

**Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

**Year 9 Achievement Standard****Receptive modes (listening, reading and viewing)**

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

**Productive modes (speaking, writing and creating)**

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

**Aims**

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**Year 9 Level Description**

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Structure**

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand. Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are: **Language:** knowing about the English language, **Literature:** understanding, appreciating, responding to, analysing and creating literary texts and **Literacy:** expanding the repertoire of English usage.

**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.

**Language for interaction**

Understand that roles and relationships are developed and challenged through language and interpersonal skills.

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor.

**Text structure and organisation**

Understand that authors innovate with text structures and language for specific purposes and effects.

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.

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes.

**Expressing and developing ideas**

Explain how authors creatively use the structures of sentences and clauses for particular effects.

Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text.

Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning.

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness.

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech.

**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.

**Responding to literature**

Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text.

Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context.

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in 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.

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.

Analyse text structures and language features of literary texts, and make relevant comparisons with other texts.

**Creating literature**

Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation.

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.

**Literacy****Texts in context**

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts.

**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.

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.

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes.

**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.

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts.

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts.

**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.

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts.