**AUSTRALIAN CURRICULUM : ENGLISH: YEAR 9**

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| Language | Literature | Literacy |
| Language variation & change:   * understand that Standard Australian English is a living language within which there is creation and loss of words and the evolution of usage is ongoing | Literature & context:   * interpret & compare how representations of people & culture in literary texts are drawn from different historical, social & cultural contexts | Texts in context:   * analyse how the construction & interpretation of text, including media, can be influenced by culture & other texts |
| Language for interaction:   * understand that roles & relationships are developed & challenged through language & interpersonal skills * investigate how evaluation can be expressed directly & indirectly using devices such as allusion, evocative vocabulary & metaphor | Responding to literature:   * present an argument about a literary text based on initial impressions & subsequent analysis of the whole text * reflect on, discuss & explore notions of literary value and how and why such notions vary according to context * explore & reflect on personal understanding of the world & significant human experience gained from interpreting various representations of life matters in texts | Interacting with others:   * listen to spoken texts constructed for different purposes (entertain or persuade) & analyse how language features position listeners to respond in particular ways * use interaction skills to present & discuss an idea & to influence & engage audience– voice tone, persuasive vocab., pace, & elements such as music / sound * plan, rehearse & deliver presentations, selecting & sequencing appropriate content & multimodal elements for aesthetic & playful purposes |
| Text structure & organization:   * Understand that authors innovate with text structures & language for specific purposes & effects * Compare & contrast how cohesive devices of text signpost ideas, make connections & build semantic associations (meanings) between ideas * Understand how punctuation is used along with layout & font variations in constructing texts for different audiences & purpose | Examining literature:   * analyse texts from familiar and unfamiliar contexts, & discuss & evaluate their content & the appeal of an individual author’s style * Investigate and experiment with use & effect of extended metaphor, metonymy (eg crown to represent monarchy or 9/11 to represent change in global outlook), allegory, icons, myths & symbolism in texts – poetry, short film, graphic novels, & plays on similar themes * analyse text structures & language features of literary texts, and make relevant comparisons with other texts. | Interpreting, analyzing, evaluating:   * interpret, analyse & evaluate how different perspectives of an issue / event / situation / individual or group are constructed for specific purpose in text * apply ever expanding vocab. To read increasingly complex texts with fluency & comprehension * use comprehension strategies to interpret & analyse texts, comparing & evaluating representations of an event, issue, situation or character in different texts * explore & explain the combinations of language & visual choices that authors make to present information, opinions & perspectives in different texts |
| Expressing & developing ideas:   * explain how authors experiment with sentence & clause structure to create particular effects * understand how certain abstract nouns can summarise preceding or subsequent parts of text * analyse & explain the use of symbols, icons & myth in still & moving images & how they augment meaning * identify how vocabulary choices contribute to specificity, abstraction & style effectiveness * understand how spelling is used creatively in texts for particular effects, eg. Characterization, humour & to represent accents & styles of speech interpret | Creating literature:   * create literary texts , including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion & appropriation * experiment with the ways that language features , image & sound can be adapted in literary texts, eg. The effects of stereotypical characters & settings, playfulness of humour & comedy, puns & hyperlinks | Creating texts:   * create imaginative, informative & persuasive texts that present a point of view & advance or illustrate arguments, including texts that integrate visual, print and /or audio features * review & edit students’ own & others’ texts to improve clarity & control over content, organization, paragraphing, sentence structure, vocabulary & audio/visual features (peer editing) * use a range of software flexibly & imaginatively to publish texts |

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia’s engagement with Australia; Sustainability

\*This document intends to assist teachers in their implementation of the Australian curriculum – it is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ to be released during 2011 will be the official documentation for Victorian schools.