

# Year 9 Languages 2018 Index



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## Subject Code Information:

**Subjects with an A or B in their name:** these subjects are Semester long units that can be studied individually or together to make a full year subject. There is **no** assumption that A has been studied before students can undertake the B option. Some subjects highly recommend both are studied (see course descriptions).

**Subjects with a 1 or a 2 in their name:** these subjects are sequential. Before students can study the 2<sup>nd</sup> option they must undertake the 1<sup>st</sup> option. There **is** an assumption that students know the content of the 1<sup>st</sup> option before they undertake the 2<sup>nd</sup> to enable them to be successful.

**Length:** 2 Semesters

**Assumed Knowledge:**

Year 8 English

**Description:**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

**Assessment Details:**

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

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

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

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

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

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

All student work will be assessed in line with the Australian Curriculum Achievement Standards.

For more information on Australian Curriculum please visit:

<http://www.australiancurriculum.edu.au>

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**Length:** 2 Semesters

**Eligibility:**

English as a Second Language is for students who speak English as a second language or as an additional language or dialect.

**Description:**

Learners will develop their ability in using English that is accurate and appropriate in a variety of contexts. The opportunity for support for other subject work will be available.

**Assessment Details:**

Based on satisfactory participation and completion of work.

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**Length:** One Semester or Full Year

**Assumed Knowledge:**

Year 8 French

Any student who did not do this subject in Year 8 must obtain permission from the French Teacher before choosing this subject.

Students must complete French 1 to be eligible to study French 2

**Description:**

The course builds on the foundation established in Year 8 and aims to extend and develop students' spoken and written competence in the language, as well as deepen their cultural understanding. This course includes oral, aural and written work. Students write and practise French using known language structures and acquire more. They will study life in France and other French speaking countries through class work and personal research.

Themes covered at Year 9 French:

- Shopping and outings
- Transport and travel
- Fashion
- French speaking world 'Canada'
- At home
- Living in Provence
- Leisure Activities and sports
- Time, weather and locations

Learning activities include letter writing, guided compositions, conversations, role plays dialogues, listening tasks, group projects and language games.

**Assessment Details:**

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum Achievement Standards, namely, assessment on oral, written and comprehension skills (reading and aural).

**Additional Information:**

Students may participate in Australian Language Certificate competitions. Students may also participate in the Year 9 French Camp and South Australian French Festival. Language students are encouraged to host exchange students to broaden their cultural awareness and understanding.

Students intending to continue French in Year 10 are advised to undertake two (2) semesters of French in Year 9.

For more information on Australian Curriculum please visit:

<http://www.australiancurriculum.edu.au>

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**Length:** One Semester of Full Year

**Assumed Knowledge:**

Year 8 Modern Greek

Any student who did not do this subject in Year 8 must obtain permission from the Greek Teacher before choosing this subject.

**Description:**

This course further develops students' skills in oral and written communication. To continue catering for various levels of abilities, students have access to texts appropriate to their needs.

Concepts covered at Year 9 Greek

- Holidays
- National Celebrations
- Fashion
- Religious Celebrations & Festivities
- The Environment
- Migration
- Leisure Activities
- Focus on Greece

**Assessment Details:**

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum Achievement Standards, namely, assessment on oral, written and comprehension skills (reading and aural).

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