



School Curriculum
and Standards
Authority



Year 9

Curriculum content

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Contents

Introduction	1
Year 9 curriculum content	1
Learning areas and subjects	2
English	3
Health and Physical Education	6
Humanities and Social Sciences	9
Humanities and Social Sciences skills	11
Languages (P–10 sequence)	13
Chinese: Second Language	13
French: Second Language	16
German: Second Language	19
Indonesian: Second Language	22
Italian: Second Language	25
Japanese: Second Language	28
Mathematics	31
Science	37
Technologies	40
Design and Technologies.....	40
Design thinking skills.....	42
Digital Technologies	43
The Arts	46
Dance	46
Drama	48
Media Arts	50
Music.....	52
Visual Arts	55

Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. The curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 9 curriculum content

The *Western Australian Curriculum and Assessment Outline* (the *Outline*):

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students from Kindergarten to Year 10
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 9 includes:

- guiding principles of teaching, learning and assessment
- the Year 9 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Year 9 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts Year level descriptions
- student diversity statements.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 8. It is a requirement that students study a performance arts subject (Dance, Drama or Music) and a visual arts subject (Visual Arts or Media Arts).

In Year 9, the study of Languages, Technologies and The Arts is optional.

English

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

English provides opportunities for students to understand that particular ways of working and thinking have developed over time but still may be subject to debate, revision and change. Students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Year 9, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Teaching and learning programs should encourage students to develop an open and questioning view. Learning experiences should enable students to draw on increasingly diverse sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 9, students learn how authors and creators adapt and experiment with text structures and language features. They learn how texts represent people and places and how techniques contribute to style, mood and tone.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a wide range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. 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 relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes, and may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. These texts may represent a variety of perspectives
- informative, analytical and persuasive texts that may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts
- texts with a variety of language features that 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.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry, and types of media (including screen, online and digital texts) for a range of audiences.

Content descriptions

Language

Language for interacting with others

- Recognise how language empowers relationships and roles
- Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor

Text structure, organisation and features

- Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination
- Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives

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
- Understand how abstract nouns and nominalisation can be used to summarise ideas in texts
- Analyse how symbols in visual and multimodal texts augment meaning
- Analyse how vocabulary choices contribute to style, mood and tone
- Understand and use punctuation conventions for referencing and citing others for formal and informal purposes

Word knowledge

- Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects

Literature

Literature and contexts

- 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

Engaging with and responding to literature

- Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text
- Analyse how features of literary texts influence readers' preference for texts

Examining literature

- Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style
- Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references

Creating literature

- Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Literacy**Texts in context**

- Analyse how representations of people, places, events and concepts relate to contexts

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 interaction skills to present and discuss opinions regarding these texts

Analysing, interpreting and evaluating

- Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
- Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning
- 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

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
- 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
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts
- Select and experiment with features of digital tools to create texts for a range of purposes and audiences

Health and Physical Education

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 9, students take into consideration the influence of external factors on their ability to make safe and informed choices, which may impact their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on skills that promote positive interactions and resolving conflict. Students examine effective strategies that may be implemented in situations where the giving or denying of consent is required.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of movement skills. They explore ways to evaluate performances, through analysis of skills and movement, and measure a number of the body's responses to physical activities. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

Content descriptions

Personal, social and community health

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
- Strategies for managing changes and transitions

Staying safe

- Skills to determine the appropriateness and reliability of online health information
- Skills to deal with challenging or unsafe situations:
 - refusal skills
 - initiating contingency plans
 - acting assertively
- Actions and strategies to enhance health and wellbeing in a range of environments
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships

Healthy and active communities

- Impact of external influences on the ability of adolescents to make safe and informed choices relating to:
 - sexual health behaviours
 - alcohol, drugs or other harmful substance use
 - risk-taking
- Implications of attitudes and behaviours on individuals and the community

Interacting with others

- Characteristics of respectful relationships and how these can prevent violence and abuse
- Managing emotional responses and resolving conflict in family or social situations

Movement and physical activity

Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting:
 - increased speed and accuracy
 - improved efficiency
 - increased complexity
- Skills, strategies and tactics in new or challenging movement situations and the impact of each on movement outcomes
- Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments

Understanding movement

- Measurement of the body's response to physical activity:
 - flexibility
 - strength
 - balance
 - endurance
- Use of games, recreational activities and outdoor pursuits to improve components of health, fitness and wellbeing

Interpersonal skills

- Skills and strategies for effective leadership, including teamwork and motivation
- Characteristics of fair play and application of fair and ethical behaviour in physical activity
- Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills

Humanities and Social Sciences

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 9, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of political parties and independent representatives, and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between households and businesses, and the financial, government and overseas sectors through the flow of goods, services and resources in a global economy. Students develop an understanding of the risks and rewards involved in investing money and explore ways to practise financial management.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which enable students to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at a range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Australia's colonial history and World War I. They consider how the experiences of people and groups reflected the attitudes of these time periods, and the significance of both colonisation and World War I.

Content descriptions

Knowledge and understanding

Civics and Citizenship

Shaping voter decisions

- The role of political parties and independent representatives in Australia's system of government
- How citizens' choices are shaped at election time
- How social media and other emerging technologies are used to influence people's understanding of political issues
- How young people can participate in and contribute to civic life in Australia and as a global citizen

Australian court system

- The key features and jurisdictions of Australia's court system, and the operations of courts
- The key principles of Australia's justice system, including equality before the law, independent judiciary and right of appeal
- The factors that can undermine the application of the principles of justice

Economics and business

Australia in the global economy

- The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model
- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation
- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

Opportunities, risks and rewards

- How businesses seek to create and maintain a competitive advantage in a global and/or domestic market
- How Aboriginal and Torres Strait Islander businesses develop opportunities in the market
- Why and how individuals manage financial investment risks and rewards
- The ways consumers can practise personal financial safety

Geography

Biomes and food security

- The characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation
- The ways that humans in the production of food and fibre have altered some biomes
- The challenges to food production, including climate change and at least **one** other of the following: land and water degradation, shortage of fresh water, competing land uses in Australia and the world
- The effects of world population growth on global food security; the solutions for Australia and the world to achieve food security; and the implications for environmental sustainability

Geographies of interconnections

- The perceptions people have of place and how this influences their connections to different places
- The ways transportation and digital technologies are used to connect people to services, information and people in other places
- The ways that places and people are interconnected with other places through trade in goods and services, at different scales
- The effects of people's travel, recreation, cultural or leisure choices on places, and the implications for the sustainability of these places

History

Australian history (1750–1914)

- The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries
- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Significant individuals and events in the development of Australian society during the time period
- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

Investigating World War I

- The causes of World War I and the reasons why people enlisted to fight in the war for Australia
- The places where people from Australia fought, including Gallipoli and the Western Front, and the types of warfare during World War I
- The impacts of World War I on the home front, including at least **two** of the following: the use of propaganda, the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers, including Aboriginal and Torres Strait Islander peoples
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

Humanities and Social Sciences skills

Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
- Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation
- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies
- Identify the origin, purpose and context of primary sources and/or secondary sources
- Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations

Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
- Analyse information and/or data in different formats
- Account for different interpretations and points of view/perspectives in information and/or data
- Analyse the 'big picture'
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
- Critically evaluate information and/or data and ideas from a range of sources

Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Reflect on why all findings are tentative
- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
- Compare evidence to substantiate judgements
- Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action

Languages (P–10 sequence)

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 9 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, initiating and participating in sustained interactions to share and compare personal opinions about aspects of childhood, teenage life and relationships. They engage in extended written interaction and activities about events or experiences. Students analyse ideas and information from a range of texts, identifying ways in which emotions, intentions and ideas are expressed. They collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience. Students engage with imaginative performance-based texts, sharing opinions on characters and plot, comparing themes and content with English language texts and utilise these to create and perform their own imaginative texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meanings in interactions. They increase control of context-related vocabulary and extend knowledge of grammatical elements. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

Students increasingly monitor language choices when using Chinese, comparing and reflecting on how cultural contexts influence the way language is used within and across communities.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships, for example, 中国学生的作业比澳大利亚学生的多;他们喜欢在周末看电影;澳大利亚学生喜欢在周末运动;我喜欢上网交朋友, 你呢?
- Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated or requesting or providing further details

Informing

- Analyse ideas and information from a range of spoken texts related to aspects of their personal and social worlds, identifying the different ways in which emotions, intentions and ideas are expressed
- Collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience

Creating

- Engage with imaginative performance-based texts such as popular television programs, Chinese songs and plays, sharing opinions on characters and plot, comparing themes and content with English language texts created for similar audiences and utilise this to create and perform their own texts
- Create written imaginative texts that express aspects of Chinese culture for different audiences

Translating

- Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

Reflecting

- Monitor language choices when using Chinese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
- Investigate and share their own family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

Understanding

Systems of language

- Explore the role of emphasis, stress and rhythm to express subtle meanings in interactions
- Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters
- Use metalanguage to describe the distinctive spoken and written language system of Chinese
- Increase control of context-related vocabulary and extend grammatical knowledge, including:
 - comparing the use of words that rely on interpretation of context to convey the intended meaning such as 让、给, comparing extracts from a range of spoken and written texts which use the same word in a different way
 - expressing conditions, for example, 如果…就 ; expressing cause and effect, for example, 为了… and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到
 - examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 吃饭了吗?
 - experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese
 - experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃
- Identify the purposes, text structures and language features of traditional and contemporary Chinese texts

Language variation and change

- Explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures such as the use of acronyms and English words and how Chinese authorities are trying to limit the use of these terms in the media
- Explain the influence of language on people's actions, values and beliefs and seek to appreciate the scale and importance of linguistic diversity in groups and cultures

Role of language and culture

- Explore how language choices reflect cultural practices and values, for example, differences in the use and frequency of 'thank you' and 谢谢, that can be difficult for speakers of other languages to interpret

French: Second Language

Year level description

Year 9 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of French language and culture.

Students communicate in French, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect French cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the French language, increasing control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as understanding the function of verb tenses to situate events in time, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using French, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Content descriptions

Communicating

Socialising

- Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, *Quand j'avais dix ans...; Maintenant...; À l'avenir...; C'est bien/dûr d'être ado car...; À mon avis...; À ton avis ?; Si tu me demandes...; Je ne suis pas d'accord du tout*
- Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

Informing

- Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience
- Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

Creating

- Discuss how imaginative texts reflect French cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, *les chants d'amours, les virelangues, les récits de guerre, le rap, le rock*

Translating

- Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

Reflecting

- Monitor language choices when using French, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
- Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

Understanding

Systems of language

- Increase control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents
- Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:
 - understanding the function of verb tenses to situate events in time, for example, Ils vont partir demain matin; Je suis allée en France quand j'avais six ans and to express intention or desire, for example, Je voudrais bien aller à Tunis avec toi l'année prochaine !
 - recognising variations in conjugation for verbs such as nettoyer, envoyer, essayer, appeler, acheter, manger, for example, nous mangeons, j'essaie
 - consolidating the use of le passé composé, using verbs conjugated with être as the auxiliary that involve agreement between subject and past participle, for example, Elles sont parties hier matin
 - using l'imparfait to distinguish between a completed and a continuing action in the past, for example, Nous étions déjà au lit quand Papa a téléphoné
 - understanding the function of the reflexive pronoun and practising using the reflexive verb structure, for example, Je me suis levée à sept heures; Je me suis entraînée...
 - understanding the function and use of relative pronouns such as qui, que, dont
- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Examine the interrelationship between different text types, language choices, audience, context and purpose

Language variation and change

- Analyse how and why language is used differently in different contexts and relationships
- Explore changes to both French and Australian English and identify reasons for these changes such as media and new technologies, popular culture and intercultural exchange

Role of language and culture

- Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation

German: Second Language

Year level description

Year 9 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of German language and culture.

Students communicate in German, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect German cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the German language, recognising the ways in which written language is different from spoken language such as being more crafted, elaborated and complex. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using German, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Content descriptions

Communicating

Socialising

- Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, Als ich zehn Jahre alt war spielte ich oft mit Holzblöcken, nun lerne ich Mathematik. In der Zukunft möchte ich Architekt werden; Es ist kompliziert, ein Teenager zu sein, weil ...; Es gefällt mir Teenager zu sein, weil ich selbständig sein kann; Du solltest mit deinem Freund sprechen, weil ... ; Was würdest du an meiner Stelle machen? Ich streite oft mit...
- Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

Informing

- Analyse ideas and information from a range of texts related to aspects of their personal and social worlds and identifying context, purpose and intended audience
- Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

Creating

- Discuss how imaginative texts reflect German cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films

Translating

- Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

Reflecting

- Monitor language choices when using German, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
- Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

Understanding

Systems of language

- Recognise the ways in which written language is different from spoken language such as being more crafted, elaborated and complex, with use of interrelated clauses and support details
- Recognise and respond to challenges associated with clarity and pace in audio texts such as railway station announcements or recorded phone messages and variations or differences in pronunciation to ensure clarity, for example, zwei/zwo; Juli (pronounced as Julei)
- Increase control of context-related vocabulary and extend grammatical knowledge of grammatical elements, including:
 - recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes
 - using the different imperative forms of verbs for peers and adults, for example, SpielSpielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!
 - connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses and noticing the word order, for example, Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino
 - noticing and experimenting with compound forms such as common da- and wo(r) - constructions, for example, Was machst du damit?; Woran erinnerst du dich?
 - linking and sequencing events and ideas using a range of cohesive devices, including adverbs (danach, vorher, dann, früher) and common conjunctions (als, dass, obwohl, wenn, weil), usually with the subordinate clause after the main clause
 - understanding and using the accusative, dative and 'two-way' prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert; Sie denken oft an ihre Kindheit
 - modifying meaning through the use of adverbs and adverbial phrases, for example, Das haben sie schon gemacht; Lauft so schnell wie möglich zum Supermarkt!
- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Examine the interrelationship between different text types, language choices, audience, context and purpose

Language variation and change

- Analyse how and why language is used differently in different contexts and relationships
- Explore the influence of language on people's actions, values and beliefs and appreciate the scale and importance of linguistic diversity

Role of language and culture

- Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation

Indonesian: Second Language

Year level description

Year 9 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture.

Students communicate in Indonesian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Indonesian cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Indonesian language, recognising pronunciation and intonation conventions when creating emphasis. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as using compound nouns, acronyms and abbreviations, imagery, metaphor and simile in a range of spoken and written texts. Students further develop a metalanguage to describe and increase control of grammatical concepts and language elements to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Content descriptions

Communicating

Socialising

- Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, Ketika saya berusia sepuluh tahun... sekarang... pada masa depan...; Kehidupan remaja sulit... karena; Teman saya sangat mengesankan walaupun pemalu dia sering menyanyi di panggung; Mbak Noni ketika bicara di depan umum kata-katanya bagai air mengalir; Kalau tidak salah, dulu kamu tidak suka merorok; Saya tidak begitu suka makanan pedas; Jangan masak makanan pedas dong!; Kaum remaja masa kini tidak bisa hidup tanpa HP
- Engage in shared activities such as planning and managing activities, events or experiences, exchange resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

Informing

- Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience
- Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

Creating

- Discuss how imaginative texts reflect Indonesian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- Create and present imaginative texts, designed to engage different audiences, that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films

Translating

- Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

Reflecting

- Monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
- Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

Understanding

Systems of language

- Recognise pronunciation and intonation conventions when creating emphasis, for example, recurring patterns and onomatopoeia or conveying emotion, for example, kasihan deh, bagi dong, ada yang baik ada yang tidak baik
- Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:
 - describing people and things using, for example:
 - compound nouns (sayur-mayur, merah darah)
 - acronyms (puskesmas) and abbreviations (SMU, HP)
 - indicators of groups or plurals (kaum, para, kalian)
 - terms of address (Kak, Dik, Mas, Mbak, Bang) and particles (diminutive Si and honorific Sang)
 - classifiers (buah, helai, potong, ikat)
 - describing the qualities of people and things using, for example:
 - adjectives using me-/me-kan (menarik, menakjubkan, mengesankan)
 - adjectives using the prefix pe- (to describe enduring attributes of behaviour or character such as pemalu, pendiam, pemarah, pemalas)
 - comparatives (kurang, tidak begitu, agak, se-? and superlatives (ter-)
 - referring to the past, present and future and relating events in time using adverbs, for example, dulu, yang lalu, yang akan datang, dua minggu lagi
 - well-wishing, for example, mudah-mudahan, semoga
 - expressing imagination by using imagery (angin bertiup kencang; bunga-bunga berwarna-warni), metaphor (adalah; burung bernyanyi di pohon) and simile (Matanya seperti bintang kejora; Kata-katanya bagai air mengalir)
 - maintaining interaction using rhetorical devices, for example, Betul?; Bukan? and verbal fillers such as kalau saya tidak salah, omong-omong, begini...
 - expressing emphasis, for example, deh, dong, sih, bukan main [adjective] nya
- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Examine the interrelationship between different text types, language choices, audience, context and purpose

Language variation and change

- Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures
- Explore the influence of language on people's actions, values and beliefs and appreciate the scale and importance of linguistic diversity

Role of language and culture

- Understand how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, fate and humility, norms such as showing deference and saving face and values such as patience, humility and selflessness

Italian: Second Language

Year level description

Year 9 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.

Students communicate in Italian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Italian cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences, developing control of pronunciation of consonant and vowel combinations, double consonants, intonation, stress and accents when speaking and reading. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as beginning to use pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal, direct object and reflexive pronouns and describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using Italian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Content descriptions

Communicating

Socialising

- Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, *Quando avevo sei anni..., adesso..., nel futuro...; Quando avevo dieci anni spesso giocavo a calcio. Ora preferisco nuotare. Nel futuro vorrei essere architetto; È complicato essere adolescente perché ...; Mi piace essere adolescente perché posso essere indipendente; Dovresti parlare con il tuo amico perché ...; Cosa faresti al posto mio?; Mi capita spesso discutere con ...*
- Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

Informing

- Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience
- Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

Creating

- Discuss how imaginative texts reflect Italian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience, for example, *Mi piace da matti/da morire ... !; È una vita che aspetto!; C'è un ritmo che crea un'atmosfera di tristezza; la voce del narratore calma il lettore*
- Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films

Translating

- Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

Reflecting

- Monitor language choices when using Italian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
- Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

Understanding

Systems of language

- Use appropriate Italian pronunciation, stress and intonation in sentences, developing control of pronunciation of consonant and vowel combinations, double consonants, intonation, stress and accents when speaking and reading aloud
- Increase control of context-related vocabulary and extend grammatical knowledge, including:
 - beginning to use personal and direct object pronouns to refer to the person carrying out an action or to refer to somebody or something and reflexive pronouns, for example, *La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera*
 - recognising that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, for example, *proprio, troppo, abbastanza, specialmente*
 - describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses
 - exposure to the conditional mood in formulaic expressions
- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Analyse how and why language is used differently in different contexts and relationships

Language variation and change

- Investigate how language varies according to context and speakers
- Explore changes to both Italian and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange

Role of language and culture

- Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation

Japanese: Second Language

Year level description

Year 9 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture.

Students communicate in Japanese, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They have a growing repertoire of formulaic expressions that are essential for everyday Japanese interactions. Japanese is also used to engage in shared activities such as planning and managing an event or experience. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Japanese cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Japanese language, increasing control of context-related vocabulary and achieving a higher level of sophistication of expression through mastering the use of the plain form of verbs and the use of the verb ㄿ form. They build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. Students further develop a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements and to organise learning resources.

Students increasingly monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Content descriptions

Communicating

Socialising

- Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。;五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。
- Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりょこうについて、おしえてください;きよねん、マーガレットリバーに行って、ともだちとキャンプをしました。

Informing

- Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience
- Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

Creating

- Discuss how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films

Translating

- Translate and/or interpret a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

Reflecting

- Monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
- Reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions

Understanding

Systems of language

- Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking
- Identify the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べる? /食べましょうか
- Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters
- Use understanding of hiragana to predict meaning of unknown words
- Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:
 - understanding and applying the rules of the plain form and knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, the forms they are listed under in dictionaries
 - understanding that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs
 - using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group
 - using verb て form to connect events, for example, 朝おきてジョギングをします
 - understanding and using the different functions of verb て form
 - using present continuous tense using verb ています, for example, ラジオを聞いています
 - using verb stems with grammatical features such as ～に行きます
 - expressing number of actions, for example, ～たり～たりします
 - using adverbs as formulaic expressions, for example, 早く、おそく
 - increasing cohesion within paragraphs by using conjunctions, for example, ですから
- Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
- Compare textual features and conventions used in Japanese and English media texts such as slogans, public signs, emails, songs and conversations and notice how the choice of language and structure work to achieve each text's purpose

Language variation and change

- Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
- Explore changes to both Japanese and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange

Role of language and culture

- Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret

Mathematics

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Mathematics provides opportunities for students to engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the complete modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

In Year 9, students explore and investigate to understand, calculate flexibly and efficiently, and model with real numbers, writing solutions in exact or approximated form. They engage with financial mathematics by calculating simple interest and exploring ways in which people earn money. They work flexibly, both algebraically and graphically with linear equations, developing an understanding of gradient.

Students explain and determine perimeter and area of composite figures. They apply Pythagoras' theorem to solve perimeter and area problems. Through construction, drawing and geometric reasoning, students establish conditions for congruent triangles, explore properties of similar figures and develop the trigonometric ratios. Students extend their use of formula to include volume, capacity and surface area of right prisms and cylinders.

Students connect probability and statistics by collecting data from experiments and simulations related to two-stage chance experiments, both with and without replacement. They analyse comparative graphs in context using statistical language and critically analyse statistical processes and claims made in the media that relate to data sampling.

Note: the optional content in Year 9 is intended to build and extend students' year level knowledge according to areas of interest, understanding of content and preparation for subsequent study. The content descriptions are optional. Teachers may choose from optional content according to the needs of the student/s.

Content descriptions

Number and algebra

Understanding number

- Investigate very large and very small numbers and move flexibly between their exact and approximated scientific notation
- Investigate, define, compare and order real numbers, with equality and inequality symbols, including those expressed in scientific notation

Calculating with number

- Use flexible and efficient strategies for calculations involving the four operations with real numbers and express solutions in exact form or as an approximation

Algebraic techniques

- Extend and apply index laws with positive-integer indices and the zero index to variable bases, and simplify where appropriate
- Extend and apply index laws with numerical expressions of base-10 to include negative-integer indices. Develop the relationship between these negative indices and equivalent fractions and decimals
- Explore and apply the distributive law to expand and factorise algebraic expressions with a common algebraic factor, including collecting like terms where appropriate
- Explore and apply the distributive law to expand binomial products, collecting like terms where appropriate

Linear and non-linear equations and inequalities

- Solve linear equations involving brackets and/or a variable on each side of the equation, and verify the solution by substitution
- Determine and explain why there are up to two solutions to a quadratic equation of the form $ax^2 = k$ and verify the possible solution/s by substitution

Linear and non-linear patterns and relationships

- Use the Cartesian plane to explore finding the distance, gradient and midpoint between two points
- Move flexibly between the equation of a line, represented by $y = mx + c$, and its graph using the gradient and y -intercept. Graph the equation of a line represented in $ax + by = c$ form
- Identify rates as direct proportion, represent algebraically and graphically, and use both forms to predict unknown values and interpret in the context of the situation
- Use a table of values to plot points and graph quadratic functions of the form $y = ax^2$, describe key features and make connections to the algebraic solution/s of $ax^2 = k$

Financial mathematics

- Explore, explain and perform calculations that relate to earning income. Identify the elements of an income statement/pay slip, including employer superannuation contributions and income tax as a deduction from gross income
- Develop and use the simple interest formula to solve problems relating to saving and borrowing

Modelling with number and algebra

- In real-world situations involving scientific notation, real numbers, linear equations with variables and/or brackets on either side of the equation, quadratic graphs and equations, direct proportion and/or simple interest, earning income or income statements
 - I. analyse the situation, decide if an exact or approximate solution is required and determine assumptions and constraints
 - II. represent the situation mathematically in order to reach a solution
 - III. interpret and communicate findings in terms of the context and any assumptions or constraints

Measurement and geometry

Two-dimensional space and structures

- Explore, explain and use efficient strategies to determine the perimeter and area of composite shapes involving triangles, quadrilaterals and/or circles, (including sectors), using appropriate units
- Use Pythagoras' theorem to determine the perimeter and area of shapes involving right-angled triangles, in both exact and decimal approximation form. Investigate and apply the converse of Pythagoras' theorem to establish whether a triangle is right-angled
- Explore to identify and describe conditions for triangles to be congruent. Use this to determine unknown sides or angles in pairs of congruent triangles and explain reasoning
- Construct similar figures by enlargement and reduction, and use this to establish, explain and apply properties of similar figures
- Use similarity to investigate and explain the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. Choose and use a trigonometric ratio to determine the length of an unknown side or the size of an unknown angle
- Apply the properties of similarity to determine scales, lengths and angles of real-life figures from scale drawings, maps, plans and photographs

Three-dimensional space and structures

- Establish, explain and apply formulas to determine the volume, capacity and surface area of cylinders, using appropriate units
- Explore and explain efficient strategies to determine the surface area of right prisms using appropriate units
- Use dynamic geometry software to explore and construct familiar objects in three dimensions using transformations of two-dimensional figures

Modelling with measurement and geometry

- In real-world situations involving the perimeter and area of composite shapes and right-angled triangles, enlargement and reduction of similar figures, finding unknown side lengths and angles using trigonometric ratios, scale in similar figures and/or volume, capacity and surface area of right prisms and cylinders
 - I. analyse the situation, decide if an exact or approximate solution is required and determine assumptions and constraints
 - II. represent the situation mathematically in order to reach a solution
 - III. interpret and communicate findings in terms of the context and any assumptions or constraints

Probability and statistics

Probability and statistics

- Construct sample spaces to show outcomes for two-stage chance experiments both with and without replacement. Assign probabilities to outcomes and make informal connections to independent and dependent events
- Conduct repeated two-stage chance experiments and simulations, both with and without replacement, to produce datasets, including through the use of digital tools. Discuss, compare and interpret variation and estimated probabilities for compound events
- Analyse data with multiple variables represented in tables. Describe using statistical measures and relative frequencies to make inferences
- Explore, choose and create graphical or visual representations and justify choice with regards to context, purpose, data type and intended audience
- Interpret and compare multiple datasets represented in back-to-back stem-and-leaf plots and histograms with consideration of shape, spread and centre
- Describe different sampling methods and analyse how the different methods can affect the results of surveys. Identify and explain how chance variation impacts on the data validity, reliability and conclusions drawn from surveys
- Critically analyse statistics in the media and other real-life situations relating to data samples, including the effect of chance variation on sample analyses

Modelling with probability and statistics

- In real-world situations involving two-stage chance experiments or simulations both with or without replacement, different sampling methods, choosing and creating graphical representations and/or analysis of tables and comparative graphs
 - I. analyse the situation, pose questions as required and determine assumptions and constraints
 - II. determine appropriate production of a valid and reliable dataset, statistical measures, data representations and analyses, including examination of distributions, to effectively investigate the situation
 - III. interpret, draw inferences and communicate findings in terms of the context, assumptions, constraints, chance variation and knowledge or insights gained

Optional content

Number and algebra

Understanding number

- Explore to develop a sequence of steps to flexibly move between recurring decimals and fractions

Algebraic techniques

- Explore efficient strategies to simplify expressions that involve addition, subtraction, multiplication or division of algebraic fractions with an algebraic term in the numerator and a whole number denominator

Linear and non-linear equations and inequalities

- Solve linear equations that involve simple algebraic fractions with numerical denominators and verify the solution by substitution
- Solve quadratic equations in factorised form using the null factor theorem and verify the solution/s by substitution

Linear and non-linear patterns and relationships

- Develop and use the algebraic formulas for finding the distance, midpoint and gradient between two points
- Rearrange formulas, including $ax + by = c$, to change the subject of the formula
- Investigate indirect proportion, represent algebraically and graphically, use both forms to predict unknown values and interpret in the context of the situation

Financial mathematics

- Use authenticated websites to explore and compare different savings account options based on their characteristics (interest rates, fees, withdrawal policy)
or
Compare price, quality, terms and conditions of goods and services, such as phone plans and digital subscriptions

Measurement and geometry

Two-dimensional space and structures

- Explore and apply Pythagoras' theorem and trigonometry to simple situations involving right-angled triangles in three-dimensional contexts projected to two dimensions
- Explore the relationship between sine and cosine ratios and the unit circle, determine their approximate values for angles from 0° to 360° , and identify pairs of angles that share the same ratio value
- Apply deductive reasoning and use a sequence of logically connected statements to produce proofs of congruent triangles

Probability and statistics

Probability and statistics

- Identify independent and dependent two-stage chance events using $P(A \text{ and } B) = P(A) \times P(B)$ and sample spaces, such as tree diagrams, to determine the probability of independent events
- Produce and organise accurate and valid, ungrouped continuous data to construct histograms and frequency polygons. Determine summary statistics and analyse the distribution in terms of centre, shape and spread

Science

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Science provides opportunities for students to build on their understanding of important concepts and continue to develop scientific ideas and models to explain phenomena and events.

In Year 9, students explore how adaptations enable organisms to survive and respond to changes in their external environment and the impact of abiotic and biotic components on ecosystems. They use the structure and properties of atoms to determine the atomic and mass numbers for elements and the arrangement of elements on the periodic table. They use chemical formula to represent covalent and ionic compounds and chemical equations to represent chemical reactions. They explore how interactions within and between Earth's spheres affect the carbon cycle, water cycle and global climate. They begin to develop a more sophisticated view of energy transfer by exploring wave and particle models of energy transfer for light and sound.

Students propose questions and hypotheses to test relationships and develop models. They plan and conduct reproducible investigations and follow risk assessments when conducting investigations. They select and construct appropriate representations to organise, process and summarise data. They analyse data to describe patterns, relationships and anomalies and use a variety of evidence to support conclusions. They describe sources of error in methods and suggest ways to improve the quality of their data. They use content, language and text features to achieve their purpose when communicating their ideas, findings and arguments to specific audiences. They explore how advances in science, technologies and engineering are interconnected and examine how scientific responses impact society.

Content descriptions

Science understanding

Biological sciences

- Plants and animals have structural, behavioural and physiological adaptations that enable their survival in their environment
- Organisms have mechanisms to respond to changes in their environment; endotherms and ectotherms respond differently to changes in external temperature; tropisms help plants respond to external stimuli
- Population size and species diversity can be affected by abiotic and biotic factors; sampling techniques can be used to monitor abiotic factors and estimate numbers of organisms; ecological monitoring can be used to inform ecosystem health and impacts of human activity

Chemical sciences

- The atomic number and mass number of an element can be used to determine the number of protons, neutrons and electrons in an atom of the element; isotopes of an element have the same number of protons but different numbers of neutrons in their nuclei and have the same chemical properties
- The structure and properties of atoms relate to the organisation of the elements in the periodic table; elements in the same group on the periodic table have similar properties
- Compounds are formed when electrons are transferred from one atom to another or are shared between atoms; non-metal elements combine to form covalent substances; positively charged ions and negatively charged ions combine to form ionic compounds; compounds can be represented using chemical formulae and models
- Chemical reactions involve rearranging atoms to form new substances; word and balanced chemical equations can be used to represent the rearrangement of atoms in a chemical reaction and demonstrate the law of conservation of mass

Earth and space sciences

- Global systems, including the carbon and water cycles, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- Changes to global systems can be used to explain patterns of global climate change

Physical sciences

- Sound waves are longitudinal waves produced by vibrating objects; sound waves travel through solids, liquids and gases at different speeds; sound is reflected when coming into contact with a solid or liquid surface
- Light is an electromagnetic wave; light is made up of photons that have both particle and wave properties; light can be reflected from plane and curved mirrors and refracted when passing through concave and convex lenses

Science inquiry

Questioning and predicting

- Propose investigable questions and hypotheses to test relationships and develop explanatory models

Planning and conducting

- Plan and conduct valid and reproducible investigations to answer questions and test hypotheses; develop and follow risk assessments, and consider ethical issues
- Select and use equipment to generate and record data with precision to obtain appropriate sample sizes and replicable data, using digital tools as appropriate

Processing, modelling and analysing

- Select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information
- Analyse and connect a variety of data and information to explain patterns, relationships and anomalies, and draw conclusions based on evidence

Evaluating

- Evaluate validity and reliability of methods and validity of conclusions, including identifying possible sources of error, and describe specific ways to improve the quality of the data
- Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims

Communicating

- Communicate scientific ideas and information for specific purposes and audiences, including constructing evidence-based arguments and selection of appropriate content, language and text features, using digital tools as appropriate

Collaborating and applying

- Illustrate how advances in scientific understanding often rely on developments in technologies and engineering, and technological and engineering advances are often linked to scientific discoveries
- Illustrate how proposed scientific responses to contemporary issues may impact on society

Technologies

Design and Technologies

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Design and Technologies enhances development of the understanding and application of design thinking skills precisely and accurately to describe problems, and the use of functional properties to develop solutions. It also focuses on engaging students with specialised learning, considering enterprising behaviours and entrepreneurial activities.

In Year 9, students have opportunities to learn about technologies in society and ways people consider social, ethical and sustainable factors, and use of specialised technologies in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. Students explore ways products, services and environments are designed and developed, considering economic factors and alternative technologies to achieve designed solutions for a specified community need.

Students investigate and analyse problems to define a range of technologies, resources and components required to develop ideas and solutions to design alternative solutions. They consider available technologies, usability, aesthetics and application of appropriate technical terms. Students develop a strong awareness of social, ethical and sustainable considerations for the design and development of engineered products, specialised food and fibre products, food production systems or materials-based products and systems, including consumer values and management of resources to achieve designed solutions for a specified community need. They manage projects, using suitable technologies, with an agile and collaborative approach and use management processes, considering time, risk, economic and sustainable factors. Students evaluate design processes and solutions against student-developed criteria, including social, ethical and sustainable considerations.

Content descriptions

Contexts

Engineering principles and systems

- Properties of materials, combined with force, motion and energy influence the design of engineered products and systems
- Social, ethical and sustainable considerations for the design and development of engineered products and systems, including consumer and/or producer values and management of resources to achieve designed solutions for a specified community need

Food and fibre production

- Competing factors influence the design and function of specialised food and fibre products and systems
- Social, environmental, economic and sustainable considerations for the design and development of specialised food and/or fibre products and systems, including consumer and/or producer values and management of resources to achieve designed solutions for a specified community need

Food specialisations

- Wet and dry processing techniques and effect on nutrition, considering demographic groups, food safety including regulatory responsibilities for packaging and labelling; storage and transport of food; food enhanced for nutrition and sensory properties, global tastes and perceptions
- Social, ethical and sustainable considerations for the design and development of specialised food products and systems, including consumer and/or producer values and management of resources to achieve designed solutions for a specified community need

Materials and technologies specialisations

- Properties of materials, components, specialised tools, equipment and technologies used in the design and development of production systems to produce materials-based products
- Social, ethical and sustainable considerations for the design and development of specialised materials-based products and systems, including consumer and/or producer values and management of resources to achieve designed solutions for a specified community need

Technologies and society

- People consider social, ethical and sustainable factors, and use specialised technologies for designed solutions to address community needs
- Products, services and environments are designed and developed with consideration of economic factors and alternative technologies

Design thinking skills

Project management

- Manage projects, using suitable technologies, with an agile and collaborative approach. Use project management processes to consider time, risk, economic and sustainable factors

Investigating and defining

- Ideate a problem and define the needs of an end user, through interviews and/or surveys
- Develop a design brief for a solution based on end user needs
- Investigate a range of technologies, resources and/or components to develop ideas and solutions, with consideration of social, ethical and other constraints

Designing

- Design alternative solutions considering available technologies, usability and aesthetics, using appropriate technical terms

Producing and implementing

- Select, implement and test a range of technologies, techniques and processes to produce designed solutions and/or prototypes

Evaluating

- Evaluate design processes and solutions against student-developed criteria

Digital Technologies

Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Digital Technologies further develops student understanding and skills in computational thinking, such as the precise and accurate describing of problems, and the use of functions to create solutions. It also focuses on engaging students with specialised learning to further develop their critical and design thinking skills.

In Year 9, students consider the role of hardware and software in securing the movement of data in a digital system. Students explore different methods of manipulation, storage and transmission of data, and students develop abstractions, identifying standard elements and modelling entities and their relationships. They interrogate security practices and techniques used to compress data and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

When defining problems, students consider the functional and non-functional requirements of a solution through interacting with users and reviewing processes. They consolidate their algorithmic design skills to incorporate testing. Students develop solutions to problems and evaluate their solutions and existing information systems, based on a set of criteria. They consider the privacy and security implications of how data is used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Content descriptions

Digital systems

- Role of hardware and software to manage, control and secure the movement of data in a digital system

Data representation

- Different methods of manipulation and storage of data
- Data compression techniques for an intended purpose

Acquiring, managing and analysing data

- Acquire, store and validate data from a range of sources using software, including spreadsheets and/or databases
- Single table (flat file) databases are created to store and manage data

Privacy and security

- Australian Privacy Principles (APPs) regarding the collection and ownership of data
- Cybersecurity threat models

Digital implementation

- Define and decompose real-world problems by surveying stakeholders to create the requirements of the user
- Design and prototype the user experience (UX) of a digital system based on user requirements
- Design algorithms that use functions and represent them as flow charts and/or pseudocode
- Predict the output of an algorithm using a given range of test cases and compare against actual output
- Implement, modify and debug programs that use functions in a general-purpose programming language

Design thinking skills

Project management

- Manage projects, using suitable technologies, with an agile and collaborative approach. Use project management processes to consider time, risk, economic and sustainable factors

Investigating and defining

- Ideate a problem and define the needs of an end user, through interviews and/or surveys
- Develop a design brief for a solution based on end user needs
- Investigate a range of technologies, resources and/or components to develop ideas and solutions, with consideration of social, ethical and other constraints

Designing

- Design alternative solutions considering available technologies, usability and aesthetics, using appropriate technical terms

Producing and implementing

- Select, implement and test a range of technologies, techniques and processes to produce designed solutions and/or prototypes

Evaluating

- Evaluate design processes and solutions against student-developed criteria

The Arts

Dance

Year level descriptions

In Year 9, Dance students are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance.

Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

Content description

Making

Choreographic processes

- Improvisation skills to find new movement possibilities for the same idea
- Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent
- Choreographic devices (unison, canon, repetition, abstraction, contrast, motif) and choreographic structures (narrative, binary, ternary) to create group dance that communicates choreographic intent
- Group work practices (collaborative dance planning, giving and applying critical feedback) in dance

Skills and techniques

- Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance
- Safe dance practice of style-specific techniques
- Importance of warm-up and cool down procedures for dance and rehearsal preparation

Performance

- Practical and reflective rehearsal strategies, focusing on movement retention, clarity of movement and choreographer's intention
- Dance performance opportunities, demonstrating appropriate expression, projection, focus and musicality

Drama

Year level description

In Year 9, Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

Teachers are required to address knowledge and skills in Drama through one or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 9: melodrama, neoclassical drama, multi-formed devised drama commedia dell'arte, or Kabuki theatre.

Content description

Making

Drama processes and the elements of drama

- Drama processes through shaping one or more elements of drama (role, character and relationships; voice and movement; time, space and situation; mood, atmosphere and dramatic tension) to shape dramatic meaning and engage audiences in different relationships
- Approaches to characterisation suited to the demands of the text or devised drama

Drama forms and styles

- Script interpretation of a scene or section through the elements of drama to shape and manipulate mood and communicate themes to audience
- Devised drama exploring national themes based on research and selected drama forms and styles

Drama conventions

- Drama structures based on the 'well-made play' approach
- Drama conventions controlled for selected drama forms and styles
- Improvisation conventions (creating dramatic tension, building to a climax)

Spaces of performance

- Levels, status, proxemics and focus in making drama
- Stage geography, blocking notation and the impact of promenade and traverse stages
- Imaginary spaces controlled by stage components and properties; the elements of drama and audience

Design and technology

- Design and technology to emphasise dramatic tension and mood
- Design principles (balance, contrast, repetition) used to make meaning and add to experience of theatre

Self-management and group management skills and processes

- Effective group work processes (giving and receiving critical feedback) in drama
- Safe practices in drama (audience area planning and monitoring during performance)

Responding

Drama reflections

- Reflective writing, on their own and others' work, evaluating the impact of choices in drama making and using specific drama terminology and language

Drama responses

- Analytical writing on viewed live performances (live or digital copies of live performances) focusing on the elements of drama to make meaning

Media Arts

Year level description

In Year 9, students are provided with opportunities to view media work from contemporary and past times to explore viewpoints from Australian and/or international media work. They consider the impact context and audience have on media work, and explore the impact of trends on how audiences use media.

Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Teachers are required to address knowledge and skills in Media Arts through **one** or more of the foci and media below. Other foci and media may be used in addition to teach knowledge and skills in Media Arts.

Media focus options may be either Media Fiction (for example, TV fiction, comics and graphic novels, magazines) or Media Non-Fiction (for example, documentaries, news stories, current affairs stories).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

Content description

Making

Media languages

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied
- Point of view for different audiences in the context of the media type, genre and/or style studied
- Media works that experiment with narrative conventions and codes in the context of the media type, genre and/or style studied

Representation

- Representation of ideas, issues or people in the media now, and/or in the past, and the values they represent (consideration of stereotypes)

Production

- Controls and audience values impacting the production context of media work

Skills and processes

- Media production skills to integrate and shape codes and conventions in media work for a specific purpose, meaning and style
- Independent awareness of safe production practices when using technologies and resources
- Team skills and specific role responsibilities
- Personal and group timelines and application of problem-solving skills
- Production process using appropriate technical skills and processes, scripts, storyboards and layouts

Responding

Analysing and reflecting on intentions

- The impact of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary and past times to explore differing viewpoints in Australian media works and/or international media work
- Media conventions, social and/or cultural beliefs and values that underpin representations in media work

Audience

- Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values
- Intended audience profile of specific media work
- Impact of current trends in how audiences use media

Music

Year level description

In Year 9, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. They continue to develop aural skills and aural memory to identify, sing/play and notate rhythmic and melodic phrases based on familiar scale forms and familiar chord progressions in major and minor keys.

Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles.

They listen to a variety of musical works, using scores and music terminology, to analyse and describe the use of the elements of music in structured activities. They examine similarities and differences between musical works and identify cultural, historical and stylistic features.

As soloists and ensemble members they practise and perform a range of music to develop technical skills and control, and expression. As performers and audience members they form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

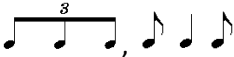


Content description

Making

Music literacy (aural/theory)

- Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate rhythmic passages, melodic patterns based on familiar scale and intervals, and simple chord progressions
- Aural identification of the elements of music in isolation and combination in a range of music excerpts (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time  and compound time: 
- rests: 
- swung rhythms
- tempo: (*andante*, *allegretto*, and *vivace*)

Pitch

- scales: add harmonic minor, Blues up to 3 sharps and 3 flats in treble and bass clefs
- intervals: add m6, M6, m7, M7 ascending and descending
- chords: major and minor triads, primary triads in isolation and simple progressions, add (i, iv, V) in minor keys, (vi) in major keys and (V⁷) in both major and minor keys
- tonality: relevant to scales listed, modulation to relative major/minor
- riff/ostinato, pedal, sequence

Dynamics and expression

- dynamic gradations and articulations to create contrast and alter timbre

Form and structure

- use of theme
- add minuet and trio, sonata form

Timbre

- instruments and voice types, groups/ensembles by name and method of sound production, mutes, pedals and distortion

Texture

- polyphonic/multi-voice

Composing and arranging

- Use and application of composition models to shape and refine arrangements and original works; improvising, combining and manipulating the elements of music; applying compositional devices, stylistic features and conventions to reflect a range of music styles
- Use of a range of invented and conventional notation, appropriate music terminology and available technologies, to organise, record and communicate music ideas

Practical and performing skills

- Development of technical skill and control; musical expression; and consideration of relevant stylistic musical features when practising, refining and performing a variety of repertoire
- Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice and performance skills and techniques
- Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble

Responding**Analysis and context**

- Identification and description of the use and stylistic treatment of the elements of music, comparing and discussing similarities and differences between musical works from a range of styles and contexts
- Identification, comparison and evaluation of a variety of music with an understanding of cultural and historical features, stylistic characteristics and associated conventions and music practices

Response, interpretation and evaluation

- Use of specific criteria and given frameworks to discuss strategies to improve and inform music making when evaluating performances and giving and receiving constructive feedback
- Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing opinions and perspectives about music
- Evaluation and comparison of attitudes and practices towards the role of audience and performer, recognising that different practices and stylistic conventions can influence a performance and affect audience response and interpretation

Visual Arts

Year level description

In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work.

Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, collage)

3D (ceramics, sculpture, installations, textiles and jewellery)

Art styles:

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

Content description

Making

Inquiry

- Ideas for art-making appropriate for chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)
- Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms
- Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)
- Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)
- Personal responses in written and visual form to illustrate understanding of themes, concepts or subject
- Introduction of ideas inspired by an artistic style in their own artwork

Art practice

- Materials, techniques and technologies explored to develop and represent their own artistic intention
- Safe and sustainable practices when producing artwork
- Processes and resolved artwork appraised; ways to improve art practice
- Techniques and processes chosen to develop and refine artwork when representing ideas and subject matter

Presentation

- Consideration of audience engagement and display options when exhibiting artwork appropriate to art forms (e.g. site-specific, *'Sculptures by the Sea'*)
- Resolved artwork appraised with consideration of personal expression and audience; can be verbal or written

Responding

Analysis

- Critical analysis frameworks (STICI, Feldman or Taylor) used to analyse artwork from contemporary and past times
- Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format)
- Visual conventions identified in complex compositional arrangement of artwork (e.g. metamorphosis, Cubist fragmentation)

Social, cultural and historical contexts

- Identification of representations in artwork within a given context
- Viewpoints in artwork from particular artists and styles
- Practices, techniques and viewpoints of artists from different cultural groups

Interpretation/response

- Evaluation of their own artwork and the artwork of others', using examples and evidence to support judgements

