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# Year 9 SyllabusTest

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**Year Level Description**

## Overview

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity



General capabilities



Cross-curriculum Priorities



Links to other learning areas



Implications for teaching, assessment and reporting



Glossary


 [English Scope and Sequence \(PDF\) \[v8.1\]](#) 

 [English Scope and Sequence \(DOC\) \[v8.1\]](#) 

 [English Curriculum Year by Year View \(P-10\)](#) 

 [ABLEWA English Scope and Sequence](#) 

 [ABLEWA English Scope and Sequence \(PDF\)](#) 

 [EAL/D English Pre-primary to Year](#)

# Year 9 Syllabus

## Year Level Description

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

In Years 9 and 10, students as community members. They experience learning in community, vocational

Students engage with evaluate, discuss and purpose is aesthetic include various types of fiction, non-fiction, themes and issues intertextual references contemporary media

The range of literary including the oral traditions of Peoples, as well as classic and contemporary

Literary texts that s

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### Year Levels

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### Strands

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- Literature
- Language

### General Capabilities

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

readers are drawn to unpredictable plot structures for these purposes. These texts are more complex and contain real-world and fictive sentences with embedded vocabulary, figurative language and various types of grammatical structures.

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

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## Language

### LANGUAGE VARIATION AND CHANGE

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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 INTERA](#)

Understand that role 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 create 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 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 augmented me

## (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

A resource is current handwriting behavior

### **Reading and View**

At Standard, student effect. They analyze features work to create from texts to form t

analyse and explain audience.

### **Writing and Creativity**

Students understand different levels of meaning. They give responses to texts and demonstrate how they use texts. Students create ideas from other texts and contribute to the process and punctuation.

### **Speaking and Listening**

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

The English curriculum is built around the three interrelated strands. All three programs should balance and integrate all three strands. Together they build on the understanding and skills in listening, reading, viewing, speaking and writing skills and processes developed in earlier years, and teachers will

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

Students engage with a variety of texts for enjoyment. They include literary texts in which the primary purpose is aesthetic, as well as a range of types of media texts, including newspapers, film and digital texts. They also engage with 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 canon and contemporary world literature, including texts from and about Australia.

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

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

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