Year 9 Curriculum Grids

Curriculum grid for Western Australia
Curriculum grids are available to download at www.insightpublications.com.au

Strand: Language
Sub-strand: Language variation and change

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	No corresponding content		

Sub-strand: Language for interaction

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Understand that roles and relationships are developed and challenged through language and interpersonal skills	Recognise how language empowers relationships and roles AC9E9LA01	Recognise how language empowers relationships and roles. For example: • identify the various communities to which students belong and explore how language reinforces membership of these communities, such as the slang of teenage groups	• Unit 10
Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	Understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor AC9E9LA02	Understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor. For example: • explore how advertisements use figurative language and evocative vocabulary to direct readers and viewers	• Unit 2

		to value a product or service	
Sub-strand: Text structure and organisation			
Existing Western Australian curriculum	**Australian Curriculum v9**	**Proposed Western Australian curriculum (for 2025) ***	**Insight Australian Curriculum English Year 9**
Understand that authors innovate with text structures and language for specific purposes and effects	Examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03	Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combination. For example: • compare the use of linear and non-linear narratives in a range of short stories, and determine the purpose and effect of the different structures	• Unit 1 • Unit 4
Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	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	Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives. For example: • sequence and develop an argument using language structures that suggest conclusions ('therefore', 'moreover' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if … then')	• Unit 5 • Unit 12
Understand how punctuation is used along with layout and font variations in constructing texts for	No corresponding content description Moved to *Language for expressing and developing ideas*		

different audiences and purposes			
Sub-strand: Expressing and developing ideas			
Existing Western Australian curriculum	**Australian Curriculum v9**	**Proposed Western Australian curriculum (for 2025) ***	**Insight Australian Curriculum English Year 9**
Explain how authors creatively use the structures of sentences and clauses for particular effects	Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment AC9E9LA05	Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment. For example: • identify the effects of intentionally using a dependent clause on its own, such as 'If you see what I mean' or using a sentence fragment, such as 'Breathtaking!'	• Unit 1
Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	Understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06	Understand how abstract nouns and nominalisation can be used to summarise ideas in text. For example: • explore sections of academic and technical texts, and analyse the use of abstract nouns, such as 'the previous argument', 'the prologue', to summarise and distil information, structure the argument and summarise preceding explanations	• Unit 5 • Unit 12
Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Analyse how symbols in still and moving images augment meaning AC9E9LA07	Analyse how symbols in visual and multimodal texts augment meaning. For example: • specific seasons, weather and colours in a film, and their contribution to viewers' understanding	• Unit 9

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08	Analyse how vocabulary choices contribute to style, mood and tone. For example: • identify vocabulary choices that create mood in a text	• Unit 6 • Unit 7
Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	Understand punctuation conventions for referencing and citing others for formal and informal purposes AC9E9LA09	Understand punctuation conventions for referencing and citing others for formal and informal purposes. For example: understand who to and how to cite in analytical essays, reviews and research reports, and when it is appropriate to use direct quotations or to report sources more generally	• Unit 7

Sub-strand: Sound and letter knowledge

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech	Understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech AC9E9LY08	Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects. For example: • explore the spelling of neologisms and their effect in media texts, such as 'selfie' and 'Paralympics' • analyse how spelling is used to represent the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words	• Unit 10 • Unit 12

Strand: Literature

Sub-strand: Literature and context

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural 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	Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators. For example: • explore and compare representations of values of characters, such as exploring the values associated with family in short stories drawn from different cultures and times • analyse how picture books and graphic novels by Aboriginal and Torres Strait Islander authors and creators represent places in particular ways	• Unit 3 • Unit 4 • Unit 6

Sub-strand: Responding to literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02	Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text. For example: • record evolving responses to a novel in a reading journal	• Unit 6 • Unit 7

Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context	Analyse how features of literary texts influence readers' preference for texts AC9E9LE03	Analyse how features of literary texts influence readers' preference for texts For example: • devise, analyse and present the results of a survey that asks friends and family to vote on why readers prefer particular literary texts; reasons could include, characterisation, setting details, plot events, themes and literary devices	• Unit 7
Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	No corresponding content description Merged with AC9E9LE03		• Unit 7

Sub-strand: Examining literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04	Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style. For example: • compare poems created by the same author to determine literary style, assessing their appeal and presenting comparisons to others	• Unit 3 • Unit 6
Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for	Analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and	Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references.	• Unit 3 • Unit 6 • Unit 9

example poetry, short films, graphic novels, and plays on similar themes	intertextual references AC9E9LE05	For example: • read and watch a filmed version of a play and analyse how text structures, language features and literary devices are used in a play to influence the emotional response of the audience	
Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	Merged with AC9E9LE05		• Unit 3 • Unit 6 • Unit 9

Sub-strand: Creating literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation	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	Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences For example: • take an existing short story in print form and create a short film • create a hybrid literary text, that combines features of different genres, such as a coming of age/science fiction narrative	• Unit 1 • Unit 10
Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of	Merged with AC9E9LE06		• Unit 1 • Unit 10

humour and pun and the use of hyperlink.			

Strand: Literacy

Sub-strand: Texts in context

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	Analyse how representations of people, places, events and concepts reflect contexts AC9E9LY01	Analyse how representations of people, places, events and concepts relate to contexts. For example: • analyse the representation of a public figure in different types of news media and biographies and recognise how these vary in different contexts	• Unit 8 • Unit 9 • Unit 11

Sub-strand: Interacting with others

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	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	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. For example: • listen to radio shows (e.g. breakfast or talk back) from a range of stations and discuss how these differ depending on their purpose and audience	• Unit 3 • Unit 4 • Unit 5

		• participate in a class debate on the topic of 'is radio relevant to teenagers?'	
Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	No corresponding content		
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	No corresponding content		

Sub-strand: Interpreting, analysing, evaluating

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03	Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group. For example: • evaluate how a documentary uses language features to represent a perspective on a contentious issue	• Unit 2 • Unit 3 • Unit 4 • Unit 8

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension	Analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY04	Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning. For example: • evaluate text structures used in non-fiction texts to shape reader response, such as comparison, contrast, juxtaposition, the changing of chronological order, and the expansion and compression of time	• Unit 1
Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	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	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing. For example: • compare the representation of a news event across spoken, print and online sources, summarising their qualities, identifying opinions and analysing evidence	• Unit 8 • Unit 11
Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	No corresponding content		

Sub-strand: Creating texts

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 9
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	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	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	• Unit 8
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	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 AC9E9LY06	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	• Unit 5
Review and edit students' own and others' texts to improve clarity and control over content, organisation,	No corresponding content		

paragraphing, sentence structure, vocabulary and audio/visual features			
No corresponding content	No corresponding content	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	
Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	No corresponding content	Select and experiment with features of digital tools to create texts for a range of purposes and audiences. For example: • create an advertising campaign, including a print advertisement and television or radio commercial, for a particular audience	

*Refers to the draft Western Australian Curriculum released in July 2023. The draft Curriculum is proposed only and is subject to review.