



School Curriculum
and Standards
Authority



Year 10

Curriculum content

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. The curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 10 curriculum content

The *Western Australian Curriculum and Assessment Outline* (the *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 from Kindergarten to Year 10
- 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, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Year 10 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts Year level descriptions
- student diversity statements.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 8. It is a requirement that students study a performance arts subject (Dance, Drama or Music) and a visual arts subject (Visual Arts or Media Arts).

In Year 10, the study of Languages, Technologies and The Arts is optional.

English

Year level description

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

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

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

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

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

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

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

Content descriptions

Language

Language for interacting with others

- Understand how language can have inclusive and exclusive social effects, and can empower or disempower people
- Understand that language used to evaluate, implicitly or explicitly, reveals an individual's values

Text structure, organisation and features

- Analyse text structures and language features and evaluate their effectiveness in achieving their purpose
- Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes

Language for expressing and developing ideas

- Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas
- Analyse how meaning and style are achieved through syntax
- Evaluate the features of visual and multimodal texts, and the effects of those choices on representations
- Use an expanded technical and academic vocabulary for precision when writing academic texts
- Understand how authors use and experiment with punctuation

Word knowledge

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

Literature

Literature and contexts

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

Engaging with and responding to literature

- Reflect on and extend others' interpretations of and responses to literary texts
- 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
- Evaluate the social, moral or ethical perspectives represented in literary texts

Examining literature

- Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts
- 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
- Analyse and evaluate the aesthetic qualities of texts

Creating literature

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

Literacy**Texts in context**

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

Interacting with others

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

Analysing, interpreting and evaluating

- Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose
- 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

Creating texts

- Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- 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
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts
- Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences

Health and Physical Education

Year level description

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

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 10, students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships.

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills, such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.

Content descriptions

Personal, social and community health

Personal identity and change

- Impact of societal and cultural influences on personal identities and health behaviour

Staying safe

- Analysis of health information and content related to:
 - alcohol, drugs or other harmful substances
 - body image
 - processed food
 - road safety
 - relationships
- Skills and strategies to manage situations where risk is encouraged by others
- Skills and strategies to manage situations where response to an emergency situation is required
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships

Healthy and active communities

- Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours
- Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community
- Social, economic and environmental factors that can influence health

Interacting with others

- Skills and strategies to promote respectful relationships
- Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing
- Managing the effects of emotional responses on relationships

Movement and physical activity

Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting:
 - increased complexity
 - transference of learned skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances
- Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments

Understanding movement

- Measurement of the body's response to physical activity:
 - perceived exertion rating
- Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing

Interpersonal skills

- Skills and strategies to improve team or group performance
- Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities
- Management of levels of participation and rules during physical activities

Humanities and Social Sciences

Year level description

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

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 10, 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 into 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. 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 and adapt to future conditions.

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 change on the full range of scales, from local to global and in a range of locations. The geography of human wellbeing is investigated through comparison between Australia and less economically developed countries.

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 the lead-up to World War II to the present, with an emphasis on Australia in its global context. They consider the impacts of world events on human rights and freedom of different groups of people.

Content descriptions

Knowledge and understanding

Civics and Citizenship

Protecting democracy

- The key features and values of Australia's system of government compared with another system of government in the Asia–Pacific region
- The threats to Australia's democracy and other democracies
- The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law
- The role of the High Court, including interpreting the Constitution

Australia as a global citizen

- Australia's roles and responsibilities at a global level
- The international agreements the Australian Government has ratified and how they shape policies and laws, including their response to the United Nations Declaration on the Rights of Indigenous Peoples

Economics and Business

Economic performance and living standards

- How the business cycle model shows changes in economic activity over time
- Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate
- The links between economic performance and living standards and the variations that exist within Australia
- The distribution of income and wealth in the economy and the ways in which governments can redistribute income
- The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities

The changing world of business

- Ways that businesses respond to changing economic conditions
- Processes that businesses use to improve productivity
- The role of ethical decision-making in production and consumption
- The way the work environment is changing in Australia and the implications for current and future work

Geography

Environmental change and management

- The human-induced changes that challenge the sustainability of natural environments
- The environmental world views of people, including Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibilities, and their implications for environmental management
- The causes and consequences of **one** environmental change at a local, national or global scale
- The responses to manage the environmental change and the application of environmental, economic and social criteria in evaluating these management responses

Geographies of human wellbeing

- The methods used to measure spatial variations in human wellbeing and development
- The reasons for spatial variations between Australia and **one** less economically developed country in selected indicators of human wellbeing
- The issues affecting human wellbeing and development in Australia and **one** less economically developed country
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

History

Investigating World War II

- The causes of World War II
- The experiences of service personnel from Australia during World War II, including at least **one** of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore
- The impact of World War II on the home front, including at least **one** of the following: the bombing of Darwin, the changing roles of women, the use of wartime government controls
- Significant events of World War II, including the Holocaust and use of the atomic bomb

Investigating rights and freedoms

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration
- The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965
- The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change
- The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group

Humanities and Social Sciences skills

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 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 information produced by others 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
- Account for different interpretations and points of view/perspectives in information and/or data
- Analyse the 'big picture'
- 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; negotiate and resolve contentious issues; 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

Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Reflect on why all findings are tentative
- 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
- 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

Languages (P–10 sequence)

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

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, *Saya 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 perché?; 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,食べ物のをこの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, 〜でもいいです;〜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

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

Mathematics provides opportunities for students to engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the complete modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

In Year 10, students further engage in financial mathematics by calculating and interpreting income tax and compound interest. They explore the effect of error when using approximate rather than exact real values, including in measurement situations. They apply the index laws and extend their algebraic and graphical understanding to include inequalities, simultaneous equations and quadratic and exponential functions.

Students make connections between measurement and geometry by considering the effect on perimeter, area, volume, capacity and surface area when similar figures and objects are enlarged or reduced. Students use geometric reasoning to establish conditions for similar triangles. They find unknown sides and angles in right-angled triangles using Pythagoras' theorem or trigonometry and extend their three-dimensional spatial reasoning and use of formula to include volume, capacity and surface area of composite objects.

Students connect probability and statistics by collecting data from two- and three-stage chance experiments and simulations, both with and without replacement, to model conditional events. They interpret, compare key features and analyse multiple boxplots. Students broaden their understanding of analysis to include commenting on association in bivariate and categorical data. Students critically analyse statistical reports in the media and identify potential sources of bias.

Note: the optional content in Year 10 is intended to build and extend students' year level knowledge according to areas of interest, understanding of content and preparation for subsequent study. The content descriptions are optional. Teachers may choose from optional content according to the needs of the student/s.

Content descriptions

Number and algebra

Understanding number

- Move flexibly between real number inequalities expressed as a worded statement, algebraically or on a number line

Calculating with number

- Use absolute and percentage error to compare the result of using approximate rather than exact real numbers on final calculations

Algebraic techniques

- Extend and apply index laws with positive-integer indices and variable bases, to include negative-integer indices
- Substitute values into real-life linear, quadratic or simple exponential formulas to determine unknowns using digital tools
- Extend and apply knowledge of the expansion of binomial products to explore the factorisation of monic quadratics

Linear and non-linear equations and inequalities

- Solve one-variable linear inequalities involving brackets and/or a variable on each side. Represent the solution on a number line and verify the solution by substitution
- Determine the solution to linear simultaneous equations in the forms $y = mx + c$ or $ax + by = c$ graphically and verify the solution by substitution

Linear and non-linear patterns and relationships

- Use a table of values to plot points and graph quadratic functions of the form $y = ax^2 + c$. Identify and relate key graphical and algebraic features and make connections to the graphical and algebraic solution/s of $ax^2 + c = k$. Use digital tools to explore the shapes, features and related solutions to more complex quadratic functions
- Use a table of values to plot points and graph exponential functions of the form $y = a^x$ where $a > 0$. Identify and relate key graphical and algebraic features and use these to determine graphical solutions of related equations. Use digital tools to explore the shapes, features and related solutions to more complex exponential functions
- Identify and distinguish between linear, quadratic and exponential functions represented by equations, tables of values and graphs

Financial mathematics

- Explore, explain and calculate income tax, including the use of tax tables
- Apply repeated simple interest to develop the compound interest formula and solve problems that relate to saving and borrowing

Modelling with number and algebra

- In real-world situations involving real numbers, absolute and percentage error, linear inequalities, simultaneous equations, real-world formulas, quadratic or exponential functions, taxation and/or compound interest
 - I. analyse the situation, decide if an exact or approximate solution is required and determine assumptions and constraints
 - II. represent the situation mathematically in order to reach a solution
 - III. interpret and communicate findings in terms of the context and any assumptions or constraints

Measurement and geometry

Two-dimensional space and structures

- Use Pythagoras' theorem and/or trigonometry to determine unknown sides and angles in right-angled triangles involving angles of elevation and depression
- Explore to identify and describe conditions for triangles to be similar. Use this to determine unknown sides and angles in pairs of similar triangles and explain reasoning
- Investigate, explore and determine the effect on the perimeter and area of shapes when they are enlarged or reduced by a scale factor

Three-dimensional space and structures

- Use efficient strategies and apply formulas to determine the volume, capacity and surface area of composite solids, using appropriate units
- Investigate, calculate and identify the impact of errors on the accuracy and outcome of results in measurement situations
- Investigate in order to determine the effect on surface area and volume when objects are enlarged or reduced by a scale factor

Modelling with measurement and geometry

- In real-world situations involving Pythagoras' theorem, trigonometry and angles of elevation and depression in right-angled triangles, volume, capacity and surface area of composite objects, the impact of errors in measurement and/or the effect of enlargement and reduction on perimeter, area and volume of similar figures and objects
 - I. analyse the situation, decide if an exact or approximate solution is required and determine assumptions and constraints
 - II. represent the situation mathematically in order to reach a solution
 - III. interpret and communicate findings in terms of the context and any assumptions or constraints

Probability and statistics

Probability and statistics

- Choose and construct appropriate sample spaces to show outcomes for two- and three-stage chance experiments both with and without replacement. Assign probabilities to events involving conditional statements, such as 'if ... then', 'given', 'of', 'knowing that'

- Conduct repeated chance experiments and simulations to model conditional probability and produce datasets using digital tools. Discuss, compare and analyse variation and estimated probabilities for conditional events
- Analyse bivariate data represented in a two-way table using proportions and comment on possible association between categorical variables
- Represent secondary data in two-way tables or Venn diagrams and assign probabilities to outcomes involving conditional statements
- Represent the relationship between bivariate data in a scatter plot and draw a trend line by eye if appropriate. Use the graph and context to describe any association in terms of strength, direction, linearity and outliers. Make predictions and recognise and explain any limitations of the model
- Represent and analyse boxplots. Explain differences between multiple boxplot datasets in terms of shape, spread and centre. Compare or match the shapes of boxplots to distributions depicting the same data
- Critically analyse the claims, inferences and conclusions of statistical reports in the media and other real-life situations, and identify potential sources of bias

Modelling with probability and statistics

- In real-world situations involving two- and three-stage chance experiments both with and without replacement, conditional probability or statements, boxplots, bivariate data and/or two-way tables
 - I. analyse the situation, pose questions as required and determine assumptions and constraints
 - II. determine appropriate production of a valid and reliable dataset, statistical measures, data representations and analyses, including examination of distributions, to effectively investigate the situation
 - III. interpret, draw inferences and communicate findings, in terms of the context, assumptions, constraints, chance variation and knowledge or insights gained

Optional content

Number and algebra

Algebraic techniques

- Simplify algebraic products and quotients involving indices with integer and fractional indices
- Establish the connection between fractional indices and surds. Perform the four operations with surds and rationalise the denominator if required
- Interpret and use base-10 logarithmic scales on graphs of real-life contexts
- Factorise monic and non-monic quadratic expressions using techniques, such as completing the square, perfect squares, difference of squares and grouping in pairs for four-term expressions
- Explore efficient strategies to simplify expressions that involve addition, subtraction, multiplication or division of algebraic fractions with an algebraic expression in the numerator and/or denominator, including the use of factorisation.

Linear and non-linear equations and inequalities

- Determine the solution to linear simultaneous equations in the forms $y = mx + c$ or $ax + by = c$ algebraically and verify the solution by substitution or using digital tools
- Identify the region on the Cartesian plane defined by linear inequalities
- Solve monic and non-monic quadratic equations graphically and algebraically, including the use of the quadratic formula, factorising techniques and digital tools, and verify the solution/s by substitution
- Use algebraic techniques to solve exponential equations that involve terms with related bases
- Solve cubic equations in the form $ax^3 = k$ or in factored form, algebraically or using digital tools

Linear and non-linear patterns and relationships

- Use gradient and/or point/s to graphically and algebraically determine equations of parallel and perpendicular lines.
- Graph monic and non-monic quadratics of the form $y = ax^2 + bx + c$ or $y = a(x-p)^2 + q$ and their transformations, manually and using digital tools. Identify and connect key graphical and algebraic features and make connections to the algebraic solution/s
- Explore and use strategies, including digital tools, to model the equation of a quadratic function from a table of values or graph
- Explore, describe and interpret circles and rectangular hyperbolas where the asymptotes are parallel to the axes, and their transformations, using digital tools, and make connections between the algebraic and graphical representations

Financial mathematics

- Use authenticated websites to investigate how changes to the principal, rate of return, voluntary contributions and time can affect superannuation balances
or
Compare characteristics of insurance, such as young driver car insurance or holiday insurance, and recognise that the cost is higher when the risk is higher

Measurement and geometry

Two-dimensional space and structures

- Apply right-angled trigonometry to two-dimensional situations involving navigational bearings
- Explore to establish and use the sine, cosine and area rule to determine unknown sides and angles for any triangle
- Use the unit circle and dynamic geometry software to explore and represent trigonometric functions graphically
- Solve simple trigonometric equations graphically, algebraically or using the unit circle and verify solution/s by substitution
- Explore geometric relationships and apply deductive reasoning and a sequence of logically connected statements, to produce proofs of similar triangles and angle/chord/radius/tangent properties in circles

Three-dimensional space and structures

- Explore, explain and apply efficient strategies and formulas to determine the surface area and volume of right pyramids, right cones, spheres and related composite solids

Probability and statistics

Probability and statistics

- Use weighted tree diagrams and/or formulas to assign probabilities to two- and three-stage chance events including situations involving conditional probability
- Produce, organise and represent accurate and valid data in a cumulative frequency graph, and use this to analyse quartiles and percentiles
- Determine the mean and standard deviation of a dataset. Investigate, analyse and interpret the effect of individual data values, including outliers, on the standard deviation

Modelling with probability and statistics

- Using the modelling process to design and conduct a chance experiment, simulation or statistics experiment on a topic of interest

Science

Year level description

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

Science provides opportunities for students to build on their understanding of important concepts and continue to develop scientific ideas and models to explain phenomena and events.

In Year 10, students investigate processes that underpin heredity and natural selection to understand the continuity of life. They develop a more sophisticated understanding of atomic theory and explore patterns and relationships within the periodic table to explain ionic and covalent bonding. They predict the effect of changing reactant and reaction conditions, use patterns of reactions to predict reaction products and represent reactions using chemical equations. They explore the key events in the formation of stars, galaxies and planetary systems and how space exploration has contributed to knowledge of the formation and evolution of the universe and improved life on Earth. They understand that motion and forces are related by applying physical laws and mathematical models. They apply the law of conservation of energy to analyse system efficiency.

Students propose questions and hypotheses to test relationships and develop models. They develop and follow risk assessments when planning and conducting reproducible investigations with appropriate sample sizes and replicable data. They select and construct appropriate representations to organise, process and summarise data. They analyse data to describe patterns, relationships and anomalies and use a variety of evidence to support conclusions. They consider the validity and reliability of methods and suggest ways to improve the quality of the data. They use content, language and text features to achieve their purpose when communicating their ideas, findings and arguments to specific audiences. They explore how advances in science, technologies and engineering are interconnected and examine how scientific responses impact society.

Content descriptions

Science understanding

Biological sciences

- Cell division processes of meiosis and mitosis produce new cells with chromosome numbers specific to their role; chromosomes contain genes that are composed of DNA (deoxyribonucleic acid)
- Patterns of monohybrid inheritance, including autosomal dominant/recessive and sex-linked recessive inheritance, can be predicted using pedigrees and Punnett square crosses
- The theory of evolution by natural selection explains the past and present diversity of living things, including variation within a species, adaptations and speciation

Chemical sciences

- The ability of atoms to form chemical bonds can be explained by the arrangement of electrons in the atom; ionic bonding involves electron transfer and covalent bonding involves sharing of electrons
- Reactions follow general patterns that help to predict the reaction products, including precipitation reactions and reactions of acids with bases, metals and carbonates; word and balanced chemical equations can be used to represent these reactions
- The rate at which a reaction occurs can be altered by changing factors, including temperature, concentration and the surface area of a reactant

Earth and space sciences

- The formation of stars, galaxies and planetary systems has continued since the time of the Big Bang; stars have a life cycle determined by their mass
- Space exploration contributes to knowledge of the formation and evolution of the universe and Earth, as well as provides useful tools and technologies to improve our life on Earth

Physical sciences

- Motion can be quantitatively determined; quantities, including time, distance, displacement, speed, velocity and acceleration, can be classified as scalar or vector; vector diagrams can be used to represent the magnitude and direction of motion
- Newton's laws of motion can be used to predict motion; the relationship between force, mass and acceleration of objects can be quantitatively determined
- The law of conservation of energy can be applied to analyse system efficiency in terms of energy inputs and outputs, transfers and transformations

Science inquiry

Questioning and predicting

- Propose investigable questions and hypotheses to test relationships and develop explanatory models

Planning and conducting

- Plan and conduct valid and reproducible investigations to answer questions and test hypotheses; develop and follow risk assessments, and consider ethical issues

- Select and use equipment to generate and record data with precision to obtain appropriate sample sizes and replicable data, using digital tools as appropriate

Processing, modelling and analysing

- Select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information
- Analyse and connect a variety of data and information to explain patterns, relationships and anomalies, and draw conclusions based on evidence

Evaluating

- Evaluate validity and reliability of methods and validity of conclusions, including identifying possible sources of error, and describe specific ways to improve the quality of the data
- Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims

Communicating

- Communicate scientific ideas and information for specific purposes and audiences, including constructing evidence-based arguments and selection of appropriate content, language and text features, using digital tools as appropriate

Collaborating and applying

- Illustrate how advances in scientific understanding often rely on developments in technologies and engineering, and technological and engineering advances are often linked to scientific discoveries
- Illustrate how proposed scientific responses to contemporary issues may impact on society

Technologies

Design and Technologies

Year level description

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

Design and Technologies builds on the earlier work students have experienced in investigating patterns, processes and phenomena, and explore forms of representation and use of a range of technologies. They understand that particular ways of managing, working and thinking have developed over time for particular reasons and may still be subject to critical review, revision and change. Learning experiences will enhance working collaboratively and enable students to draw on increasingly diverse and complex sources of information to facilitate comparing, contrasting, synthesising, questioning and critiquing information to achieve desired solutions.

In Year 10, students have opportunities to learn about technologies in society and ways people consider social, ethical, sustainable and security factors to adapt and improve design and production systems in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. Students develop an understanding of ways products, services and environments are designed and developed. They consider specialised occupations and economic factors to identify market opportunities, innovate, create and develop entrepreneurial behaviours.

Students apply design thinking skills and use divergent techniques to generate design ideas for user experiences and a range of solutions. They manage and accommodate social, ethical, sustainable and consumer and/or producer considerations in the development of entrepreneurial and marketing strategies for specialised products, systems and environments. Students evaluate enterprise opportunities and impact of existing and new solutions. They competently identify and manage processes for effective project management with consideration of time, production processes, social, ethical, economic and sustainable factors, and legal responsibilities for optimum quality and performance to achieve designed solutions.

Content descriptions

Contexts

Engineering principles and systems

- Effect of materials when combined with force, energy and/or motion in the design of ethical and sustainable engineered products and systems
- Social, ethical, sustainable, consumer and producer considerations in the design and development of entrepreneurial and marketing strategies for an engineering enterprise, including management of risks, security measures and for optimum quality and performance to achieve designed solutions

Food and fibre production

- Role of technological innovations in ways food and fibre products are grown, processed and marketed, in the design of ethical and sustainable products and systems
- Social, ethical, sustainable, consumer and producer considerations in the design and development of entrepreneurial and marketing strategies for a food- and/or fibre-based enterprise, including management of risks, security measures and regulatory responsibilities for optimum quality and performance to achieve designed solutions

Food specialisations

- Processing techniques and the preservation of food products, considering application of nutrition principles; ways sensory and physical-properties of food influence the design, preparation and development of specialised food products
- Social, ethical, sustainable, consumer and producer considerations in the design and development of entrepreneurial and marketing strategies for a specialised food enterprise, including management of risks, security measures and regulatory responsibilities for optimum quality and performance to achieve designed solutions

Materials and technologies specialisations

- Functional properties of materials, combined with components and application of specialised technologies and systems in the design and development of designed solutions
- Social, ethical, sustainable, consumer and producer considerations in the design and development of entrepreneurial and marketing strategies for specialised materials-based enterprise, including management of risks, security measures and regulatory responsibilities for optimum quality and performance to achieve designed solutions

Technologies and society

- People consider social, ethical, sustainable and security factors to improve design and production systems using specialised technologies to achieve designed solutions
- Products, services and environments are designed and developed with consideration of specialised occupations, economic and environmental factors to identify market opportunities, innovate, create and develop entrepreneurial behaviours

Design thinking skills

Project management

- Manage projects, using suitable technologies, with an agile and collaborative approach. Use project management processes to consider time, production processes, social, ethical, economic and sustainable factors, and legal responsibilities

Investigating and defining

- Ideate a problem and define the needs of the client/stakeholder through anecdotal evidence and/or data gathering techniques
- Develop a design brief for a solution or to innovate an existing product, service or environment
- Investigate a range of technologies, resources and/or components to develop ideas and solutions, with consideration of social and ethical factors, legal responsibilities and competing constraints

Designing

- Design alternative solutions considering available technologies, functionality, accessibility, usability and aesthetics, using appropriate technical terms

Producing and implementing

- Select, justify, implement and test a range of technologies, techniques and processes to produce designed solutions and/or prototypes

Evaluating

- Evaluate design processes and solutions against student-developed criteria

Digital Technologies

Year level description

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

Digital Technologies further develops student understanding and skills in computational thinking, such as precisely and accurately describing problems, and the use of modular approaches to solutions. They investigate the potential and challenges of increased knowledge and choice of technologies; and an understanding of the relationship between knowledge, technologies and consumer and/or producer values.

In Year 10, 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. Students explore the role of hardware and software in managing, controlling and securing access to data, in networked digital systems focusing on user or software supply chain vulnerabilities.

Students apply design thinking by using divergent techniques to generate design ideas for user experiences and solutions. They develop and represent documents online as content (text), structure (mark-up) and presentation (styling). Students analyse problems and design, and implement and evaluate a range of solutions, such as database-driven websites, artificial intelligence engines and simulations. They design and implement algorithms involving functions and logical operators and, where appropriate, represent them as flow charts. Students further develop project management skills through developing detailed plans with consideration of time, production processes, social, ethical, economic and sustainability factors, and legal responsibilities.

Content descriptions

Digital systems

- Hardware and software are used to manage, control and secure access to data in networked digital systems

Data representation

- Represent documents online as content (text), structure (mark-up) and presentation (styling) and the purpose of these distinctions

Acquiring, managing and analysing data

- Analyse and visualise data interactively using a range of software, including spreadsheets and/or relational databases, to draw conclusions and make predictions by identifying trends and outliers
- Model and query entities and their relationships using structured data

Privacy and security

- Australian Privacy Principles (APPs) are used to critique systems and manage the digital footprint of individuals
- User or software supply chain vulnerabilities

Digital implementation

- Define and decompose real-world problems by using data gathering techniques to create the client needs
- Design and prototype the user experience and user interface (UX/UI) of a digital system based on client needs
- Design modular algorithms involving functions and logical operators (AND, OR, NOT) and represent them as flow charts and/or pseudocode
- Validate algorithms and programs by comparing output against a range of test cases
- Implement, modify and debug modular programs, applying algorithms and data structures in a general-purpose programming language

Design thinking skills

Project management

- Manage projects, using suitable technologies, with an agile and collaborative approach. Use project management processes to consider time, production processes, social, ethical, economic and sustainable factors, and legal responsibilities

Investigating and defining

- Ideate a problem and define the needs of the client/stakeholder through anecdotal evidence and/or data gathering techniques
- Develop a design brief for a solution or to innovate an existing product, service or environment

- Investigate a range of technologies, resources and/or components to develop ideas and solutions, with consideration of social and ethical factors, legal responsibilities and competing constraints

Designing

- Design alternative solutions considering available technologies, functionality, accessibility, usability and aesthetics, using appropriate technical terms

Producing and implementing

- Select, justify, implement and test a range of technologies, techniques and processes to produce solutions and/or prototypes

Evaluating

- Evaluate design processes and solutions against student-developed criteria

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.


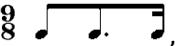

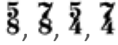
Content description

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

