

Year 9 English Curriculum and assessment plan

Example

Level description	Context and cohort considerations (if applicable)
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.</p> <p>Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.</p> <p>Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.</p>	<p>In Year 9, students continue to develop their interacting, speaking, reading and writing skills, building on what has been taught in previous years.</p> <p>The units in this curriculum and assessment plan are designed to engage Year 9 learners and are written within the context of the level description. Units are designed to respond to the demands of the complexity and length of texts, the time required to create texts, to reflect the learning experiences that will be relevant for national testing (such as the NAPLAN writing test for Year 9 students), and intra- and inter-school activities.</p> <p>Texts selected for the units are based on negotiation with class teachers and data in response to students' interests.</p> <p>To support the teaching and learning experiences of the units, regular library visits are encouraged as a way of increasing student enjoyment of reading and English.</p> <p>Students adhere to the school's academic integrity policy for assessment tasks.</p>

Unit 1 — Challenging views	Unit 2 — Fictional worlds	Unit 3 — Dilemmas and decision-making	Unit 4 — Symbols of the world
Duration: 7 weeks	Duration: 8 weeks	Duration: 8 weeks	Duration: 8 weeks
<p>As active and informed members of their communities, students develop the ability to use rhetorical language and facts ethically to communicate points of view.</p> <p>Students read and view a range of informative texts (including those valued for their form and style and recognised as having artistic value) offering a breadth of perspectives and counter perspectives. As they do so, students develop deep knowledge of a topic of interest to support them in expressing informed opinions and providing relevant expansion and substantiation. Students connect ideas, summarise, ask questions and infer to compare and contrast ideas in and between texts. They enhance their ability to critically analyse and evaluate facts by considering whether sources are credible and verifiable.</p> <p>Students also listen to, view and read (written transcripts of) a range of persuasive speeches for a variety of audiences, both broad and niche. They analyse and evaluate how speakers engage audiences through experimenting with combinations of text structure, language features, features of voice, multimodal features (including gestural) and interaction skills.</p> <p>The speeches serve as models for students as they plan, create, rehearse and deliver their own speech on a topic of interest in which they have deep knowledge. The purpose of their speech is to persuade an unfamiliar audience about an issue, event, situation, individual or group. An opportunity exists for students to interact with their audience through a Q&A session following the speech. This interaction can be used to support the school's academic integrity policy.</p>	<p>Stories — fiction and non-fiction — can support students to develop empathy and engage with new ways of thinking.</p> <p>Students read and view a range of short narrative texts, and build relevant background knowledge of historical, social and cultural contexts through engagement with relevant informative texts. For example, students may read a narrative about the story of a migrant set in 1950s Australia, watch short films about the experience of migrants in Australia after World War II, and read feature profiles of well-known migrants found on the internet or in print publications. Students engage with these texts for enjoyment and are supported to analyse and evaluate how language features are used to represent characters and real-life people.</p> <p>Students can walk around in the skin of a fictional character (from one of the narratives studied) by writing a fictional biography (or autobiography). In preparation, students read a range of extracts from biographies and — considering the audience and purpose of these models — analyse closely their structures and language features. They practise writing varied sentences for effect and using language features, analysed and previously learnt.</p> <p>Students develop a profile of their chosen character (based on and extrapolating from textual evidence), then plan, write and edit their own biographies to tell the character's story. Students can refine their ideas by using a writer's notebook, and this — alongside the use of student-teacher conferences — can be used to strengthen academic integrity.</p> <p>After writing their biography, students can compare their initial impressions of the character to the more informed understanding they now have through close analysis and deep engagement with the character.</p>	<p>Through adolescence, students may experience increasingly complex ethical dilemmas that may not have simple solutions. This unit, building on Units 1 and 2, focuses on reading a full-length narrative (e.g. young adult novel) which explores characters involved in complex, ethical decision-making — see characteristics of texts described in the level description above.</p> <p>Students build their knowledge of the world of the chosen narrative, including historical, social and cultural contexts. Students are supported to read a complex narrative with increasing independence, analysing and evaluating how readers are positioned to respond to representations of characters and their ethical decision-making, as well as related places, events or concepts within the world of the novel. Students also analyse and evaluate the aesthetic qualities and effect of language features including literary devices.</p> <p>Students read and explore models of written text responses that analyse and/or critically evaluate aspects of a narrative, including character. To extend learnings in previous units, students consider the effect of using direct and indirect evaluative language, cohesive devices that expand and develop ideas, and vocabulary to influence tone. Students also evaluate how writers adapt and subvert the structure and language features of an analytical text response to influence a specific audience. By writing short responses frequently throughout the unit, students practise using structure and language features to connect with and influence unfamiliar readers whose values may not be aligned with their own.</p> <p>To write an analytical text response, students enhance their skills to plan, create and edit independently.</p>	<p>Today, powerful messages and symbolic meaning can be conveyed through ordinary objects (e.g. candle, dove) and natural phenomena (e.g. storm, wind). Fiction and non-fiction texts across cultures frequently contain such symbols, providing knowledgeable readers the opportunity to explore layers of meaning and, in so doing, gain a deeper insight into authors' intentions. The unit lays the foundations for senior English pathways where some subjects require students to analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and position readers.</p> <p>Students explore how layers of meaning may be revealed through close, intertextual analysis of fiction and non-fiction texts. As students engage with these texts, they build their understanding of the power and appeal of symbolism as an aesthetic quality in texts. Additionally, students develop an appreciation of how similar objects and/or phenomena can be interpreted differently, for example based on varying cultural assumptions.</p> <p>In preparation for their assessment task, students listen to, and view quality spoken and multimodal texts (e.g. short social media video channels), examining how these videos are used to present information, whether it be providing a product review or offering entertainment. They analyse and evaluate how these videos are structured and how particular visual and textual features are used to position listeners and viewers to respond in particular ways. These texts can inspire and model ideas for students' own multimodal presentations which may adapt and subvert conventions identified through analysis.</p> <p>Students collect a folio of texts (e.g. fiction and/or non-fiction) that use the same object or phenomena as a symbol — these may be by authors from the same or diverse cultures. Students use a selection of these as the basis of a multimodal presentation.</p>

	Unit 1 — Challenging views		Unit 2 — Fictional worlds		Unit 3 — Dilemmas and decision-making		Unit 4 — Symbols of the world	
	Assessment — Persuasive spoken/signed	Term/week	Assessment — Imaginative written response	Term/week	Assessment — Written analytical/critical text response	Term/week	Assessment — Analytical spoken/signed	Term/week
Assessment	<p>Students create and deliver a speech that ethically persuades a specified audience of the importance of an issue, event, situation, individual or group. This may include a suitable call to action.</p> <p>Students interact through a Q&A session.</p> <p>Technique: Extended response</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 3–5 minutes 	Week 6	<p>Students write a fictional biography (or autobiography) of a character from a narrative studied for readers of a specified online publication.</p> <p>Technique: Extended response</p> <p>Mode: Written with multimodal elements (e.g. images, font)</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 600–700 words 	Week 7	<p>Students analyse a full-length narrative, focusing on how readers are influenced to respond to a character.</p> <p>A more specific question or task such as a focus on a concept (e.g. fear of the unknown) can be developed to align with the text studied and the specific emphasis throughout the unit.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 90 minutes plus 10 minutes planning — completed in a single allocation of time under supervision • 700–800 words 	Week 7	<p>From their folio of fiction and/or non-fiction texts, students select 2–3 to use in a ‘published’ short video. The purpose is to analyse the versatile ways an object/phenomenon is used as a symbol in their chosen texts. The audience is an online literary community for teenagers.</p> <p>An alternative to a video presentation includes storyboards and live presentation.</p> <p>Technique: Short response</p> <p>Mode: Spoken/signed with multimodal elements</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 1–2 minutes 	Week 7
Achievement standard	<p>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.</p> <p>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.</p> <p>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.</p>		<p>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. 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Moderation	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p>Expert:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p>Conferencing:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p>Expert:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
Language for interacting with others recognise how language empowers relationships and roles AC9E9LA01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Literature and contexts 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Texts in context analyse how representations of people, places, events and concepts reflect contexts AC9E9LY01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor C9E9LA02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Interacting with others 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	analyse how features of literary texts influence readers' preference for texts AC9E9LE03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Analysing, interpreting and evaluating analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Examining literature analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LE05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Creating literature 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creating texts 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
analyse how symbols in still and moving images augment meaning AC9E9LA07	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Word knowledge understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech AC9E9LY08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand punctuation conventions for referencing and citing others for formal and informal purposes AC9E9LA09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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