### Year 9 Level Description

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Year 9 Achievement Standards

#### Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

#### Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.
Students to investigate current issues and explore how persuasive text structures, language features, appropriate vocabulary and visual images shape meaning and influence others to understand their point of view.

- Paragraph writing
- Persuasive essay writing (reference to NAPLAN marking guide): 
  - essay structure
  - organizing and developing ideas (planning)
  - writing an introduction
  - writing a conclusion
  - editing with an emphasis
- Spelling, grammar and punctuation accuracy
- Persuasive devices
- Vocabulary choice
- Use of cohesive devices
- Vocabulary choice

- The power of visual images and audio to present a point of view.

**Independent Reading**

- 1 period per week—literary texts including novels, short stories, biographies, autobiographies and graphic novels
- Reading comprehension strategies using a range of short texts

**Assessments**

- Persuasive essay production
- Persuasive essay response
- Multi-modal presentation to class

- Active speaking and listening
- Participation in class activities

**Common assessment tasks, which are highlighted, will be used for moderation and kept in student portfolios. For each task, students will be provided with a task outline and a marking key.**

**Resources**

- DET NAPLAN Resources
- Past NAPLAN papers
- NAPLAN Persuasive Writing marking rubric
- Teacher Reference texts
- ACARA Website
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<tr>
<th>Language</th>
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<tr>
<td><strong>Language variation and change</strong></td>
<td><strong>Literature and context</strong></td>
<td><strong>Literacy in context</strong></td>
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<tr>
<td>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing <em>(ACELA1550)</em></td>
<td>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts <em>(ACELT1633)</em></td>
<td>Analysing how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts <em>(ACELY1739)</em></td>
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<td><strong>Language for interaction</strong></td>
<td><strong>Responding to literature</strong></td>
<td><strong>Interacting with others</strong></td>
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<td>Understand that roles and relationships are developed and challenged through language and interpersonal skills <em>(ACELA1551)</em></td>
<td>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <em>(ACELT1771)</em></td>
<td>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 <em>(ACELY1740)</em></td>
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<td>Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor <em>(ACELA1552)</em></td>
<td>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context <em>(ACELT1634)</em></td>
<td>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 <em>(ACELY1811)</em></td>
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<td><strong>Text structure and organisation</strong></td>
<td><strong>Examining literature</strong></td>
<td><strong>Interpreting, analysing, evaluating</strong></td>
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<td>Understand that authors innovate with text structures and language for specific purposes and effects <em>(ACELA1553)</em></td>
<td>Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <em>(ACELT1636)</em></td>
<td>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts <em>(ACELY1741)</em></td>
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<td>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 <em>(ACELT1770)</em></td>
<td>Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes <em>(ACELT1637)</em></td>
<td>Use an expanding vocabulary to read increasingly complex texts with fluency and comprehension <em>(ACELY1742)</em></td>
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<td>Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <em>(ACELA1556)</em></td>
<td>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <em>(ACELT1772)</em></td>
<td>Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <em>(ACELY1743)</em></td>
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<td><strong>Expressing and developing ideas</strong></td>
<td><strong>Creating literature</strong></td>
<td><strong>Creating texts</strong></td>
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<td>Explain how authors creatively use the structures of sentences and clauses for particular effects <em>(ACELA1557)</em></td>
<td>Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation <em>(ACELT1773)</em></td>
<td>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 <em>(ACELY1745)</em></td>
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<td>Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text <em>(ACELA1559)</em></td>
<td>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 humour and pun and the use of hyperlink <em>(ACELT1638)</em></td>
<td>Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features <em>(ACELY1746)</em></td>
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<td>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning <em>(ACELA1560)</em></td>
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<td>Use a range of software, including word processing programs, flexibly and imaginatively to publish texts <em>(ACELY1747)</em></td>
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<td>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <em>(ACELA1561)</em></td>
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<td>Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech <em>(ACELA1562)</em></td>
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