style="list-style-type: none"> <li>• Unit 5</li> <li>• Unit 8</li> </ul>
<p>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</p>	<p>Use an expanded technical and academic vocabulary for precision when writing academic texts AC9E10LA08</p>	<p>Use an expanded technical and academic vocabulary for precision when writing academic texts. • For example: • use specific technical vocabulary in an analytical essay, such as enjambment, end-stop, caesura when analysing rhythm in poetry.</p>	<ul style="list-style-type: none"> <li>• Unit 12</li> </ul>
<p>Understand conventions for citing others, and how to reference these in different ways</p>	<p>Understand how authors use and experiment with punctuation AC9E10LA09</p>	<p>Understand how authors use and experiment with punctuation. For example: • examine an author's use of ellipses to create tentativeness in a character's speech • review the use of punctuation to represent</p>	<ul style="list-style-type: none"> <li>• Unit 10</li> </ul>

		emotions, such as the use of multiple exclamation marks or punctuation emojis	
--	--	---	--

## Sub-strand: Sound and letter knowledge

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10
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	Use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects AC9E10LY08	Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects. For example: • explore the use of 'sensational spelling' in which words are deliberately spelt in non-standard ways, such as kwik-e-mart	<ul style="list-style-type: none"> <li>Unit 12</li> </ul>

## Strand: Literature

### Sub-strand: Literature and context

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10
Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts	Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E10LE01	Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators. For example: • analyse how stories written by Aboriginal and Torres Strait Islander authors modernise traditional stories and evaluate the responses of contemporary audiences	<ul style="list-style-type: none"> <li>Unit 2</li> <li>Unit 6</li> </ul>
<b>Sub-strand: Responding to literature</b>			

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10
Reflect on, extend, endorse or refute others' interpretations of and responses to literature	Reflect on and extend others' interpretations of and responses to literature AC9E10LE02	Reflect on and extend others' interpretations of and responses to literary texts. For example: <ul style="list-style-type: none"> <li>present an argument based on close textual analysis to support an interpretation of a play, such as creating a set of director's notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4</li> </ul>
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	Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response AC9E10LE03	Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response. For example: <ul style="list-style-type: none"> <li>view a classic film and analyse how audiences responded to the text at the time and how they might respond to the film today</li> <li>explore the aesthetic qualities of a popular literary text</li> </ul>	<ul style="list-style-type: none"> <li>Unit 8</li> </ul>
Evaluate the social, moral and ethical positions represented in texts	Evaluate the social, moral or ethical positions represented in literature AC9E10LE04	Evaluate the social, moral or ethical positions represented in literary texts. For example: <ul style="list-style-type: none"> <li>identify and analyse ethical positions in a novel on a significant issue, including values and/or principles involved, and evaluate the strengths and weaknesses of the position presented</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4</li> <li>Unit 6</li> </ul>
<b>Sub-strand: Examining literature</b>			
Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text	Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE05	Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts For example: • examine satirical representations of events or ideas and determine how satire shapes interpretations and responses	<ul style="list-style-type: none"> <li>Unit 4</li> <li>Unit 8</li> </ul>
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	Compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses AC9E10LE06	Compare and evaluate how ‘voice’ as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses. For example: • compare the ‘voice’ of protest in a range of poems and songs, evaluating how different voices evoke a response	<ul style="list-style-type: none"> <li>Unit 2</li> </ul>
Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts	Analyse and evaluate the aesthetic qualities of texts AC9E10LE07	Analyse and evaluate the aesthetic qualities of texts. For example: • consider how the two parts of the glossary definition of aesthetic – ‘concerned with a sense of beauty’ and ‘an appreciation of artistic expression’ – are different and also how they intertwine, and find examples	<ul style="list-style-type: none"> <li>Unit 2</li> <li>Unit 8</li> </ul>
<b>Sub-strand: Creating literature</b>			
<b>Existing Western Australian curriculum</b>	<b>Australian Curriculum v9</b>	<b>Proposed Western Australian curriculum (for 2025) *</b>	<b>Insight Australian Curriculum English Year 10</b>
Create literary texts that reflect an emerging sense of personal style and evaluate the	Create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and	Create and edit literary texts with a sustained ‘voice’, selecting and adapting text structures, literary devices, and language, auditory and	<ul style="list-style-type: none"> <li>Unit 6</li> <li>Unit 10</li> </ul>

effectiveness of these texts	visual features for purposes and audiences AC9E10LE08	visual features for purposes and audiences. For example: <ul style="list-style-type: none"> <li>• create and edit a suite of short texts that focus on a key idea expressed in different voices</li> <li>• compose an autobiographical narrative in the form of a digital story that incorporates written, visual and auditory features</li> </ul>	
Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience.  Create imaginative texts that make relevant thematic and intertextual connections with other texts.	Merged with AC9E10LE08		<ul style="list-style-type: none"> <li>• Unit 6</li> <li>• Unit 10</li> </ul>

## Strand: Literacy

<b>Sub-strand: Texts in context</b>			
<b>Existing Western Australian curriculum</b>	<b>Australian Curriculum v9</b>	<b>Proposed Western Australian curriculum (for 2025) *</b>	<b>Insight Australian Curriculum English Year 10</b>
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	Analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts AC9E10LY01	Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts. For example: <ul style="list-style-type: none"> <li>• evaluate stereotypes about Australia and Australian people in popular media and explore how these representations are influenced by context</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4</li> </ul>



<b>Sub-strand: Interacting with others</b>			
<b>Existing Western Australian curriculum</b>	<b>Australian Curriculum v9</b>	<b>Proposed Western Australian curriculum (for 2025) *</b>	<b>Insight Australian Curriculum English Year 10</b>
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	Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY02	Listen to spoken texts and explain the purposes and effects of text structures and language features and use interaction skills to discuss and present an opinion about these texts. For example: • listen to a podcast or radio interview and participate in a group discussion presenting opinions about these texts	<ul style="list-style-type: none"> <li>Unit 7</li> </ul>
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	No corresponding content		
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action	No corresponding content description		

<b>Sub-strand: Interpreting, analysing, evaluating</b>			
<b>Existing Western Australian curriculum</b>	<b>Australian Curriculum v9</b>	<b>Proposed Western Australian curriculum (for 2025) *</b>	<b>Insight Australian Curriculum English Year 10</b>
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences	Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes AC9E10LY03	Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes. For example: • analyse social or political cartoons to identify the implicit and explicit values, beliefs and attitudes expressed and critiqued	<ul style="list-style-type: none"> <li>• Unit 1</li> <li>• Unit 8</li> </ul>
Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts	Analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY04	Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose. For example: • identify the organisation of ideas in a documentary and evaluate their purpose and effect	<ul style="list-style-type: none"> <li>• Unit 1</li> <li>• Unit 3</li> <li>• Unit 9</li> </ul>
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence	Integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas AC9E10LY05	Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing. For example: • interpret how visual, written and audio features represent abstract concepts in advertising, such as the representation of parenthood	<ul style="list-style-type: none"> <li>• Unit 11</li> </ul>
<b>Sub-strand: Creating texts</b>			

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 10
Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues	Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E10LY06	Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	<ul style="list-style-type: none"> <li>• Unit 5</li> <li>• Unit 9</li> <li>• Unit 12</li> </ul>
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action	Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E10LY06	Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	<ul style="list-style-type: none"> <li>• Unit 5</li> <li>• Unit 9</li> <li>• Unit 12</li> </ul>
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	No corresponding content		<ul style="list-style-type: none"> <li>• Unit 6</li> <li>• Unit 7</li> </ul>

No corresponding content	No corresponding content	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	
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	No corresponding content	Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences. For example: <ul style="list-style-type: none"> <li>• create two short radio or podcast interviews focusing on the same topic but for two different audiences</li> </ul>	

**\*Refers to the draft Western Australian Curriculum released in July 2023. The draft Curriculum is proposed only and is subject to review.**