Year 9 English

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 9 English. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9E9LA01 indicates Language strand.

Key to content description codes: English	
e.g. **AC9E7LA01** Australian Curriculum (**AC**) Version 9 (**9**) English (**E**) Year (**9**) Strand (**LA**, **LE**, **LY**) Content description number (**##**)	Strands: • LA — Language • LE — Literature • LY — Literacy

Year 9 Australian Curriculum: English achievement standard

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 9	**Students learn to:**	
Students interact with others, and listen to and create spoken and multimodal texts including literary texts.	• recognise how language empowers relationships and roles	AC9E9LA01
	• understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor	AC9E9LA02
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text	AC9E9LE02
	• analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style	AC9E9LE04
	• analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	AC9E9LE05
	• create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences	AC9E9LE06
	• 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	AC9E9LY02
	• 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	AC9E9LY07
With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation.	• recognise how language empowers relationships and roles	AC9E9LA01
	• understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor	AC9E9LA02
	• 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
	• understand how abstract nouns and nominalisation can be used to summarise ideas in text	AC9E9LA06
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text	AC9E9LE02
	• 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	AC9E9LY02
	• 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	AC9E9LY07

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They select and experiment with text structures to organise and develop ideas.	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• 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
	• create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences	AC9E9LE06
	• 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	AC9E9LY07
They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.	• recognise how language empowers relationships and roles	AC9E9LA01
	• understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor	AC9E9LA02
	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• 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
	• understand how abstract nouns and nominalisation can be used to summarise ideas in text	AC9E9LA06
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• analyse how vocabulary choices contribute to style, mood and tone	AC9E9LA08
	• create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences	AC9E9LE06
	• 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	AC9E9LY02
	• 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	AC9E9LY07
They read, view and comprehend a range of texts created to inform, influence and/or engage audiences.	• recognise how language empowers relationships and roles	AC9E9LA01
	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• 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
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• analyse how vocabulary choices contribute to style, mood and tone	AC9E9LA08
	• analyse how features of literary texts influence readers' preference for texts	AC9E9LE03
	• analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style	AC9E9LE04
	• analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	AC9E9LE05
	• analyse how representations of people, places, events and concepts reflect contexts	AC9E9LY01
	• analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group	AC9E9LY03
	• analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning	AC9E9LY04
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts	AC9E9LY05
	• understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	AC9E9LY08
They analyse representations of people, places, events and concepts, and how texts respond to contexts.	• understand how abstract nouns and nominalisation can be used to summarise ideas in text	AC9E9LA06
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• analyse how vocabulary choices contribute to style, mood and tone	AC9E9LA08
	• understand punctuation conventions for referencing and citing others for formal and informal purposes	AC9E9LA09
	• 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
	• analyse how features of literary texts influence readers' preference for texts	AC9E9LE03

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
	• analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style	AC9E9LE04
	• analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	AC9E9LE05
	• analyse how representations of people, places, events and concepts reflect contexts	AC9E9LY01
	• analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group	AC9E9LY03
	• analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning	AC9E9LY04
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts	AC9E9LY05
They analyse the aesthetic qualities of texts.	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• analyse how vocabulary choices contribute to style, mood and tone	AC9E9LA08
	• analyse how features of literary texts influence readers' preference for texts	AC9E9LE03
	• analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style	AC9E9LE04
	• analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	AC9E9LE05
They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• 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
	• identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment	AC9E9LA05
	• understand how abstract nouns and nominalisation can be used to summarise ideas in text	AC9E9LA06
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• analyse how vocabulary choices contribute to style, mood and tone	AC9E9LA08
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	• analyse how features of literary texts influence readers' preference for texts	AC9E9LE03
	• analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style	AC9E9LE04
	• analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	AC9E9LE05
	• analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group	AC9E9LY03
	• analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning	AC9E9LY04
	• understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	AC9E9LY08
They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation.	• understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor	AC9E9LA02
	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• 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
	• identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment	AC9E9LA05
	• understand how abstract nouns and nominalisation can be used to summarise ideas in text	AC9E9LA06
	• analyse how symbols in still and moving images augment meaning	AC9E9LA07
	• analyse how vocabulary choices contribute to style, mood and tone	AC9E9LA08
	• understand punctuation conventions for referencing and citing others for formal and informal purposes	AC9E9LA09
	• 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
	• present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text	AC9E9LE02
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Achievement standard aspect	Relevant content description/s	AC v9.0 Code
	• analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style	AC9E9LE04
	• analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	AC9E9LE05
	• create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences	AC9E9LE06
	• analyse how representations of people, places, events and concepts reflect contexts	AC9E9LY01
	• analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group	AC9E9LY03
	• analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning	AC9E9LY04
	• 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	AC9E9LY06
	• understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	AC9E9LY08
They select and experiment with text structures to organise, develop and link ideas.	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
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They select and experiment with language features including literary devices, and experiment with multimodal features.	• understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor	AC9E9LA02
	• examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination	AC9E9LA03
	• identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment	AC9E9LA05
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	• create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences.	AC9E9LE06
	• 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.	AC9E9LY06

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.