

Strand: Language		Year 9
Sub-strand: Language for interacting with others		
Content descriptions <i>Students learn to:</i>	Insight Australian Curriculum English Year 9	
recognise how language empowers relationships and roles AC9E9LA01	<ul style="list-style-type: none"> Unit 10 	
understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor AC9E9LA02	<ul style="list-style-type: none"> Unit 2 	
Sub-strand: Text structure and organisation		
examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03	<ul style="list-style-type: none"> Unit 1 Unit 4 	
investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives AC9E9LA04	<ul style="list-style-type: none"> Unit 5 Unit 12 	

Sub-strand: Language for expressing and developing ideas		
identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment AC9E9LA05	<ul style="list-style-type: none"> Unit 1 	
understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06	<ul style="list-style-type: none"> Unit 5 Unit 12 	

analyse how symbols in still and moving images augment meaning AC9E9LA07	<ul style="list-style-type: none"> Unit 9
analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08	<ul style="list-style-type: none"> Unit 6 Unit 7
understand punctuation conventions for referencing and citing others for formal and informal purposes AC9E9LA09	<ul style="list-style-type: none"> Unit 7

Strand: Literature		Year 9
Sub-strand: Literature and contexts		
Content descriptions <i>Students learn to:</i>	Insight Australian Curriculum English Year 9	
analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E9LE01	<ul style="list-style-type: none"> Unit 3 Unit 4 Unit 6 	
Sub-strand: Engaging with and responding to literature		
present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02	<ul style="list-style-type: none"> Unit 6 Unit 7 	
analyse how features of literary texts influence readers' preference for texts AC9E9LE03	<ul style="list-style-type: none"> Unit 7 	
Sub-strand: Examining literature		
analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04	<ul style="list-style-type: none"> Unit 3 Unit 6 	

<p>analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references</p> <p>AC9E9LE05</p>	<ul style="list-style-type: none"> • Unit 3 • Unit 6 • Unit 9
Sub-strand: Creating literature	
<p>create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences</p> <p>AC9E9LE06</p>	<ul style="list-style-type: none"> • Unit 1 • Unit 10

Strand: Literacy	Year 9
Sub-strand: Texts in context	
Content descriptions <i>Students learn to:</i>	Insight Australian Curriculum English Year 9
<p>analyse how representations of people, places, events and concepts reflect contexts</p> <p>AC9E9LY01</p>	<ul style="list-style-type: none"> • Unit 8 • Unit 9 • Unit 11

Sub-strand: Interacting with others	
<p>listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts</p> <p>AC9E9LY02</p>	<ul style="list-style-type: none"> • Unit 3 • Unit 4 • Unit 5
Sub-strand: Analysing, interpreting and evaluating	
<p>analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p> <p>AC9E9LY03</p>	<ul style="list-style-type: none"> • Unit 2 • Unit 3 • Unit 4 • Unit 8

<p>analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning</p> <p>AC9E9LY04</p>	<ul style="list-style-type: none"> • Unit 1
<p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts</p> <p>AC9E9LY05</p>	<ul style="list-style-type: none"> • Unit 8 • Unit 11

Sub-strand: Creating texts

<p>plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p> <p>AC9E9LY06</p>	<ul style="list-style-type: none"> • Unit 8
<p>plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</p> <p>AC9E9LY07</p>	<ul style="list-style-type: none"> • Unit 5

Sub-strand: Word knowledge

<p>understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech</p> <p>AC9E9LY08</p>	<ul style="list-style-type: none"> • Unit 10 • Unit 12
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