The Australian
Curriculum

Subjects	English
Year levels	Year 9

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Year 9 Content Descriptions

Language

Language variation and change

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550 - Scootle ↗)

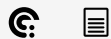[≡] [W] [L] [S] [R]

Elaborations

identifying some of the changes in the grammar of English over time, for example from 'thee' and 'thou' to 'you'

[○] [≡]

exploring examples of 'Globish' English

[○] [≡]

Language for interaction

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551 - Scootle ↗)

[≡] [👥] [W] [L] [S] [R]

Elaborations

identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups)

[○] [≡] [⌗]

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552 - Scootle ↗)

[○] [≡] [W] [L] [S] [R]

Elaborations

comparing texts that use evaluative language in different ways – print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways

[≡]

Text structure and organisation

Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553 - Scootle ↗)

[≣] [W] [L] [S] [R]

Elaborations

experimenting with ways to present personal viewpoints through innovating with texts

[icons]

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas

(ACELA1770 - Scootle ↗)

[icons] [W] [L] [S] [R]

Elaborations

sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'… 'then')

[≣]

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556 - Scootle ↗)
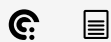
[≣] [W] [R]

Elaborations

experimenting with the use of colons and semicolons in expositions and other extended writing to improve precision and clarity of expression

[icons]

investigating instances of colons and semicolons in expository texts and discuss their uses in elaborating on and clarifying ideas in complex sentences

[icons]

Expressing and developing ideas

Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557 - Scootle ↗)

[icons] [W] [L] [S] [R]

Elaborations

identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier

contexts and students creating speeches of their own

Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559 - Scootle ↗)

W L S R

Elaborations

exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations
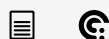
Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560 - Scootle ↗)

W S R

Elaborations

investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561 - Scootle ↗)

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Elaborations

comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts

identifying examples of acronyms, abbreviations and proprietary words which are used creatively in texts

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562 - Scootle ↗)

W L S R

Literature

Literature and context

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633 - Scootle ↗)

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Elaborations

exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own

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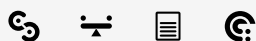
exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own

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reviewing historical fiction or nonfiction written by and about the peoples of Asia

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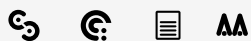
analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues

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Responding to literature

Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771 - Scootle ↗)

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Elaborations

interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed

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Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634 - Scootle ↗)

Elaborations

reflecting on and discussing responses to literature including plot events, setting details, characterisation, themes, structure and language devices used to achieve particular effects, and collaboratively formulating a list of factors that characterise merit
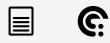
discussing, debating and evaluating the cinematic qualities and success of a film or new versions of a film
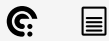
exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature)

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635 - Scootle ↗)

Elaborations

establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
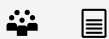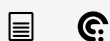
Examining literature

Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636 - Scootle ↗)

Elaborations

comparing texts created by the same author to determine literary style, assessing its appeal and presenting this comparison to others

examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637 - Scootle 🗗)

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Elaborations

identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways

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exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds

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taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work
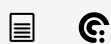
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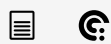
Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772 - Scootle 🗗)

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Elaborations

evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts

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by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end

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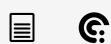
Creating literature

Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773 - Scootle 🗗)

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Experiment with the ways that language features, image and sound can be adapted in literary texts, for

example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638 - Scootle ↗)

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Elaborations

making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film

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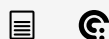
taking an existing short story, poem, play or speech in print form and creating a short visual text which is accompanied by a sound track containing music and sound effects, and which is intended to amuse audiences who are familiar with the original text

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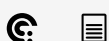
creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text

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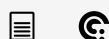
creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery

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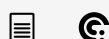
Literacy

Texts in context

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739 - Scootle ↗)
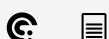
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Elaborations

comparing perspectives represented in texts from different times and places, including texts drawn from popular culture

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identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)

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reflecting on the notion that all texts build on a body of prior texts in a culture

analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media

analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations
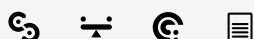
Interacting with others

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740 - Scootle ↗)
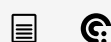
Elaborations

comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations

identifying and commenting on omissions of information in different texts

exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives
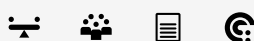
understanding the role of intonation, pausing, punctuation and combinations of clause and rhythm in spoken language

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811 - Scootle ↗)

Elaborations

participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
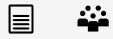
using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue

choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs

selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741 - Scootle ↗)

Elaborations

using graphics and text animations to accompany spoken text, for example presenting a news item suitable for a current affairs program that aligns image to spoken text, or establishing humour by creating a disjunct between sound, image and spoken text

Interpreting, analysing, evaluating

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742 - Scootle ↗)

Elaborations

debating the reliability of the coverage in a range of news media of a contentious issue such as commercial logging of old growth forests
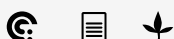
evaluating techniques used to construct plot and create emotional responses such as comparison,

contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
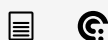
constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue

identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper
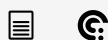
analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example 'whaling' in Japan and Australia

analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
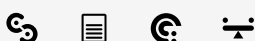
Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743 - Scootle ↗)

Elaborations

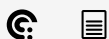predicting meanings of unfamiliar words by using morphographic patterns

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744 - Scootle ↗)

Elaborations

evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time

Explore and explain the combinations of language and visual choices that authors make to present

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information, opinions and perspectives in different texts (ACELY1745 - Scootle ↗)

Elaborations

identifying or commenting on the author's approaches and use of techniques, design, form and style
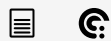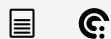
Creating texts

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746 - Scootle ↗)

Elaborations

presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere

creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts

creating informative and argumentative texts with explanations, details and evidence
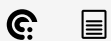
following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument
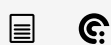
Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747 - Scootle ↗)

Elaborations

checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748 - Scootle ↗)

Elaborations

applying word processing functions, for example outlining, standard styles and indexing