

Content for Year 9 - Learning area content descriptions

English							
LANGUAGE	Language variation and change Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)	Language for social interactions Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	Evaluative language Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	Purpose audience and structures of different types of texts Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Text cohesion Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	Punctuation Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	Sentences and clause-level grammar Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)
	Word-level grammar Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)	Visual language Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	Vocabulary Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	Alphabet and phonic knowledge <i>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</i>		Spelling Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)	
LITERATURE	How texts reflect the context of culture and situation in which they are created Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	Personal responses to the ideas, characters and viewpoints in texts Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	Expressing preferences and evaluating texts Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	Features of literary texts Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	Language devices in literary texts, including figurative language Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	Creating literary texts Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	Experimentation and adaptation Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
LITERACY	Texts and the contexts in which they are used Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	Listening and speaking interactions Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	Listening and speaking interactions Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	Oral presentations Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Purpose and audience Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Reading processes Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	Comprehension strategies Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
	Analysing and evaluating texts Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	Creating texts Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	Editing Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	Handwriting <i>This sequence ends at this year level</i>	Use of software Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)		

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Mathematics					
Proficiency Strands	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.	<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>
NUMBER AND ALGEBRA	Number and place value <i>This sequence ends in Year 8</i>	Real numbers Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208) Apply index laws to numerical expressions with integer indices (ACMNA209) Express numbers in scientific notation (ACMNA210)	Money and financial mathematics Solve problems involving simple interest (ACMNA211)	Patterns and algebra Extend and apply the index laws to variables, using positive integer indices and the zero index (ACMNA212) Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (ACMNA213)	Linear and non-linear relationships Find the distance between two points located on the Cartesian plane using a range of strategies, including graphing software (ACMNA214) Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294) Sketch linear graphs using the coordinates of two points and solve linear equations (ACMNA215) Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296)
	Fractions and decimals <i>This sequence ends in Year 6</i>				
MEASUREMENT AND GEOMETRY	Using units of measurement Calculate areas of composite shapes (ACMMG216) Calculate the surface area and volume of cylinders and solve related problems (ACMMG217) Solve problems involving the surface area and volume of right prisms (ACMMG218) Investigate very small and very large time scales and intervals (ACMMG219)		Shape <i>This sequence ends at Year 7</i>	Geometric reasoning Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (ACMMG220) Solve problems using ratio and scale factors in similar figures (ACMMG221)	Pythagoras and trigonometry Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (ACMMG222) Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (ACMMG223) Apply trigonometry to solve right-angled triangle problems (ACMMG224)
			Location and transformation <i>This sequence ends at Year 7</i>		
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 (ACMSP225) Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' (ACMSP226) Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)			Data representation and interpretation Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228) Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' (ACMSP282) Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)	
Science					
SCIENCE UNDERSTANDING	Biological sciences Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175) Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)	Chemical sciences All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177) Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178) Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179)		Earth and space sciences The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)	Physical sciences Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)
SCIENCE AS A HUMAN ENDEAVOUR Y 9-10	Nature and development of science Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE157) Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries (ACSHE158)			Use and influence of science People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160) Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)	
SCIENCE INQUIRY SKILLS Y 9-10	Questioning and predicting Formulate questions or hypotheses that can be investigated scientifically (ACSIS164)	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 (ACSIS165) Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS166)	Processing and analysing data and information Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169) Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170)	Evaluating Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS171) Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (ACSIS172)	Communicating Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174)

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Humanities and Social Sciences					
HISTORY					
KNOWLEDGE AND UNDERSTANDING	Overview Overview content for the making of the modern world includes the following: <ul style="list-style-type: none"> the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016) the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015) the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017) the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019) 		Depth studies The depth studies for this year level include: <ol style="list-style-type: none"> Making a Better World? (ONE of Progressive ideas and movements, The Industrial Revolution, Movement of peoples) Australia and Asia (ONE of Asia and the world, Making a nation) World War I 		
	SKILLS Y 9-10	Chronology, terms and concepts <ul style="list-style-type: none"> Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182) Use historical terms and concepts (ACHHS165) & (ACHHS183) 	Historical questions and research <ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) & (ACHHS184) Evaluate and enhance these questions (ACHHS167) & (ACHHS185) Identify and locate relevant sources, using ICT and other methods (ACHHS168) & (ACHHS186) 	Analysis and use of resources <ul style="list-style-type: none"> Identify the origin, purpose and context of primary and secondary sources (ACHHS169) & (ACHHS187) Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188) Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) & (ACHHS189) 	Perspectives and interpretations <ul style="list-style-type: none"> Identify and analyse the perspectives of people from the past (ACHHS172) & (ACHHS190) Identify and analyse different historical interpretations (including their own) (ACHHS173) & (ACHHS191)
GEOGRAPHY					
KNOWLEDGE AND UNDERSTANDING	Biomes and food security <ul style="list-style-type: none"> Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061) Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062) Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063) The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064) 		Geographies of interconnections <ul style="list-style-type: none"> The perceptions people have of place, and how these influence their connections to different places (ACHGK065) The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) 		
	INQUIRY AND SKILLS Y 9-10	Observing, questioning and planning <ul style="list-style-type: none"> Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063) & (ACHGS072) 	Collecting, recording, evaluating and representing <ul style="list-style-type: none"> Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) & (ACHGS073) Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065) & (ACHGS074) Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) & (ACHGS075) 	Interpreting, analysing and concluding <ul style="list-style-type: none"> Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) & (ACHGS076) Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) & (ACHGS077) Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069) & (ACHGS078) 	Communicating <ul style="list-style-type: none"> Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) & (ACHGS079)

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CIVICS AND CITIZENSHIP				
KNOWLEDGE AND UNDERSTANDING	<p>Government and democracy</p> <ul style="list-style-type: none"> The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075) How citizens' political choices are shaped including the influence of the media (ACHCK076) The process through which government policy is shaped and developed, including the role of Prime Minister (ACHCK103) 	<p>Law and citizens</p> <ul style="list-style-type: none"> The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077) The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078) 	<p>Citizenship, diversity and identity</p> <ul style="list-style-type: none"> How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) 	
	<p>Questioning and research</p> <ul style="list-style-type: none"> Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) & (ACHCS095) Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) & (ACHCS096) 	<p>Analysis, synthesis and interpretation</p> <ul style="list-style-type: none"> Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) & (ACHCS097) Account for different interpretations and points of view (ACHCS085) & (ACHCS098) 	<p>Problem-solving and decision-making</p> <ul style="list-style-type: none"> Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) & (ACHCS099) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) & (ACHCS100) 	<p>Communication and reflection</p> <ul style="list-style-type: none"> Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) & (ACHCS101) Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) & (ACHCS102)
ECONOMICS AND BUSINESS				
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038) Why and how participants in the global economy are dependent on each other (ACHEK039) Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040) The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041) The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042) 			
	<p>Questioning and research</p> <ul style="list-style-type: none"> Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043) & (ACHES055) Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) & (ACHES056) 	<p>Interpretation and analysis</p> <ul style="list-style-type: none"> Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) & (ACHES057) 	<p>Economic reasoning, decision-making and application</p> <ul style="list-style-type: none"> Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046) & (ACHES058) Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047) & (ACHES059) 	<p>Communication and reflection</p> <ul style="list-style-type: none"> Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048) & (ACHES060) Reflect on the intended and unintended consequences of economic and business decisions (ACHES049) & (ACHES061)
SKILLS Y 9-10				

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The Arts					
	DANCE Y 9-10	DRAMA Y 9-10	MEDIA ARTS Y 9-10	MUSIC Y 9-10	VISUAL ARTS Y 9-10
<i>Exploring ideas and improvising with ways to represent ideas</i>	Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073)	Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
<i>Manipulating and applying the elements/concepts with intent</i>	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)	Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
<i>Developing and refining understanding of skills and techniques</i>	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)	Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)	Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
<i>Structuring and organising ideas into form</i>	Structure dances using movement motifs, choreographic devices and form (ACADAM023)	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)	Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)	Plan and design artworks that represent artistic intention (ACAVAM128)
<i>Sharing artworks through performance, presentation or display</i>	Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)	Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)	Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)	Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
<i>Analysing and reflecting upon intentions</i>	Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025)	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)	Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
<i>Responding to and interpreting artworks</i>	Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)	Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)	Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)	Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

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Technologies	
	DIGITAL TECHNOLOGIES Y 9-10
KNOWLEDGE AND UNDERSTANDING	<p>Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (ACTDIK034)</p> <p>Analyse simple compression of data and how content data are separated from presentation (ACTDIK035)</p>
PROCESSES AND PRODUCTION SKILLS	<p>Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036)</p> <p>Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)</p> <p>Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)</p> <p>Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics (ACTDIP039)</p> <p>Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (ACTDIP040)</p> <p>Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language (ACTDIP041)</p> <p>Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)</p> <p>Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)</p> <p>Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)</p>
	<p>DESIGN AND TECHNOLOGIES Y 9-10</p> <p>Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</p> <p><i>By the end of Year 10 students will have had the opportunity to design and produce designed solutions for one or more of the technologies contexts below.</i></p> <p>Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)</p> <p>Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)</p> <p>Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)</p> <p>Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)</p> <p>Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)</p> <p>Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)</p> <p>Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)</p> <p>Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)</p> <p>Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)</p> <p>Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)</p>

Health and Physical Education			
PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 9-10	<p>Being healthy, safe and active sub-strand</p> <p>Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)</p> <p>Examine the impact of changes and transitions on relationships (ACPPS090)</p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)</p> <p>Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)</p>	<p>Communicating and interacting for health and wellbeing sub-strand</p> <p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)</p> <p>Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)</p>	<p>Contributing to health and active communities sub-strand</p> <p>Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)</p> <p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)</p> <p>Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)</p>
MOVEMENT AND PHYSICAL ACTIVITY Y 9-10	<p>Moving our body sub-strand</p> <p>Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)</p>	<p>Understanding movement sub-strand</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)</p> <p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)</p> <p>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)</p>	<p>Learning through movement sub-strand</p> <p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)</p> <p>Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)</p> <p>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)</p>

Languages	
	See www.australiancurriculum.edu.au for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages