School Curriculum and Standards Authority

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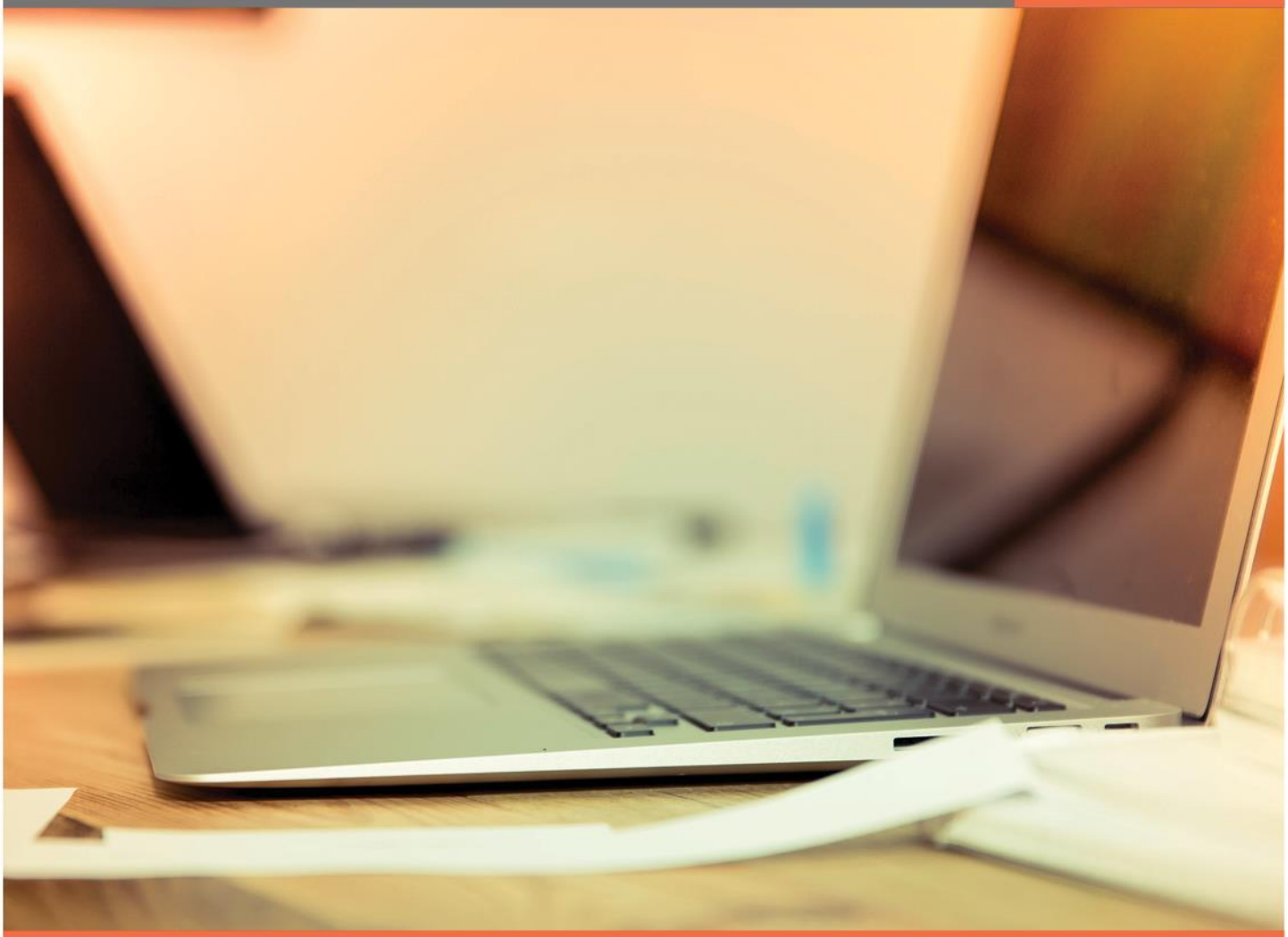

Year 9
Curriculum Content

UPDATED
09/05/25

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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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. 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:*

- 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
- 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, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 9 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

Learning areas and subjects

Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

In Year 9 the study of a Language is optional.

In Year 9, the study of 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 Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

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 key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. 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 consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity 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 the full 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 the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

Content descriptions

Civics and citizenship

Knowledge and understanding

Our democratic rights

- The role of political parties, and independent representatives in Australia's system of government, including the formation of governments
- How citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns)
- How social media is used to influence people's understanding of issues
- The key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrate's court, the Family Court of Australia) and the types of cases different courts hear
- How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents)
- 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 (e.g. bribery, coercion of witnesses, trial by media, court delays)

Economics and business

Knowledge and understanding

Australia and the global economy

- The role of the key participants in the Australian economy, such as consumers, producers, workers and the government
- Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded
- Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy
- Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types
- The ways consumers can protect themselves from risks, such as debt, scams and identity theft
- The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market
- The way the work environment is changing in contemporary Australia and the implication for current and future work

Geography

Knowledge and understanding

Biomes and food security

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)
- The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)
- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world
- The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability

Geographies of interconnections

- The perceptions people have of place, and how this influences their connections to different places
- The way transportation, and information and communication 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 all scales
- The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

History

Knowledge and understanding

The making of the modern world

Overview:

- The important features of the modern period (1750–1918)

Depth study 1: Investigating the Industrial Revolution (1750–1914)

- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia
- The population movements and changing settlement patterns during the Industrial Revolution
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life
- The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication

Depth study 2: Investigating World War I (1914–1918)

- The causes of World War I and the reasons that men enlisted to fight in the war
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate
- The commemoration of World War I, including debates about the nature and significance of the ANZAC legend

Humanities and social sciences skills

Knowledge and understanding

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 (e.g. surveys, questionnaires, emails, discussion lists, tables, field sketches, annotated diagrams), 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 other people's information 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 (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)
- Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)
- Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)
- 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; to negotiate and resolve contentious issues; to 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 to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes

Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- 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 (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)
- 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
- Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)

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 て 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; きょねん、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

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

Content descriptions

Number and algebra

Real numbers

- Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems
- Apply index laws to numerical expressions with integer indices
- Express numbers in scientific notation

Money and financial mathematics

- Solve problems involving simple interest

Patterns and algebra

- Extend and apply the index laws to variables, using positive integer indices and the zero index
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate

Linear and non-linear relationships

- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software
- Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software
- Sketch linear graphs using the coordinates of two points and solve linear equations
- Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations

Measurement and geometry

Using units of measurement

- Calculate the areas of composite shapes
- Calculate the surface area and volume of cylinders and solve related problems
- Solve problems involving the surface area and volume of right prisms
- Investigate very small and very large time scales and intervals

Geometric reasoning

- Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar
- Solve problems using ratio and scale factors in similar figures

Pythagoras and trigonometry

- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles

- Apply trigonometry to solve right-angled triangle problems

Statistics and probability

Chance

- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events
- Calculate relative frequencies from given or collected data to estimate probabilities of events involving ‘and’ or ‘or’
- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians

Data representation and interpretation

- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms, including ‘skewed’, ‘symmetric’ and ‘bi modal’
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Content descriptions

Science understanding

Biological Sciences

- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

Chemical Sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

Earth and Space Sciences

- The theory of plate tectonics explains global patterns of geological activity and continental movement

Physical Sciences

- Energy transfer through different mediums can be explained using wave and particle models

Science as a human endeavour

Nature and development of science

- Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community
- Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries

Use and influence of science

- People use scientific knowledge to evaluate whether they should accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities
- The values and needs of contemporary society can influence the focus of scientific research

Science inquiry skills

Questioning and predicting

- Formulate questions or hypotheses that can be investigated scientifically

Planning and conducting

- Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data

Processing and analysing data and information

- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Evaluating

- Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data
- Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Technologies

Design and Technologies

Year level description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed.

In Year 9, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They work independently and collaboratively. Students specifically focus on solutions, taking into account social values; economic, environmental and social sustainability factors. They have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of increasingly sophisticated technologies, including a variety of graphical representation techniques, students have opportunities to generate and represent original ideas and production plans in two-dimensional and three-dimensional representations.

Students identify and establish safety procedures that minimise risk and manage projects. They learn to transfer theoretical knowledge to practical activities.

Content descriptions

Knowledge and understanding

Technologies and society

- Social, ethical and sustainability considerations that impact on designed solutions
- Development of products, services and environments, with consideration of economic, environmental and social sustainability

In Year 9, students have opportunities to learn about technologies in society **at least once** in the following technologies contexts.

Technologies contexts

Engineering principles and systems

- The characteristics and properties of materials, combined with force, motion and energy, to create solutions

Food and fibre production

- Food and fibre production and/or marketing, and the generation of sustainable solutions

Food specialisations

- Principles of food:
  - safety
  - preservation
  - preparation
  - presentation
  - physical properties
  - sensory properties
  - perceptions
  - nutrition

Materials and technologies specialisations

- Characteristics and properties of materials, systems, components, tools and equipment used to create designed solutions
- Technologies can be combined and used to create designed solutions

Processes and production skills

Creating solutions by:

Investigating and defining

- Identify and define the needs of a stakeholder, to create a brief, for a solution
- Investigate a selection of components/resources to develop solution ideas, identifying and considering constraints

Designing

- Apply design thinking, creativity and enterprise skills
- Design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology

Producing and implementing

- Safely select, implement and test appropriate technologies and processes, to make solutions

Evaluating

- Evaluate design processes and solutions against student-developed criteria

Collaborating and managing

- Project planning using appropriate interactive digital technology, creating an iterative and collaborative approach, identifying risk and safety considerations

Digital Technologies

Year level description

In Year 9, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students have opportunities to analyse problems and design, implement and evaluate a range of solutions.

Students consider how human interaction with networked systems introduces complexities surrounding access to data of various types.

Students explore data collection methods and use structured data to analyse, visualise, model and evaluate objects and events.

Students learn how to develop multilevel abstractions; identify standard elements, such as searching and sorting in algorithms; and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with the 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 are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

When creating solutions individually, collaboratively and interactively for sharing in online environments, students respect the ownership of information.

Content descriptions

Knowledge and understanding

Digital systems

- Role of hardware and software in managing, controlling and securing the movement of data in a digital system

Representation of data

- Different methods of manipulation, storage and transmission of data

Processes and production skills

Collecting, managing and analysing data

- Explore techniques for acquiring, storing and validating quantitative and qualitative data
- Analyse and visualise data to create information and address complex problems

Digital implementation

- Design the user experience of a digital system
- Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing
- Implement and apply data storage and organisation techniques
- Create and use interactive solutions for sharing ideas and information online, taking into account social contexts

Creating solutions by:

Investigating and defining

- Identify and define the needs of a stakeholder, to create a brief, for a solution
- Investigate a selection of components/resources to develop solution ideas, identifying and considering constraints

Designing

- Apply design thinking, creativity and enterprise skills
- Design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology

Producing and implementing

- Safely select, implement and test appropriate technologies and processes, to make solutions

Evaluating

- Evaluate design processes and solutions against student-developed criteria

Collaborating and managing

- Project planning using appropriate interactive digital technology, creating an iterative and collaborative approach, identifying risk and safety considerations

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 (V^7) 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