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Kindergarten to Year 10

Years 11 and 12

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# Year 9 SyllabusTest

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**Year Level Description**

## Overview



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Content Structure

English across Pre-primary to Year 12

Achievement Standards

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Glossary



English P-10 Scope and Sequence for teaching in 2024 (PDF)



English P-10 Scope and Sequence for teaching in 2024 (DOC)



ABLEWA English Scope and Sequence



ABLEWA English Scope and Sequence (PDF)



EAL/D English Pre-primary to Year 12

## Year 9 Syllabus

### Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning builds on experiences in earlier years, and

In Years 9 and 10, students engage with community members. They experience learning in the community, vocational

Students engage with texts to evaluate, discuss and create. The purpose is aesthetic and functional. Texts include various types of fiction, non-fiction, themes and issues, intertextual references, contemporary media

The range of literary texts includes the oral traditions of Indigenous Peoples, as well as classic and contemporary

Literary texts that

## Filters



### Show/Hide Curriculum

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### Year Levels

- ☒ Select All

### Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

### General Capabilities

- ☒ Select All
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- ☒ Numeracy
- ☒ Information and Communication Technology (ICT)

readers are drawn into an unpredictable plot for a variety of purposes. These texts are of great significance, interpreted in both real-world and fictional contexts. These texts represent a system of credible/verifiable signs and are more complex and varied in content, indexes and sentences with embedded vocabulary, figurative language and various types of grammar.

Students create a range of texts including narratives, analyses, transformations

## 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

capability

- ✔ Critical and creative thinking
  - ✔ Personal and social capability
  - ✔ Ethical understanding
  - ✔ Intercultural understanding
- 

[\(ACELA1550\)](#)


 Literacy

[LANGUAGE FOR INTERPERSONAL](#)

Understand that role of language and relationships are developed and challenged through language and interpersonal skills

[\(ACELA1551\)](#)


 Literacy

 Personal and social capability

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

[\(ACELA1552\)](#)

 Literacy

 Critical and creative thinking

## TEXT STRUCTURE AND ORGANISATION


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Understand that authors innovate with text structures and language for specific purpose effects ([ACELA1553](#))

 Literacy

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to show semantic associations between ideas ([ACELA1770](#))

 Literacy

 Critical and creative thinking

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

purposes [\(ACELA15](#)


 Literacy

## EXPRESSING AND DEVELOPING IDEAS

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Explain how author creatively use the structures of sentence and clauses for particular effects [\(ACELA1557](#)

 Literacy

 Critical and creative thinking


Understand how concrete and abstract nouns can be used to summarise preceding or subsequent stretches of text [\(ACELA1559\)](#)

 Literacy

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

## (ACELA1560)


 Literacy

 Critical and creative thinking

Identify how vocabulary choices contribute to specificity, abstract and stylistic effectiveness

## (ACELA1561)

 Literacy

 Critical and creative thinking

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

 Literacy

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## Year 9 Achievement

Handwriting behaviour  
the writing assessment  
*Handwriting Contin*  
monitoring of student  
*Handwriting Contin*  
of this website. Tea

**Reading and View**

At Standard, students understand the effect of language features work to create meaning from texts to form their own views, analyse and explain texts to an audience.

### **Writing and Creative Writing**

Students understand the different levels of meaning. They respond to texts and demonstrate how they use language in texts. Students create their own ideas from other texts and contribute to the process of writing and punctuation.

### **Speaking and Listening**

Students listen for a variety of language features and understand how they use them in the responses of others. They use language features and respond to issues and make presentations comparing and evaluating.

The English curriculum is built around the three interrelated strands. All programs should balance and integrate all three strands. To develop understanding and skills in listening, reading, viewing, speaking and processes developed in earlier years, and teachers work with students to develop these skills.

In Years 9 and 10, students interact with peers, teachers, individuals and online/virtual environments. They experience learning in formal, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interact with literary texts in which the primary purpose is aesthetic, as well as with types of media texts, including newspapers, film and digital texts. They develop multimodal texts, with themes and issues involving levels of abstraction. Students develop a critical understanding of the contemporary world.

The range of literary texts for Pre-primary to Year 10 comprises texts from Aboriginal and Torres Strait Islander Peoples, as well as the contemporary and contemporary world literature, including texts from and about the world.

Literary texts that support and extend students in Years 9 and 10 involve complex, challenging and unpredictable plot sequences. These texts explore themes of human experience and cultural significance, dilemmas within real-world and fictional settings and represent a synthesis of technical and abstract information (from credible sources). Structures are more complex and include chapters, headings and sub-headings. Language features include successive complex sentences with a range of vocabulary, figurative and rhetorical language, and dense information presented in visual form.

Students create a range of imaginative, informative and persuasive texts, including performances, reports, discussions, literary analyses, transformations

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