

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Reading comprehension

							
Unit 10.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Companion 3000  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story (science fiction)  <b>Purpose:</b> To entertain and intrigue  <b>Theme:</b> Creating  <b>Topic:</b> Artificial intelligence	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identifying and analysing of text purposes, structures and language features; analysing and evaluating text structures and language features of literary texts, particularly science fiction texts	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
			Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>				
Unit 10.3.2							
<b>Title:</b> Why we love to be scared  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article (popular psychology website)  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> The psychology of fear	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identifying and analysing of text purposes, structures and language features; analysing and evaluating text structures and language features of Explanation texts; identifying and analysing evidence regarding the psychological and physiological aspects of fear	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
			Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>				

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### 10.3 Reading comprehension

							
Unit 10.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>J-pop's rise to the top</b>  <b>Text category:</b> Informative  <b>Text type:</b> Recount  <b>Form:</b> Short feature article in a community newspaper  <b>Purpose:</b> To recreate a sequence of events  <b>Theme:</b> Community  <b>Topic:</b> Music and subcultures	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identifying and analysing of text purposes, structures and language features; analysing and evaluating text structures and language features of Recount texts; identifying and analysing the recent rise in popularity of J-pop music	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
			Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>				
<b>Unit 10.3.4</b>							
<b>Title:</b> <b>Water for the future</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Preface – national Water Management plan  <b>Purpose:</b> To persuade, through the use of scientific data and/or evidence  <b>Theme:</b> Commerce  <b>Topic:</b> Sustainability and resource management	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification and evaluation of text purposes, structures and language features of Exposition texts; identifying and analysing embedded perspectives, and evaluating supporting evidence	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
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### 10.3 Reading comprehension

							
Unit 10.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Crossing the line</b>  <b>Text category:</b> Informative  <b>Text type:</b> Report  <b>Form:</b> Government press release  <b>Purpose:</b> To classify and/or describe something in general and specific ways  <b>Theme:</b> Sport  <b>Topic:</b> Youth participation rates in sports	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification and evaluation of text purposes, structures and language features of Report texts; identifying and analysing perspectives represented; identification and analysis of implicit or explicit values, beliefs and assumptions in the text	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
			Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>				
<b>Unit 10.3.6</b>							
<b>Title:</b> <b>Who's skilled for the job?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Round-table discussion – current affairs program (video clip)  <b>Purpose:</b> To present a number of arguments related to an issue/topic  <b>Theme:</b> Technology  <b>Topic:</b> Careers in new technologies	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification and evaluation of text purposes, structures and language features of Discussion texts; identifying and analysing multiple perspectives, and evaluating supporting evidence	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
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### 10.3 Reading comprehension

							
Unit 10.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>She'll be right mate ... or not</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Exposition <b>Form:</b> Editorial in major daily newspaper <b>Purpose:</b> To persuade, through the use of ethical principles and evidence <b>Theme:</b> Ethics <b>Topic:</b> Australian values in the workplace	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification and evaluation of text purposes, structures and language features of Exposition texts; identifying and analysing a single perspective, and evaluating supporting evidence	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
			Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>				
<b>Unit 10.3.8</b>							
<b>Title:</b> <b>What's in a name?</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Text Response <b>Form:</b> Formal essay <b>Purpose:</b> To respond to a trend or concept, at an evaluative level <b>Theme:</b> Home <b>Topic:</b> Changing definitions of family	Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features in Text Responses; identification of key information within a text; identifying and analysing perspectives, and evaluating supporting evidence	<b>Interpreting, analysing, evaluating</b>	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>			<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>
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### 10.3 Writing

							
Unit 10.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Companion 3000  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story (science fiction)  <b>Purpose:</b> To entertain and intrigue  <b>Theme:</b> Creating  <b>Topic:</b> Artificial intelligence	<b>Purpose, text type/form, audience:</b> To provide a science-fiction short story, for a young adult audience  <b>Text structure:</b> Deliberate manipulation of 'voice' to create non-human worlds; plot, characters and settings with strong links to 'classic texts' in this genre; well-developed Evaluation (Reaction) stages, interspersed throughout all stages of the text  <b>Language features:</b> A variety of nouns, pronouns and adjectives to refer to and describe characters and settings; adjectival phrases and adjectival clauses; expanded noun groups; a variety of verb types including action verbs, relating verbs, sensing verbs and saying verbs; adverbs, adverbial phrases and adverbial clauses	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
						<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>

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### 10.3 Writing

							
Unit 10.3.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Why we love to be scared</b>  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article (popular psychology website)  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> The psychology of fear	<b>Purpose, text type/form, audience:</b> To explain how and why humans benefit from experiencing fear on a neurological and social basis, for a general audience  <b>Text structure:</b> Text begins with a series of questions designed to engage the reader by appealing to their direct experiences of fear; followed by the Explanation Sequence stage, where the writer explains how fear works at both physiological and psychological levels  <b>Language features:</b> Technical language and everyday terms; concrete nouns and abstract nouns; adverbs, adverbial phrases and adverbial clauses; compound-complex sentences	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
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### 10.3 Writing

							
Unit 10.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>J-pop's rise to the top</b>  <b>Text category:</b> Informative  <b>Text type:</b> Recount  <b>Form:</b> Short feature article in a community newspaper  <b>Purpose:</b> To recreate a sequence of events  <b>Theme:</b> Community  <b>Topic:</b> Music and subcultures	<b>Purpose, text type/form, audience:</b> To recreate the sequence of events involved in the global popularity of J-pop, in the form of a short feature article, for a young adult audience  <b>Text structure:</b> Orientation, including a brief introduction to J-pop; Sequence of Events leading up to the global popularity of J-pop; personal opinions expressed through evaluative and/or modal verbs and adjectivals  <b>Language features:</b> A range of nouns, including common nouns, proper nouns and abstract nouns; personal pronouns and possessive determiners; a range of adjectivals; action verbs and relating verbs; adverbs, adverbial phrases and adverbial clauses; mainly simple and compound sentences with some complex sentences	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
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### 10.3 Writing

							
Unit 10.3.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Water for the future  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Preface – national Water Management plan  <b>Purpose:</b> To persuade, through the use of scientific data and/or evidence  <b>Theme:</b> Commerce  <b>Topic:</b> Sustainability and resource management	<b>Purpose, text type/form, audience:</b> To present an informed opinion on the status of water as the most valuable and threatened natural resource on the planet, in the form of a position statement (Preface), for a specific audience  <b>Text structure:</b> Introduction, including a clear statement on the value of water as a natural resource, in the face of current threats including climate change; 2-3 short Argument paragraphs where claims are presented to support the contention; each Argument paragraph begins with a topic sentence that extends or develops the central contention, followed by a detailed elaboration and reference to scientific data and evidence; Conclusion that reiterates the contention in a new way  <b>Language features:</b> Evaluative language to express judgements; technical language; a variety of nouns including general nouns, specific nouns, proper nouns and abstract nouns; adjectives and adjectival phrases to add detail to nouns; a variety of verbs including relating verbs, action verbs and modal auxiliary verbs	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
						<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>

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### 10.3 Writing

							
Unit 10.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Crossing the line  <b>Text category:</b> Informative  <b>Text type:</b> Report  <b>Form:</b> Government press release  <b>Purpose:</b> To classify and/or describe something in general and specific ways  <b>Theme:</b> Sport  <b>Topic:</b> Youth participation rates in sports	<b>Purpose, text type/form, audience:</b> To classify and describe the relationship between participation in sports and an increase in self-esteem, reduced levels of substance abuse and boredom as well as improved health and fitness, for a specific audience  <b>Text structure:</b> General statement defining the relationship between sports participation and decreases in civil disruption, especially in youth cultures; followed by descriptions of specific aspects of this relationship; summative statement/concluding comments related to government funding of 'youth participation in sports' programs  <b>Language features:</b> Technical language, including general nouns and abstract nouns; lexical chains related to negative behaviour and positive outcomes of youth involvement in sport; a variety of verb types including action verbs, relating verbs and saying verbs; adverbs and adverbial phrases; a variety of sentence types, including grammatical Theme choices	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
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### 10.3 Writing

							
Unit 10.3.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Who's skilled for the job?  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Round-table discussion – current affairs program (video clip)  <b>Purpose:</b> To present a number of arguments related to an issue/topic  <b>Theme:</b> Technology  <b>Topic:</b> Careers in new technologies	<b>Purpose, text type/form, audience:</b> To provide an opportunity for different viewpoints on Australia's current skill base for 'new' technologies, in a current affairs forum, for a general audience  <b>Text structure:</b> Segment introduced by host; three speakers present their views, beginning with an overall statement and followed by supporting evidence; concluded by host  <b>Language features:</b> A variety of nouns, including general nouns and abstract nouns; adjectives, adjectival phrases and adjectival clauses used to build noun groups; evaluative language to express judgement; modal auxiliary verbs, sensing verbs, relating verbs and action verbs; adverbs and adverbial phrases; text connectives	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
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### 10.3 Writing

							
Unit 10.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>She'll be right mate ... or not</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Editorial in major daily newspaper  <b>Purpose:</b> To persuade, through the use of ethical principles and evidence  <b>Theme:</b> Ethics  <b>Topic:</b> Australian values in the workplace	<b>Purpose, text type/form, audience:</b> To present an informed opinion on the relevance of traditional Australian values in the workplace, in the form of an editorial, for a specific audience  <b>Text structure:</b> Introduction, including a clear statement on the the relevance of traditional Australian values in the workplace; 2-3 short Argument paragraphs where claims are presented to support the contention; each Argument paragraph to begin with a topic sentence that extends or develops the central contention; Conclusion that raises a question and provides a warning  <b>Language features:</b> Evaluative language to express judgements; modal verbs to influence readers; a variety of nouns, including general nouns and abstract nouns; nominalisations; a variety of verbs, including relating verbs, action verbs and sensing verbs; text connectives	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
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### 10.3 Writing

							
Unit 10.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> What's in a name?  <b>Text category:</b> Persuasive  <b>Text type:</b> Text Response  <b>Form:</b> Formal essay  <b>Purpose:</b> To respond to a trend or concept, at an evaluative level  <b>Theme:</b> Home  <b>Topic:</b> Changing definitions of family	<b>Purpose, text type/form, audience:</b> To provide an exploration of changing patterns of family composition, for a specific audience  <b>Text structure:</b> Introduction, including an overview of changes in the definition of the term 'family', followed by a series of descriptions and judgements related to these changes; conclusion or summary of responses, with further questions to explore  <b>Language features:</b> Evaluative language, including modal verbs and modal adverbs; expanded noun groups; everyday and technical language associated with the sociological construct of 'family'; relating verbs and action verbs; a range of sentence type	<b>Interpreting, analysing, evaluating</b>	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b>			<b>Responding to literature</b>	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <b>ACELT1641</b>
						<b>Examining literature</b>	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b>

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Vocabulary/Spelling

							
Unit 10.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Companion 3000  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story (science fiction)  <b>Purpose:</b> To entertain and intrigue  <b>Theme:</b> Creating  <b>Topic:</b> Artificial intelligence	Using language to create deliberate and cumulative effects			<b>Expressing and developing ideas</b>	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <b>ACELA1571</b>		
<b>Unit 10.3.2</b>							
<b>Title:</b> Why we love to be scared  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article (popular psychology website)  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> The psychology of fear	Using spelling patterns and strategies to spell topic-specific vocabulary correctly (syllabification; uncommon plurals; common letter patterns; common suffixes)			<b>Expressing and developing ideas</b>	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Vocabulary/Spelling

							
Unit 10.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>J-pop's rise to the top</b>  <b>Text category:</b> Informative  <b>Text type:</b> Recount  <b>Form:</b> Short feature article in a community newspaper  <b>Purpose:</b> To recreate a sequence of events  <b>Theme:</b> Community  <b>Topic:</b> Music and subcultures	Using language to create deliberate and cumulative effects			<b>Expressing and developing ideas</b>	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <b>ACELA1571</b>		
<b>Unit 10.3.4</b>							
<b>Title:</b> <b>Water for the future</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Preface – national Water Management plan  <b>Purpose:</b> To persuade, through the use of scientific data and/or evidence  <b>Theme:</b> Commerce  <b>Topic:</b> Sustainability and resource management	Using language to create deliberate and cumulative effects			<b>Expressing and developing ideas</b>	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <b>ACELA1571</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Vocabulary/Spelling

							
Unit 10.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Crossing the line</b>  <b>Text category:</b> Informative  <b>Text type:</b> Report  <b>Form:</b> Government press release  <b>Purpose:</b> To classify and/or describe something in general and specific ways  <b>Theme:</b> Sport  <b>Topic:</b> Youth participation rates in sports	Using spelling strategies to spell topic-specific words (common suffixes; common sound-letter patterns; syllabification)			<b>Expressing and developing ideas</b>	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b>		
<b>Unit 10.3.6</b>  <b>Title:</b> <b>Who's skilled for the job?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Round-table discussion – current affairs program (video clip)  <b>Purpose:</b> To present a number of arguments related to an issue/topic  <b>Theme:</b> Technology  <b>Topic:</b> Careers in new technologies	Using spelling strategies to spell topic-specific vocabulary correctly (common suffixes; base words; sound-letter patterns)			<b>Expressing and developing ideas</b>	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Vocabulary/Spelling

							
Unit 10.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>She'll be right mate ... or not</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Exposition <b>Form:</b> Editorial in major daily newspaper <b>Purpose:</b> To persuade, through the use of ethical principles and evidence <b>Theme:</b> Ethics <b>Topic:</b> Australian values in the workplace	Using language to create deliberate and cumulative effects on audiences			<b>Expressing and developing ideas</b>	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <b>ACELA1571</b>		
<b>Unit 10.3.8</b>							
<b>Title:</b> <b>What's in a name?</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Text Response <b>Form:</b> Formal essay <b>Purpose:</b> To respond to a trend or concept, at an evaluative level <b>Theme:</b> Home <b>Topic:</b> Changing definitions of family	Using spelling strategies to spell technical terms (prefixes and suffixes; Greek and Latin roots; syllabification)			<b>Expressing and developing ideas</b>	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Punctuation

							
Unit 10.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Companion 3000  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story (science fiction)  <b>Purpose:</b> To entertain and intrigue  <b>Theme:</b> Creating  <b>Topic:</b> Artificial intelligence	Using quotation marks in direct speech and to indicate quotes from other sources			<b>Text structure and organisation</b>	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b>		
<b>Unit 10.3.2</b>							
<b>Title:</b> Why we love to be scared  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article (popular psychology website)  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> The psychology of fear	Using a range of sentence punctuation (commas and semi-colons)			<b>Text structure and organisation</b>	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Punctuation

							
Unit 10.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>J-pop's rise to the top</b>  <b>Text category:</b> Informative  <b>Text type:</b> Recount  <b>Form:</b> Short feature article in a community newspaper  <b>Purpose:</b> To recreate a sequence of events  <b>Theme:</b> Community  <b>Topic:</b> Music and subcultures	Using commas to separate words, phrases and clauses (introductory and transitional) in sentences			<b>Text structure and organisation</b>	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b>		
<b>Unit 10.3.4</b>							
<b>Title:</b> <b>Water for the future</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Preface – national Water Management plan  <b>Purpose:</b> To persuade, through the use of scientific data and/or evidence  <b>Theme:</b> Commerce  <b>Topic:</b> Sustainability and resource management	Use of standard conventions for citing others			<b>Text structure and organisation</b>	Understand conventions for citing others, and how to reference these in different ways <b>ACELA1568</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Punctuation

							
Unit 10.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Crossing the line</b>  <b>Text category:</b> Informative  <b>Text type:</b> Report  <b>Form:</b> Government press release  <b>Purpose:</b> To classify and/or describe something in general and specific ways  <b>Theme:</b> Sport  <b>Topic:</b> Youth participation rates in sports	Using quotation marks and numerical symbols in written texts			<b>Text structure and organisation</b>	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b>		
<b>Unit 10.3.6</b>							
<b>Title:</b> <b>Who's skilled for the job?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Round-table discussion – current affairs program (video clip)  <b>Purpose:</b> To present a number of arguments related to an issue/topic  <b>Theme:</b> Technology  <b>Topic:</b> Careers in new technologies	Punctuating shortened forms, including contractions, acronyms, initialisms and symbols			<b>Text structure and organisation</b>	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Punctuation

							
Unit 10.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>She'll be right mate ... or not</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Exposition <b>Form:</b> Editorial in major daily newspaper <b>Purpose:</b> To persuade, through the use of ethical principles and evidence <b>Theme:</b> Ethics <b>Topic:</b> Australian values in the workplace	Using commas and colons to separate words, phrases and clauses in sentences			<b>Text structure and organisation</b>	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b>		
<b>Unit 10.3.8</b>							
<b>Title:</b> <b>What's in a name?</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Text Response <b>Form:</b> Formal essay <b>Purpose:</b> To respond to a trend or concept, at an evaluative level <b>Theme:</b> Home <b>Topic:</b> Changing definitions of family	Using citation conventions, including author-date and documentary-note systems			<b>Text structure and organisation</b>	Understand conventions for citing others, and how to reference these in different ways <b>ACELA1568</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Grammar

							
Unit 10.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Companion 3000</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story (science fiction)  <b>Purpose:</b> To entertain and intrigue  <b>Theme:</b> Creating  <b>Topic:</b> Artificial intelligence	Opinion and classifying adjectives; using different sentence types and sentence beginnings for different purposes			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		
<b>Unit 10.3.2</b>							
<b>Title:</b> <b>Why we love to be scared</b>  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article (popular psychology website)  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> The psychology of fear	Concrete, abstract and metaphorical nouns; complex sentences and compound-complex sentences			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		

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### 10.3 Grammar

							
Unit 10.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>J-pop's rise to the top</b>  <b>Text category:</b> Informative  <b>Text type:</b> Recount  <b>Form:</b> Short feature article in a community newspaper  <b>Purpose:</b> To recreate a sequence of events  <b>Theme:</b> Community  <b>Topic:</b> Music and subcultures	Complex verb groups and phrasal verbs; using simple sentences, compound sentences and complex sentences for different purposes			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		
<b>Unit 10.3.4</b>							
<b>Title:</b> <b>Water for the future</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Preface – national Water Management plan  <b>Purpose:</b> To persuade, through the use of scientific data and/or evidence  <b>Theme:</b> Commerce  <b>Topic:</b> Sustainability and resource management	Nominalisations; using different sentence types for different purposes			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>  Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction <b>ACELA1570</b>		

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### 10.3 Grammar

							
Unit 10.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Crossing the line</b>  <b>Text category:</b> Informative  <b>Text type:</b> Report  <b>Form:</b> Government press release  <b>Purpose:</b> To classify and/or describe something in general and specific ways  <b>Theme:</b> Sport  <b>Topic:</b> Youth participation rates in sports	Nominalisations; deliberate variations in sentence structure, including the use of grammatical Themes			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		
<b>Unit 10.3.6</b>							
<b>Title:</b> <b>Who's skilled for the job?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Round-table discussion – current affairs program (video clip)  <b>Purpose:</b> To present a number of arguments related to an issue/topic  <b>Theme:</b> Technology  <b>Topic:</b> Careers in new technologies	Degree, focusing and viewpoint adverbs; compound-complex sentences			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		

## Year 10 Content matrix and Australian Curriculum mapping

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### 10.3 Grammar

							
Unit 10.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>She'll be right mate ... or not</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Exposition <b>Form:</b> Editorial in major daily newspaper <b>Purpose:</b> To persuade, through the use of ethical principles and evidence <b>Theme:</b> Ethics <b>Topic:</b> Australian values in the workplace	Opinion and classifying adjectives; using dependent clauses to add details to sentences			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		
<b>Unit 10.3.8</b>							
<b>Title:</b> <b>What's in a name?</b>  <b>Text category:</b> Persuasive <b>Text type:</b> Text Response <b>Form:</b> Formal essay <b>Purpose:</b> To respond to a trend or concept, at an evaluative level <b>Theme:</b> Home <b>Topic:</b> Changing definitions of family	Expanded noun groups with a range of adjectivals and adjectival clauses; defining and non-defining clauses (adjectival)			<b>Expressing and developing ideas</b>	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts <b>ACELA1569</b>		

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