

Content for Year 10 - Learning area content descriptions

English							
LANGUAGE	Language variation and change Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)	Language for social interactions Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	Evaluative language Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Purpose audience and structures of different types of texts Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	Text cohesion Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)	Punctuation Understand conventions for citing others, and how to reference these in different ways (ACELA1568)	Sentences and clause-level grammar Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)
	Word-level grammar Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)	Visual language Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	Vocabulary Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)	Alphabet and phonic knowledge <i>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</i>		Spelling 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 (ACELA1573)	
LITERATURE	How texts reflect the context of culture and situation in which they are created Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	Personal responses to the ideas, characters and viewpoints in texts Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	Expressing preferences and evaluating texts 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 (ACELT1641) Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	Features of literary texts Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	Language devices in literary texts, including figurative language Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643) Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	Creating literary texts Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)	Experimentation and adaptation Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)
LITERACY	Texts and the contexts in which they are used Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)	Listening and speaking interactions Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	Listening and speaking interactions Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)	Oral presentations Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)	Purpose and audience Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	Reading processes Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)	Comprehension strategies Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
	Creating texts Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)		Editing Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)		Handwriting <i>This sequence ends at this year level</i>	Use of software Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	

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Mathematics						
Proficiency Strands	Understanding		Fluency	Problem Solving	Reasoning	The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.
NUMBER AND ALGEBRA	Number and place value <i>This sequence ends in Year 8</i>	Money and financial mathematics Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)	Patterns and algebra Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230) Simplify algebraic products and quotients using index laws (ACMNA231) Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232) Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233) Substitute values into formulas to determine an unknown (ACMNA234)		Linear and non-linear relationships Solve problems involving linear equations, including those derived from formulas (ACMNA235) Solve linear inequalities and graph their solutions on a number line (ACMNA236) Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology (ACMNA237) Solve problems involving parallel and perpendicular lines (ACMNA238) Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239) Solve linear equations involving simple algebraic fractions (ACMNA240) Solve simple quadratic equations using a range of strategies (ACMNA241)	
	Fractions and decimals <i>This sequence ends in Year 6</i>					
MEASUREMENT AND GEOMETRY	Using units of measurement Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (ACMMG242)		Shape <i>This sequence ends at Year 7</i>	Geometric reasoning Formulate proofs involving congruent triangles and angle properties (ACMMG243) Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (ACMMG244)		Pythagoras and trigonometry Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245)
STATISTICS AND PROBABILITY	Chance Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (ACMSP246) Use the language of 'if ...then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247)		Data representation and interpretation Determine quartiles and interquartile range (ACMSP248) Construct and interpret box plots and use them to compare data sets (ACMSP249) Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250) Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251) Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252) Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253)			
Content for Year 10A						
NUMBER AND ALGEBRA	Real numbers Define rational and irrational numbers and perform operations with surds and fractional indices (ACMNA264) Use the definition of a logarithm to establish and apply the laws of logarithms (ACMNA265)	Patterns and algebra Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems (ACMNA266)	Linear and non-linear relationships Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations (ACMNA267) Solve simple exponential equations (ACMNA270) Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation (ACMNA268) Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)			
MEASUREMENT AND GEOMETRY	Using units of measurement Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids (ACMMG271)	Geometric reasoning Prove and apply angle and chord properties of circles (ACMMG272)	Pythagoras and trigonometry Establish the sine, cosine and area rules for any triangle and solve related problems (ACMMG273) Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies (ACMMG274) Solve simple trigonometric equations (ACMMG275) Apply Pythagoras' Theorem and trigonometry to solving three-dimensional problems in right-angled triangles (ACMMG276)			
STATISTICS AND PROBABILITY	Chance Investigate reports of studies in digital media and elsewhere for information on their planning and implementation (ACMSP277)	Data representation and interpretation Calculate and interpret the mean and standard deviation of data and use these to compare data sets (ACMSP278) Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation (ACMSP279)				

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Science					
SCIENCE UNDERSTANDING	Biological sciences Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184) The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)		Chemical sciences The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186) Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)		Earth and space sciences The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe (ACSSU188) Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)
					Physical sciences Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190) The motion of objects can be described and predicted using the laws of physics (ACSSU229)
SCIENCE AS A HUMAN ENDEAVOUR Y 9-10	Nature and development of science Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE191) Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries (ACSHE192)				Use and influence of science People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE194) Values and needs of contemporary society can influence the focus of scientific research (ACSHE230)
	Questioning and predicting Formulate questions or hypotheses that can be investigated scientifically (ACSIS198)	Planning and conducting Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS199) Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS200)	Processing and analysing data and information Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203) Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204)	Evaluating Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS205) Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (ACSIS206)	Communicating Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS208)

Humanities and Social Sciences

HISTORY

KNOWLEDGE AND UNDERSTANDING	Overview Overview content for the modern world and Australia includes the following: <ul style="list-style-type: none"> the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018) continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021) the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022) the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023) developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024) 		Depth studies The depth studies for this year level include: <ol style="list-style-type: none"> World War II Rights and freedoms The globalising world (ONE of Popular culture, The environment movement, Migration experiences) 		
	Chronology, terms and concepts <ul style="list-style-type: none"> Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182) Use historical terms and concepts (ACHHS165) & (ACHHS183) 	Historical questions and research <ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) & (ACHHS184) Evaluate and enhance these questions (ACHHS167) & (ACHHS185) Identify and locate relevant sources, using ICT and other methods (ACHHS168) & (ACHHS186) 	Analysis and use of resources <ul style="list-style-type: none"> Identify the origin, purpose and context of primary and secondary sources (ACHHS169) & (ACHHS187) Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188) Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) & (ACHHS189) 	Perspectives and interpretations <ul style="list-style-type: none"> Identify and analyse the perspectives of people from the past (ACHHS172) & (ACHHS190) Identify and analyse different historical interpretations (including their own) (ACHHS173) & (ACHHS191) 	Explanation and communication <ul style="list-style-type: none"> Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174) & (ACHHS192) Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) & (ACHHS193)

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GEOGRAPHY					
KNOWLEDGE AND UNDERSTANDING	Environmental change and management <ul style="list-style-type: none"> Human-induced environmental changes that challenge sustainability (ACHGK070) Environmental world views of people and their implications for environmental management (ACHGK071) The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072) The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073) The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074) The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075) 		Geographies of human wellbeing <ul style="list-style-type: none"> Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080) The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 		
	Observing, questioning and planning <ul style="list-style-type: none"> Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063) & (ACHGS072) 	Collecting, recording, evaluating and representing <ul style="list-style-type: none"> Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) & (ACHGS073) Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065) & (ACHGS074) Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) & (ACHGS075) 	Interpreting, analysing and concluding <ul style="list-style-type: none"> Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) & (ACHGS076) Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) & (ACHGS077) Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069) & (ACHGS078) 	Communicating <ul style="list-style-type: none"> Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) & (ACHGS079) 	Reflecting and responding <ul style="list-style-type: none"> Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071) & (ACHGS080)
CIVICS AND CITIZENSHIP					
KNOWLEDGE AND UNDERSTANDING	Government and democracy <ul style="list-style-type: none"> The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090) The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091) 		Law and citizens <ul style="list-style-type: none"> The role of the High Court, including in interpreting the Constitution (ACHCK092) How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093) 		Citizenship, diversity and identity <ul style="list-style-type: none"> The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
	Questioning and research <ul style="list-style-type: none"> Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) & (ACHCS095) Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) & (ACHCS096) 	Analysis, synthesis and interpretation <ul style="list-style-type: none"> Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) & (ACHCS097) Account for different interpretations and points of view (ACHCS085) & (ACHCS098) 	Problem-solving and decision-making <ul style="list-style-type: none"> Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) & (ACHCS099) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) & (ACHCS100) 	Communication and reflection <ul style="list-style-type: none"> Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) & (ACHCS101) Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) & (ACHCS102) 	
SKILLS Y 9-10					

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ECONOMICS AND BUSINESS				
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Indicators of economic performance and how Australia's economy is performing (ACHEK050) The links between economic performance and living standards, and how and why variations exist within and between economies (ACHEK051) The ways that governments manage economic performance to improve living standards (ACHEK052) Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053) The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management (ACHEK054) 			
SKILLS Y 9-10	Questioning and research <ul style="list-style-type: none"> Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043) & (ACHES055) Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) & (ACHES056) 	Interpretation and analysis <ul style="list-style-type: none"> Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) & (ACHES057) 	Economic reasoning, decision-making and application <ul style="list-style-type: none"> Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046) & (ACHES058) Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047) & (ACHES059) 	Communication and reflection <ul style="list-style-type: none"> Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048) & (ACHES060) Reflect on the intended and unintended consequences of economic and business decisions (ACHES049) & (ACHES061)

The Arts					
	DANCE Y 9-10	DRAMA Y 9-10	MEDIA ARTS Y 9-10	MUSIC Y 9-10	VISUAL ARTS Y 9-10
<i>Exploring ideas and improvising with ways to represent ideas</i>	Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073)	Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
<i>Manipulating and applying the elements/concepts with intent</i>	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)	Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
<i>Developing and refining understanding of skills and techniques</i>	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)	Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)	Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
<i>Structuring and organising ideas into form</i>	Structure dances using movement motifs, choreographic devices and form (ACADAM023)	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)	Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)	Plan and design artworks that represent artistic intention (ACAVAM128)
<i>Sharing artworks through performance, presentation or display</i>	Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)	Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)	Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)	Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)

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<i>Analysing and reflecting upon intentions</i>	Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025)	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)	Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
<i>Responding to and interpreting artworks</i>	Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)	Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)	Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)	Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

Technologies

	DIGITAL TECHNOLOGIES Y 9-10	DESIGN AND TECHNOLOGIES Y 9-10
KNOWLEDGE AND UNDERSTANDING	<p>Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (ACTDIK034)</p> <p>Analyse simple compression of data and how content data are separated from presentation (ACTDIK035)</p>	<p>Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</p> <p><i>By the end of Year 10 students will have had the opportunity to design and produce designed solutions for one or more of the technologies contexts below.</i></p>
PROCESSES AND PRODUCTION SKILLS	<p>Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036)</p> <p>Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)</p> <p>Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)</p> <p>Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics (ACTDIP039)</p> <p>Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (ACTDIP040)</p> <p>Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language (ACTDIP041)</p> <p>Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)</p> <p>Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)</p> <p>Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)</p>	<p>Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)</p> <p>Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)</p> <p>Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)</p> <p>Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)</p> <p>Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)</p> <p>Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)</p> <p>Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)</p> <p>Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)</p> <p>Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)</p> <p>Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)</p>

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Health and Physical Education			
PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 9-10	Being healthy, safe and active sub-strand Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089) Examine the impact of changes and transitions on relationships (ACPPS090) Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091) Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Communicating and interacting for health and wellbeing sub-strand Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)	Contributing to health and active communities sub-strand Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096) Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097) Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)
	Moving our body sub-strand Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099) Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)	Understanding movement sub-strand Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102) Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)	Learning through movement sub-strand Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105) Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106) Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)
Languages			
	See www.australiancurriculum.edu.au for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages		