Lower Senior Years

St Benedict's College

In Omnibus Deus

2027

Subject Handbook

Year 9

FROM THE PRINCIPAL

Dear Students, Parents, and Carers,

Year 9 is an important stage in a student's learning journey, offering the first opportunity to begin refining interests and exploring subjects in greater depth. It is a time to discover new areas of interest and build confidence in subjects that align with individual strengths and goals. This handbook supports students in making informed subject selections as they consider their next steps. Students are encouraged to speak with their teachers, seek advice from older students, and discuss their options with parents and carers.

Compulsory Foundation Subjects

All students continue their study across Religion, English, Mathematics, Science, History, and Health and Physical Education (HPE), providing a broad and balanced foundation.

Elective Pathways

Across Years 9 and 10, students begin to explore subject areas in more depth beyond their earlier secondary experience.

In Year 9, students study three elective subjects each semester, before moving to full-year electives in Year 10.

Preparing for Senior Schooling

Year 9 builds the foundation for the senior years through the development of study habits, independence, and a clearer sense of direction. It is also a time to try new subjects and maintain a balanced approach to learning as students prepare for the opportunities ahead.

With encouragement,

Tameika Grist

Principal

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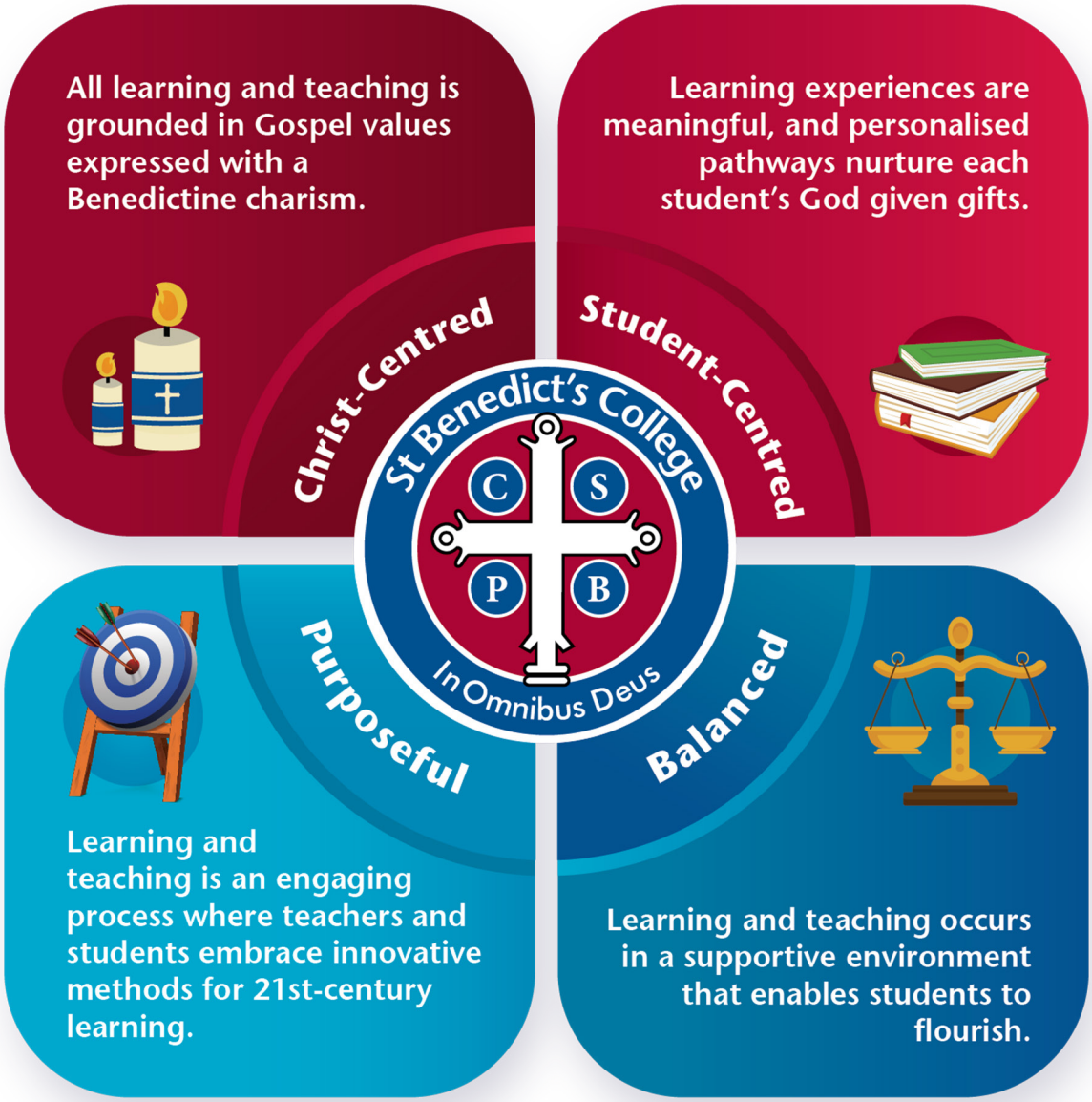
LEARNING & TEACHING FRAMEWORK

The St Benedict's College Learning and Teaching Framework establishes a shared understanding of how learning and teaching are approached within our community. It brings together the key elements that define and shape the learning culture of our College, guiding the planning, delivery, and evaluation of high-quality education for all students. The framework is intentionally named with "learning" first, reflecting our commitment to placing learners at the heart of everything we do.

Rather than prescribing specific methods or techniques, the framework embraces a holistic perspective on the dynamic processes of learning and teaching at St Benedict's College. Grounded in our College's Vision, Mission, and Values, the framework is further enriched by contemporary research on effective learning practices. It aligns with the Brisbane Catholic Education Strategy and the principles outlined in the Alice Springs Education Declaration (Mparntwe).



HOW TO USE THIS GUIDE

SCIENCE

Core Subject

Why study Science?

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Studying Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers

What does Year 9 Science offer?

In Year 9 students explain how body systems provide a coordinated response to stimuli and how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. In addition, students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They also explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. In Year 9 Science, students develop scientific literacy. They use critical and creative thinking skills and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions.

Topics Studied

- Biology
- Chemistry
- Earth & Space Science
- Physics

Assessment Types

- Experimental reports
- Research investigations
- Topic exams

Pathways to Year 11 & 12 Subjects

- Biology (General)
- Chemistry (General)
- Physics (General)
- Psychology (General)
- Science in Practice (Applied)

Subject Type
Core or Elective.

Topic Studied
What topics are included in this subject.

Assessment
How students will be assessed.

Pathways to Year 11 & 12
Each subject page contains a subject pathway into Senior Years. Year 11 and 12 subjects are indicative only and are subject to change due to student interest and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection.

THE SUBJECT SELECTION PROCESS

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered.
In Year 9 Students study core subjects of:
- Religion
- English
- Mathematics
- Science
- History (one semester)
- Health and Physical Education (one semester)

Students choose six semester elective subjects to study. Students also need to choose two reserve electives in the event that their chosen elective does not run, there is a clash or classes are full.

When choosing subjects, students are encouraged to:
- Choose subjects they are good at
- Choose subjects that they enjoy and are interested in
- Choose subjects that will lead to subjects they may study in Years 10, 11 and 12
- Choose subjects they are willing to work hard in
- Read the subject overviews carefully. Once selections are made, changes may not be possible
- Talk to teachers about their subject choices
- Not to choose subjects based on the choices of their friends
- Not to choose subjects based on teachers
- Not to choose subjects they have struggled with in the past

HONORATUS EXTENSION & EXCELLENCE PROGRAM

Why Honoratus?

St Honoratus was an Italian Benedictine monk who lived in the 15th Century. He became the Abbot of the Benedictine monastery in Subiaco following St. Benedict. St Honoratus was a teacher and lifelong learner. He used a revolutionary, integrated methodology of teaching that encompassed deep thinking and creativity. He inspired monks to go out and teach others these skills, to bring scholarly excellence across the region.

Overview

St Benedict's College teachers are passionate about offering gifted and talented rigorous, relevant and engaging learning opportunities to develop their individual learning needs, strengths, interests and goals. We have a variety of streams that are delivered by teachers who are enthusiastic about their curriculum area and have the skills to provide meaningful experiences for gifted and talented students that challenge them in new and creative ways.

Students are selected to participate in the extracurricular Honoratus streams by invitation or audition based on a variety of factors depending on the stream including overall academic excellence, high scores on a range of formal tests, their special interests, work ethic, teacher recommendation, and skills.
Each of the Honoratus streams provide students with access to specific activities – requiring critical and create thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – aligned to and extending beyond the curriculum.

STREAMS

At different times throughout each year the College offers a range of programs in the following streams:

- Arts
- Humanities
- Mathematics
- STEM
- Sport
- Culture
- Business
- Design

The availability of these streams is dependent upon student interest and staff availability and as such can vary each year.

PATHWAYS

The St Benedict's College Careers and Pathways Program is designed to provide guidance and support to our students from Year 7 to Year 12. Our primary objective is to help each student embark on a rewarding pathway and life journey that aligns with their individual strengths and aspirations.

In Year 9 and 10, our Careers and Pathways Program is structured to assist both students and parents/carers as they navigate the complex and ever-evolving transition from junior secondary studies to senior studies, further education, training or employment.

Our program includes participation in the Career Tools Modules, which run in Years 8 and 9. This program aims to equip students with the skills they need for a lifetime of learning and career choices by providing exploration and aspiration tests while building student agency.

Additionally, Year 9 students will engage with the Careers Connect Program to access employment readiness training and participate in careers days during which they will be learn about resume writing and be involved in speed careering.

Year 10 students will use the various Pathway resources to explore future career opportunities and be guided by teachers in creating their Senior Education and Training (SET) Plan.

We place a priority on providing regular, targeted exposure for our students to tertiary and vocational options through careers expos, university and TAFE immersion experiences, and other relevant activities.

We believe that with our comprehensive program, students can make informed decisions and feel confident in navigating their career pathways. We look forward to supporting both students and parents/carers throughout this exciting journey.

St Benedict's College Careers Website: St Benedict's College (stbenedictscollegecareers.com.au).

WHERE TO GO FOR HELP

Tamieka Grist
Principal

Tim Campbell
Deputy Principal

Peter Olley
Assistant Principal
Catholic Identity & Formation

Chris Carlill
Assistant Principal
Student Engagement

Anja Reust
Assistant Principal
Teaching & Learning

Dominique Sinclair
Guidance Counsellor

Bonnie Towers
Guidance Counsellor

Louise Forbes
Guidance Counsellor

Geoffrey Young
VET Program Leader

Sarah Meder
Pathways Program Leader

Lavina Affleck
Pastoral Leader Year 9

Sam Kittoli
Learning Enhancement Program Leader

Curriculum Leaders:

Shaun Manning
Design Technologies

Hayley Jones
Mathematics

Michael Addicott
Digital Technologies

Jacob Reust
Religious Education

Jemma Cecil
English

Kate Buchanan
Science

Mark Bennedick
Health and Physical Education

Megan Davis
The Arts

Branden Laurie
Humanities/Languages

SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online.

SSO Opens Monday, 10 August (Term 3, Week 5)
SSO Closes Monday, 17 August (Term 3, Week 6)

Step 1 - Accessing SSO

To access SSO, students must go to the College Student Portal.
Click the following icon to enter SSO:

Step 2 - Logging into SSO
Student's username is their BCE login name – example – gfrederick1
Their password is their date of birth, written in numbers – example - 8 January 2009 is required to be written as 08012009, 22 January 2009 is to be written as 22012009.

Step 3 - Selecting Subjects

Students need to list their electives in order of preference. They need to choose six (6) electives and two (2) reserves. Drag and drop them into place. The order of them is important as subjects are assigned according to this order.
NOTE: Students will not be able to choose the same subject twice OR choose it as a reserve if they have chosen it as an elected subject

Step 4 – Checking

The checking page allows students to check their selection in the 'Your Selections Summary' that appears on the right side of the page. There is a Generate Selection Report button at the bottom of this section.
Press this, to download the Selection Report. This is their copy. Students are to save it to their One Drive in a folder named 2026 Subject Selections Report.

Step 5 - Parent/Caregiver Approval
After students select their preferences, parents/carers must review and confirm the choices using the PIN emailed to them by 3:00pm Monday 17 August (Term 3, Week 6).

SUBJECTS OFFERED

	CORE SUBJECT	ELECTIVE SUBJECT
	Core Subject Each student will study all of these subjects over the entire year or semester for HPE and History.	**Elective Subject** Each student will undertake three elective subjects each semester. Students must choose six electives and two reserves.
English	• English	
Mathematics	• Mathematics	
Religion	• Religious Education	
Science	• Science	
Health and Physical Education	• Health and Physical Education	
Humanties and Languages	• History	• Business and Economics: Markets and Monopolies • Business and Economics: Innovation and entrepreneurship • Chinese (Mandarin): Food and Drinks • Chinese (Mandarin): Shopping • Civics and Citizenship: Law, Justice and the real world • Civics and Citizenship: Politics and Global voices • Geography: Biomes and food security • Geography: Globalisation • Japanese: School Life • Japanese: Celebrations
Design Technologies		• Engineering: Design in Motion • Food and Fibre: Under the Dome • Food Specialisation: Gourmet Traveller • Materials and Technologies: Suburban Castle
Digital Technologies		• Digital Technologies: Coding Apps • Digital Technologies: Game Design
The Arts		• Dance: Popular Dance • Dance: World of Dance • Drama: The Actor's Journey • Drama: Theatre for Performance • Media Art: The Reel Deal • Media Art: Melody in Motion • Music: Pop School • Music: Rock School • Visual Art: Art Imitates Life • Visual Art: Pop Culture

ENGLISH

Why study English?

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens with knowledge and skills suited for work in the 21st century. It helps students become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. English is organised into three interrelated strands that support knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:
- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

What does Year 9 English offer?

Year 9 students can participate in and design extension activities. This enables them to undertake deeper exploration of content, critically think about contexts, engage with more complex texts and genres, and demonstrate their knowledge and skills in differentiated tasks with varying degrees of challenge.

The English courses focus on:
- understanding and identifying word origins
- refining knowledge of spelling, punctuation, and grammar skills
- broadening general vocabulary
- acquiring, understanding, and using task specific and academic vocabulary
- reading for pleasure and for meaning to develop comprehension skills
- writing structured sentences, paragraphing and extended responses
- writing and speaking for varied purposes and audiences across a range of genres
- engaging critically with different texts to analyse, evaluate and, create perspectives
- balancing handwriting skills and bookwork with using communication technologies and tools
- developing proficiency in self-editing in assignments and examinations.

Topics Studied

- Issues in Social Media
- Classic Australian Stories
- Dystopian Worlds (novel study)
- Songs of Social Comment

Assessment Types

- Imaginative narrative
- Persuasive speech
- Analytical essay
- Multimodal presentation

Pathways to Year 11 & 12 Subjects

- Essential English (Applied)
- General English (General)
- Literature (General)
- Short Course Literacy

MATHEMATICS

Why study Mathematics?

Mathematics is vital to the learning, development, and future opportunities of all young Australians. It equips students with essential knowledge, skills, procedures, and processes in areas such as number, algebra, measurement, space, statistics, and probability. By enhancing numeracy capabilities, mathematics prepares students for their personal, work, and civic lives and lays the groundwork for advanced mathematical studies and professional applications.

Mathematics offers students the opportunity to apply their understanding in creative and efficient ways, including in real-world and contemporary contexts. It supports students to become self-motivated, confident learners through practice, inquiry, and active engagement in relevant and challenging experiences.

Mathematical processes encompass the reasoning, communication, problem-solving, and investigative skills needed for learning and applying mathematics. These are developed progressively across the curriculum as students deepen their understanding.

What does Year 9 Mathematics offer?

Students further develop their understanding of algebra and geometry and are introduced to trigonometry. They explore linear and quadratic relationships, including binomial expressions and their applications in problem-solving contexts.

Students continue to build their understanding of measurement and apply these concepts to practical situations. They also investigate statistical methods, including data collection and analysis, and deepen their understanding of probability through multi-step chance experiments.

Topics Studied

- Algebra and quadratic relationships
- Measurement (volume and surface area)
- Trigonometry and Pythagoras' theorem
- Statistics and data investigation
- Probability and chance experiments

Assessment Types

- Exam
- Problem Solving and Modelling Task

Pathways to Year 11 & 12 Subjects

- Essential Mathematics (Applied)
- General Mathematics (General)
- Mathematical Methods (General)
- Specialist Mathematics (General)
- Short Course Numeracy

RELIGION

Why study Religion?

Religion is the core theme that underpins all learning and all aspects of relationships at the College and is a fundamental curriculum area for exploration and reflection by all students.

The Religion Curriculum involves four strands:
- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality).

The study of Religion allows students to explore their role in forming their own faith through knowledge and experience of events in the Church's history. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation. Personal experiences and reflections on these events are a critical aspect of the courses.

What does Year 9 Religion offer?

Students explore the presence of sin and the Church's response to good and evil from c.1750–1918. They learn about Jesus' priestly, prophetic, and kingly roles and how believers live out their Christian vocation. Students examine sources of guidance such as Catholic social teaching, penance practices, Scripture, and prayer. They deepen their understanding of Christian prayer through writings of spiritual leaders, prayers for healing, and Christian Meditation. Students also explore differing understandings of God in Islam, Christianity, and Judaism, and reflect on the significance of the Incarnation, Resurrection, and Ascension in Christian belief.

Assessment Types

- Multiple Choice, Short Response and Extended Response Exams
- Multi-modal presentations
- Analytical essays
- Short story and book creation

Pathways to Year 11 & 12 Subjects

- Study of Religion (General)
- Religion and Ethics (Applied)
- Religion Meaning and Life (by application only)

Religious Life of the School Opportunities - Spirituality

The classroom teaching of Religion is inextricably linked to the Religious Life of the School. The College's spirituality program offers significant opportunities for students to take a break from the everyday school routine. The program permits staff and students to reflect on parts of their life journey, nurture positive relationships and through prayer and liturgical experiences develop their spirituality.

Year 9 – Masks: This day is a time to look at positive relationships with God and each other.

SCIENCE

Why study Science?

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Studying Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers

What does Year 9 Science offer?

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Topics Studied

- Biology
- Chemistry
- Earth & Space Science
- Physics

Assessment Types

- Experimental reports
- Research investigations
- Topic exams

Pathways to Year 11 & 12 Subjects

- Biology (General)
- Chemistry (General)
- Physics (General)
- Psychology (General)
- Science in Practice (Applied)

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practice personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

What does Year 9 Health and Physical Education offer?

In Year 9, students will critically explore how health information, services and media messages influence lifestyle choices, particularly regarding food and nutrition. They will evaluate the effectiveness and biases of various sources, develop and justify strategies to enhance wellbeing and apply critical thinking to create and assess plans that promote healthier eating habits.

Additionally, students will examine the role of community-based physical activities in improving health, fitness and wellbeing. They will actively participate in physical activities, develop personalised activity plans and assess the effectiveness of these strategies.

Students will be assessed on their ability to adapt and refine their own and others' movement skills in Basketball, Netball, Futsal and Oz Tag. They will demonstrate their ability to apply movement concepts in both familiar and unfamiliar situations. Students will also be assessed on their commitment to fair play, ethical behaviour, leadership and teamwork.

Topics Studied

- Food and Nutrition
- Community-Based Physical Activity Interventions
- Health, Fitness and Wellbeing

Assessment Types

- Multi-modal presentations
- Practical performance demonstrations
- In class tasks

Pathways to Year 11 & 12 Subjects

- Physical Education (General)
- Health (General)
- SIS30321 Certificate III in Fitness (VET)
- Food and Nutrition (General)
- HLT33115 Certificate III in Health Services Assistance (VET)

HISTORY

Why study History?

History is a disciplined process of inquiry that encourages students to explore and make sense of the past, fostering curiosity, imagination, and a deeper understanding of the world. Through the study of significant societies, events, movements, and ideas, students learn how humanity has evolved over time and how past developments continue to influence the present. History plays a vital role in shaping a community's shared identity and helps students appreciate both the changes and continuities that have shaped people, cultures, and environments throughout time. Studying history equips students with the knowledge and skills to think critically, engage with evidence, and understand the forces that continue to influence our present and future.

What does Year 9 History offer?

In Year 9 History, students explore the concepts of imperialism, colonialism and nationalism and how they impacted on the beginning stages of the modern world (1800s to early 1900s). This study allows our students to make connections between the decisions of world governments and the rising tensions that led to the outbreak of 'The Great War'. While undertaking this subject, students are required to consider the material we look at and analyse who wrote or created this and what motive they had to do so. They have to evaluate sources for usefulness, accuracy and reliability and make connections between these concepts and the validity of the perspectives that are discussed.

Topics Studied

- Asia and the World: The British Raj
- Making and transforming the Australian nation
- World War I

Assessment Types

- Analytical Essay
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Ancient History (General)
- Modern History (General)
- Philosophy and Reason (General)

BUSINESS AND ECONOMICS: MARKETS AND MONOPOLIES

Why study Business and Economics: Markets and Monopolies?

This subject equips students with the knowledge and analytical skills required to decode the hidden financial forces that shape our everyday lives. By studying how resources are managed, students learn to make highly informed decisions and appreciate how personal financial choices ripple through local and global communities. This course develops critical thinking, systemic reasoning, and a foundational understanding of wealth creation, preparing students to confidently navigate an increasingly complex financial world.

What does Year 9 Business and Economics: Markets and Monopolies offer?

Where does money come from, and who really controls the global marketplace? In this course, students dive deep into the mechanisms of wealth, production, and distribution. In the Money Matters and Market Forces unit, students examine the interactions between producers and consumers, investigating how prices are set, how resources are allocated, and how governments step in to regulate markets and protect consumers. Moving beyond domestic shores, The Global Sandbox unit explores Australia's critical position within the Asia region and the wider international economy. Students track the flow of global trade, analyse the impact of international scarcity, and evaluate how shifting economic decisions made by foreign governments and multinational corporations directly impact the cost of living and lifestyle choices of everyday Australians.

Topics Studied

- Money Matters and Market Forces (The Power of Choice)
- The Global Sandbox (Interdependence and International Markets)

Assessment Types

- Research Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Business (General)
- BSB30120 Certificate III in Business (VET)

BUSINESS AND ECONOMICS: INNOVATION AND ENTREPRENEURSHIP

Why study Business and Economics: Innovation and Entrepreneurship?

The modern economy belongs to those who can effectively embrace change, think creatively, and take calculated risks. This course fosters enterprising individuals by building crucial capability in leadership, initiative, and strategic planning. Through hands-on business modelling, students learn how to convert abstract concepts into real-world value, cultivating a resilient, solution-oriented mindset that is highly prized in both future academic pursuits and the commercial workforce.

What does Year 9 Business and Economics: Innovation and Entrepreneurship offer?

This course provides a fast-paced environment for students eager to explore what it takes to build a successful enterprise from the ground up. In the Enterprising Minds unit, students unpack the foundations of modern business management, studying how companies organise their operations, optimise resources, and mitigate risks in a constantly changing commercial environment. This theory is put into practice during The Pitch and Brand Revolution unit. Operating as strategic team players, students identify real-world market gaps to design, brand, and position an innovative product or service. Students develop skills in competitive market research, financial budgeting, and promotional strategy, culminating in a professional portfolio that details exactly how to turn a creative vision into a commercially viable venture.

Topics Studied

- Enterprising Minds (Business Structures and Risk Management)
- The Pitch and Brand Revolution (Market Positioning and Product Development)

Assessment Types

- Research Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Business (General)
- BSB30120Certificate III in Business (VET)

CHINESE (MANDARIN): FOOD AND DRINKS

Why study Chinese?

Chinese (Mandarin) has a long and growing history in Australian schools, first introduced in the 1950s and expanding rapidly during China's economic reform era in the 1980s. Today, it stands as one of the most valuable languages for young Australians to learn, as Australia's trade, tourism, and cultural ties with Asia continue to strengthen. Chinese is spoken by over a billion people worldwide and is the language of vibrant, diverse communities found across South-East Asia, North America, Europe, and Australia. In fact, the Chinese community in Australia dates back to the mid-1800s, and migration in recent decades has seen it become one of the fastest-growing language groups in the country. Studying Chinese opens the door to global connections, rich cultural traditions, and exciting opportunities for the future.

What does Year 9 Chinese Food and Drinks offer?

In Year 9 Chinese, students engage with practical and meaningful topics that build real world communication skills. Through the Food and Drinks unit, they learn how to express preferences and order meals, gaining the confidence to navigate dining experiences in Chinese-speaking environments. This unit also encourages cultural comparison, exploring the differences between restaurant culture in China and Australia.

NOTE: Students must study both Chinese in both semesters.

Topics Studied

- Food and Drinks

Assessment Types

- Listening Exam
- Reading Exam
- Writing Assessment
- Speaking Assessment

CHINESE (MANDARIN): SHOPPING

Why study Chinese(Mandarin): Shopping?

Chinese (Mandarin): Shopping has a long and growing history in Australian schools, first introduced in the 1950s and expanding rapidly during China's economic reform era in the 1980s. Today, it stands as one of the most valuable languages for young Australians to learn, as Australia's trade, tourism, and cultural ties with Asia continue to strengthen. Chinese is spoken by over a billion people worldwide and is the language of vibrant, diverse communities found across South-East Asia, North America, Europe, and Australia. In fact, the Chinese community in Australia dates back to the mid-1800s, and migration in recent decades has seen it become one of the fastest-growing language groups in the country. Studying Chinese opens the door to global connections, rich cultural traditions, and exciting opportunities for the future.

What does Year 9 Chinese offer?

In Year 9 Chinese, students engage with practical and meaningful topics that build real world communication skills. In the Shopping unit, students expand their vocabulary around money, prices, and products, and learn how to bargain, an essential skill in many Chinese markets. They also examine traditional bargaining practices and how shopping experiences vary across cultures. Overall, the course blends language learning with cultural insight, making Chinese both fun and highly relevant to everyday situations.

NOTE: Students must study both Chinese in both semesters.

Topics Studied

- Shopping and Bargaining
- Daily Routine

Assessment Types

- Listening Exam
- Reading Exam
- Writing Assessment
- Speaking Assessment

CIVICS AND CITIZENSHIP: LAW, JUSTICE AND THE REAL WORLD

Why study Civics and Citizenship: Law, Justice and the Real World?

Civics and Citizenship: Law, Justice and the Real World empowers students to become legally literate citizens who understand their rights and responsibilities. This course demystifies the legal system, providing students with the tools to examine how laws protect individuals, manage conflict, and maintain social order. By investigating real-world case studies, students develop critical thinking and evaluative skills, learning to question whether our current legal frameworks are truly fair, equitable, and equipped to handle the rapid changes of the modern world.

What does Year 9 Civics and Citizenship: Law, Justice and the Real World offer?

In this subject, students step into the shoes of legal professionals to explore how justice is negotiated in Australia. In the Laws and Citizens unit, students examine the architecture of our legal system, investigating the hierarchy and jurisdictions of state and federal courts, the adversary system, and the distinction between civil and criminal law. The course then pivots to contemporary legal frontiers in Modern Horizons: Technology and the Law. In this unit, students critically analyse how traditional laws adapt to 21st-century challenges. They will debate complex legal dilemmas surrounding digital privacy, artificial intelligence, cyber-crime, and intellectual property.

Topics Studied

- Laws and Citizens (Court Jurisdiction & Case Studies)
- Modern Horizons (The Intersection of Tech and the Law)

Assessment Types

- Research Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Legal Studies (General)

CIVICS AND CITIZENSHIP: POLITICS AND GLOBAL VOICES

Why study Civics and Citizenship: Politics and Global voices?

Democracy is not a spectator sport. Understanding political systems and the mechanisms of power is essential for anyone wishing to make a meaningful impact on society. This course provides students with an in-depth understanding of Australia's democratic traditions, encouraging them to think critically about governance, leadership, and media influence. By exploring how diverse voices shape public policy, students are inspired to transition from passive observers to active, informed global citizens capable of advocating for positive social change.

What does Year 9 Civics and Citizenship: Politics and Global voices offer?

This subject pulls back the curtain on political power, campaigns, and community action. In the Government and Democracy unit, students investigate the essential features of Australia's constitutional monarchy and federal system, focusing on the Westminster traditions that underpin our parliament. They examine how political parties form policies, campaign for votes, and use the media to shape public perception during elections. Moving beyond parliament house, the Active Citizenship and Global Movements unit explores the power of the people. Students analyse how individuals, interest groups, and youth-led movements use protest, social media campaigns, and grassroots advocacy to challenge systems of power and successfully reform laws.

Topics Studied

- Government and Democracy (Parliament, Parties, and the Media)
- Active Citizenship (Protest, Advocacy, and Global Movements)

Assessment Types

- Short and Extended Response Exam
- Project

Pathways to Year 11 & 12 Subjects

- Legal Studies (General)

GEOGRAPHY: BIOMES AND FOOD SECURITY

Why study Geography: Biomes and Food Security?

Geography: Biomes and Food Security inspires curiosity and wonders about the diversity of the world's people, places, and environments. Understanding the delicate balance between natural systems and human survival is one of the most critical challenges of the 21st century. This course provides students with a structured way of exploring, analysing, and understanding the biomes that sustain life on Earth and the complex systems that supply our food. Students learn to act ethically to sustain and improve natural and social environments, developing the critical thinking skills needed to engage with global issues like climate change, environmental degradation, and resource management.

What does Year 9 Geography: Biomes and Food Security offer?

In this subject, students investigate the biomes of the world, their processes, and their capacity to yield food and materials. Students explore major global biomes, such as forests, grasslands, deserts, and tundras, examining their unique characteristics, distribution, and importance in supporting biodiversity and agriculture. They analyse how humans have altered biomes to produce food and investigate the complex challenges of achieving food security in a changing world. This includes assessing the impacts of climate change, land degradation, water scarcity, and population growth on crop yields. Students evaluate sustainable farming practices and agricultural innovations, exploring how communities can secure equitable food futures while preserving the earth's natural systems.

Topics Studied

- Global Biomes and Environmental Alteration
- Food Security and Sustainable Agricultural Futures

Assessment Types

- Geographical Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Geography (General)
- Biology (General)

GEOGRAPHY: GLOBALISATION

Why study Geography: Globalisation?

Geography features a structured way of exploring, analysing, and understanding how interconnected our world has become. Through the study of global interconnections, students become informed and responsible members of their local and global communities. This course enables students to question why the world is the way it is, reflecting on their relationships with, and responsibilities for, people in distant places. By examining the flows of goods, people, and ideas, students learn to view the world through a lens of global citizenship, ethical responsibility, and social justice.

What does Year 9 Geography: Globalisation offer?

In this subject, students examine the many ways people, places, and environments are connected across local and global scales. Students investigate how transport, communication, trade, and technology have shrunk geographic distances and transformed international economies. The course probes the complex impacts of globalisation, critically examining the global supply chains that power our daily lives. Students explore production issues such as sweatshops, labour exploitation, and environmental degradation in developing countries. Crucially, the course focuses on ethical solutions, challenging students to evaluate the power of fair trade, corporate social responsibility, and the profound impact that conscious, ethical consumer choices can have on creating a more sustainable and equitable world.

Topics Studied

- Geographies of Interconnection (Global Supply Chains & Technology)
- Ethical Trading, Social Justice, and Conscious Consumerism

Assessment Types

- Geographical Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Geography (General)
- Biology (General)

JAPANESE: SCHOOL LIFE

Why study Japanese: School Life?

Japan is one of Australia's closest neighbours and an important regional partner. Learning Japanese provides students with valuable insights into a rich and unique culture while developing communication skills in a language spoken by over 125 million people. With strong ties between Japan and Australia through tourism, trade, and education, studying Japanese opens opportunities for travel, cultural exchange, and future career pathways. Japanese language learning also supports the development of critical thinking, memory, and intercultural understanding key skills for global citizens in the 21st century.

What does Year 9 Japanese: School Life offer?

Year 9 Japanese: School Life introduces students to practical and engaging topics based on everyday life and cultural comparison. Students explore school life and free time, learning how to describe their daily routines, school subjects, and events while comparing Japanese and Australian education systems. The subject focuses on building useful communication skills while deepening cultural understanding, making language learning fun, practical, and meaningful.

NOTE: Students must study both Japanese in both semesters.

Topics Studied

- Daily Routine
- Japanese and Australian Schools

Assessment Types

- Listening Exam
- Reading Exam
- Writing Assessment
- Speaking Assessment

JAPANESE: CELEBRATIONS

Why study Japanese: Celebrations?

Japan is one of Australia's closest neighbours and an important regional partner. Learning Japanese provides students with valuable insights into a rich and unique culture while developing communication skills in a language spoken by over 125 million people. With strong ties between Japan and Australia through tourism, trade, and education, studying Japanese opens opportunities for travel, cultural exchange, and future career pathways. Japanese language learning also supports the development of critical thinking, memory, and intercultural understanding key skills for global citizens in the 21st century.

What does Year 9 Japanese: Celebrations offer?

Year 9 Japanese: Celebrations introduces students to practical and engaging topics based on everyday life and cultural comparison. They investigate holiday celebrations, geography, seasons, and weather in both countries. Students also learn to describe people's appearance and clothing, use numbers and money in everyday contexts, and give and understand directions by using location-based language. The subject focuses on building useful communication skills while deepening cultural understanding, making language learning fun, practical, and meaningful.

NOTE: Students must study both Japanese in both semesters.

Topics Studied

- Celebrations
- Geography, Seasons and Weather

Assessment Types

- Listening Exam
- Reading Exam
- Writing Assessment
- Speaking Assessment

DESIGN TECHNOLOGIES: ENGINEERING: DESIGN IN MOTION

Why study Engineering: Design in Motion?

In an increasingly complex and technological world, students need the confidence and capability to respond creatively to design challenges, including those related to a circular economy. Engineering: Design in Motion equips students with the knowledge, understanding and skills to design, produce and evaluate solutions that enrich and transform our natural, managed and built environments. Students explore ethical, legal, aesthetic and functional factors, and consider the economic, environmental and social impacts of technological change. They apply design and systems thinking to investigate, generate and refine ideas, and manage projects from concept to completion. Through hands-on experiences with a range of tools and technologies, students develop production skills and take pride in creating innovative engineered solutions.

What does Year 9 Engineering: Design in Motion offer?

Students will step into the world of engineering through hands-on design challenges in our Design in Motion unit. Students will explore the principles of force, motion, and energy as they design and build both an aerodynamic vehicle and a structurally sound bridge. Using advanced manufacturing technologies such as laser cutters, 3D printers, and digital fabrication processes, students will prototype, test, and refine their designs through engineering analysis methods, including wind tunnel testing. These projects will challenge them to think critically, analyse material properties, and develop innovative solutions to engineering problems and future-focused design challenges.

Topics Studied

- Engineering Principles
- Engineering Testing and Analysis Methods
- Design Development and Prototyping
- Advanced Manufacturing Technologies
- Material Properties and Functional Performance

Assessment Types

- Folio

Pathways to Year 11 & 12 Subjects

- Design (General)

DESIGN TECHNOLOGIES: FOOD AND FIBRE: UNDER THE DOME

Why study Food and Fibre:Under the Dome?

Food and Fibre: Under the Dome empowers students to become innovative and responsible designers by exploring how food and textile systems impact health, society, and the environment. Students apply design and systems thinking to investigate, generate, and refine ideas, managing projects from concept to completion. They examine ethical, legal, aesthetic, and functional factors, and consider the economic, environmental, and social impacts of technological change in both food and fibre contexts. This subject fosters curiosity, creativity, persistence, and collaboration, preparing students to respond confidently to design challenges, including those related to sustainability and the circular economy. It also builds transferable skills relevant to home, community, and future work pathways in food, fashion, hospitality, and health industries

What does Year 9 Food and Fibre: Under the Dome offer?

Students will take part in two creative and hands-on projects that blend design, food, and sustainability. First, they'll design and construct a wearable textile product using biodegradable cotton, adding decorative embellishments to enhance its look. Students will also complete a design folio that documents their full design process—investigating, generating, producing, evaluating, and managing—while building practical skills in textile construction and learning about sustainability. In their second project, students will work as a team to develop a healthy, family-friendly meal kit that aligns with the Australian Dietary Guidelines. They will trial and refine recipes, create a recipe card, and explore consumer needs, packaging, and food marketing. These experiences will help them build their creativity, critical thinking, and enterprise skills in a real-world context.

Topics Studied

- Sustainable Production
- Design Thinking
- Production Skills
- Project Management

Assessment Types

- Folio

Pathways to Year 11 & 12 Subjects

- Food and Nutrition (General)
- SIT30622 Certificate III in Hospitality (VET)
- Design (General)

DESIGN TECHNOLOGIES: FOOD SPECIALISATION: GOURMET TRAVELLER

Why study Food Specialisation: Gourmet Traveller?

Food Specialisation: Gourmet Traveller empowers students to become innovative and responsible designers by exploring how food systems, cultural identity, and sustainability intersect in modern society. Students apply design and systems thinking to investigate, generate, and refine ideas, managing projects from concept to completion. They examine ethical, aesthetic, and functional factors, and consider the economic, environmental, and social impacts of food-related technological change. Through hands-on experiences, students develop production and research skills and take pride in creating sustainable, culturally inclusive food solutions. This subject fosters curiosity, creativity, persistence, and collaboration, preparing students to respond confidently to design challenges, including those related to global food trends and environmental responsibility. It also builds transferable skills relevant to home, community, and future work pathways in food innovation, hospitality, and sustainability industries.

What does Year 9 Food Specialisation: Gourmet Traveller offer?

Students will complete two engaging design projects in Year 9 Food Specialisation: Gourmet Traveller. In the first project, they will investigate the problem of plastic packaging, examine the purpose of food packaging, and explore sustainable packaging solutions for food products. In the second project, the Bush Food Fusion Design Challenge, students will research the cuisine of an allocated country and an assigned Australian bush food, then design and justify a fusion dish that combines both. They will present their ideas in a design folio, analyse packaging options, collaborate with peers to select the strongest concept, and prepare a final food product. Across both projects, students will build skills in investigation, design thinking, food preparation, collaboration, and evaluation, while considering sustainability, purpose, audience, and safe production practices.

Topics Studied

- Ethical and Sustainable Design
- Food Innovation
- Design Thinking
- Project Planning

Assessment Types

- Folio
- Report

Pathways to Year 11 & 12 Subjects

- Food and Nutrition (General)
- SIT30622 Certificate III in Hospitality (VET)

DESIGN TECHNOLOGIES: MATERIALS AND TECHNOLOGIES: SUBURBAN CASTLE

Why study Materials and Technologies: Suburban Castle?

In an increasingly complex and technological world, students need the confidence and capability to respond creatively to design challenges. Materials and Technologies: Suburban Castle equips students with the knowledge, understanding and skills to design, produce and evaluate solutions that enrich and transform our built environments. Students explore ethical, aesthetic, and functional factors, and consider the environmental and social impacts of technological change. They apply design and systems thinking to investigate, generate and refine ideas, and manage projects from concept to completion. Through hands-on experiences with a range of materials and tools, students develop production skills and take pride in creating innovative products and environments.

What does Year 9 Materials and Technologies: Suburban Castle offer?

In Suburban Castle, students will explore how traditional craftsmanship integrates with modern digital fabrication through two creative design projects. They will design and construct a flat-pack stool and a household sign using traditional woodworking techniques alongside advanced manufacturing technologies such as CNC routing and laser cutting. Using Computer-Aided Design (CAD) software, students will develop and refine their designs before producing physical prototypes through iterative design processes. These projects will build critical and creative problem-solving skills while engaging students in contemporary digital manufacturing and design processes.

Topics Studied

- Design Development and Prototyping Processes
- Traditional and Advanced Manufacturing Technologies
- Material Properties and Material Suitability

Assessment Types

- Folio

Pathways to Year 11 & 12 Subjects

- Design (General)
- Industrial Technologies Skills (Applied)

DIGITAL TECHNOLOGIES: CODING APPS

Why study Digital Technologies: Coding Apps?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

What does Year 9 Digital Technologies: Coding Apps offer?

In Year 9 students learn about variables, data types, binary and bit patterns. Students code using input / output, comparison operators, and control structures including selection (if / else) and iteration (for / while loops). Students will explore modular coding through functions and implement error handling using try / except blocks. Object-oriented programming techniques are introduced, alongside the use of external libraries and file handling. Data structures such as lists (arrays), dictionaries, and tuples are covered, and web technologies are introduced to create engaging, functional interfaces.

Topics Studied

- Introduction to coding - bit patterns, data types
- Coding constructs - iteration and branching
- Algorithms and logic
- Modular programming practises

Assessment Types

All assessments will use the Project assessment technique as per QCAA ACiQ.

- written responses that may include annotated graphical representations 400–600 words
- desktop recording of digital solution(s) with voiceover 3–4 minutes

Pathways to Year 11 & 12 Subjects

- Digital Solutions (General)
- Information and Communication Technology (Applied)

DIGITAL TECHNOLOGIES: GAME DESIGN

Why study Digital Technologies: Game Design?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

What does Year 9 Digital Technologies: Game Design offer?

In Year 9 students learn to create engaging and functional games. Students will utilise a commercial game engine to develop HTML5 based games that can be shared via a web browser. Students will explore core game engine constructs such as sprite strip animations, physics properties, tile sets, visual and sound effects, controller binding, cut scenes, object permanence, instance creation and collision masks. Game logic (such as enemy AI) is studied and applied using programming techniques. Students will use user stories to identify goal states and achievements for their games, and play-test iterations of their games with focused user audiences.

Topics Studied

- Game engine familiarisation
- Sprites and collision masks
- Object physics and level editing
- Advanced game logic

Assessment Types

All assessments will use the Project assessment technique as per QCAA ACiQ.

- written responses that may include annotated graphical representations 400–600 words
- desktop recording of digital solution(s) with voiceover 3–4 minutes

Pathways to Year 11 & 12 Subjects

- Digital Solutions (General)
- Information and Communication Technology (Applied)

DANCE: POPULAR DANCE

Why study Dance: Popular Dance?

Dance is all about movement, expression, and storytelling through movement! In this subject, students will use their body to tell stories, create meaning, and explore emotions through purposeful movement. Dance practice integrates choreography, performance, and responding, helping students develop skills in dance making. They will experience and explore diverse styles and forms, building an understanding of how dance reflects culture and ideas. In Year 9, students will refine their technical and expressive abilities, experimenting with contemporary, classical, and cultural dance styles. Students will create movement sequences that convey emotion, story, and theme, pushing their creativity in choreography. Through performance and analysis, students will discover how dance influences and reflects society, gaining insight into its historical and contemporary contexts. Studying Dance fosters physical strength, creativity, and confidence—valuable skills in the performing arts and beyond. Whether students dream of professional performance or want to build artistic expression, this subject will help them collaborate, innovate, and inspire through movement!

What does Year 9 Dance: Popular Dance offer?

Step into the world of dance and master the moves that define popular styles! In Year 9 Dance: Popular Dance, students will refine their technical and expressive abilities across genres and eras such as Hip Hop, Jazz, Contemporary, Lyrical, Disco, and Ballroom. Students will develop body awareness, exploring movement techniques that enhance control, flexibility, and artistry. Through choreography, they will create dynamic group routines, drawing inspiration from a Dance Icon to communicate themes and narratives effectively. students will engage with professional dance works, analysing the cultural and historical influences that have shaped performance styles. Practical skills include mastering choreography, performing genre-specific routines, and critically responding to dance experiences. By the end of the year, they will confidently create, perform, and evaluate dance works with a strong understanding of technique and artistic expression. Whether students love performing or just want to refine their movement skills, this unit will inspire and challenge them!

Topics Studied

- Dance in Popular Culture
- Icons of Dance
- Historical Dance Genres
- Safe Dance Practice
- Assessment Types
- Individual Performance
- Group Performance
- Choreography
- Responding to Dance, including analysis, evaluation and reflection.

Assessment Types

- Individual Performance
- Group Performance
- Choreography
- Responding to Dance, including analysis, evaluation and reflection.

Pathways to Year 11 & 12 Subjects

- Arts in Practice (Applied)
- Drama (General)

DANCE: WORLD OF DANCE

Why study Dance: World of Dance?

Dance is all about movement, expression, and storytelling through movement! In this subject, students will use their body to tell stories, create meaning, and explore emotions through purposeful movement. Dance practice integrates choreography, performance, and responding, helping students develop skills in dance making. They will experience and explore diverse styles and forms, building an understanding of how dance reflects culture and ideas. In Year 9, students will refine their technical and expressive abilities, experimenting with contemporary, classical, and cultural dance styles. Students will create movement sequences that convey emotion, story, and theme, pushing their creativity in choreography. Through performance and analysis, students will discover how dance influences and reflects society, gaining insight into its historical and contemporary contexts. Studying Dance fosters physical strength, creativity, and confidence—valuable skills in the performing arts and beyond. Whether they dream of professional performance or want to build artistic expression, this subject will help students collaborate, innovate, and inspire through movement!

What does Year 9 Dance: World of Dance offer?

Experience the rhythms and movements of dance styles from around the world! In Year 9 Dance: World of Dance, students will refine their technical and expressive abilities while learning diverse styles like Hip Hop, Latin, Flamenco, Ballet, Belly, and Irish dance. They will develop body awareness, improving control, flexibility, and artistry through movement exploration. Through choreography, students will create solo and group routines, choosing a style that inspires them and learning to communicate themes and narratives effectively. They will engage with professional dance works, analysing how culture and history shape performance styles across different traditions. Practical skills include mastering choreography, performing genre-specific routines, and critically responding to dance experiences. By the end of the year, students will confidently create, perform, and evaluate dance works with a strong understanding of technique and artistic expression. If they love movement and want to explore dance in all its forms, this is their chance to shine!

Topics Studied

- Historical Dance Genres
- Cultural Dance styles
- Safe Dance Practice

Assessment Types

- Individual Performance
- Group Performance
- Choreography
- Responding to Dance, including analysis, evaluation and reflection.

Pathways to Year 11 & 12 Subjects

- Arts in Practice (Applied)
- Drama (General)

DRAMA: THE ACTOR'S JOURNEY

Why study Drama: The Actor's Journey?

Drama is all about performance, storytelling, and stepping into new roles! In this subject, students will create, perform, and respond to drama as artist and audience. They will learn to use, manage, and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students will learn about drama as they create dramatic action and communicate dramatic meaning. In Year 9, students will refine performance and analytical skills, exploring characterisation, movement, voice, and storytelling across various genres and traditions. Students will collaborate in ensemble work, developing confidence, creativity, and expressive techniques while deepening understanding of dramatic conventions and audience engagement. Drama fosters communication, leadership, and problem-solving skills—valuable for all careers in theatre, film, media, and beyond. Whether pursuing acting, directing, or using drama in creative industries, they will develop adaptability and emotional intelligence to inspire, entertain, and make a lasting impact through performance and storytelling.

What does Year 9 Drama: The Actor's Journey offer?

Bring stories to life on stage and behind the scenes! In Year 9 Drama: The Actor's Journey, students will dive into scriptwriting, performance techniques, and behind-the-scenes roles like lighting, sound, and set design. They will explore Comedy and Children's Theatre, experimenting with timing, characterisation, and audience engagement to create entertaining performances. Students will take their skills beyond the classroom, performing Children's Theatre for local audiences and gaining real-world experience. Through improvisation, ensemble work, and storytelling, students will refine their ability to communicate meaning and emotion, working both onstage and off to bring theatrical concepts to life. By the end of the unit, students will have crafted and staged dynamic performances, showcasing their artistic growth and confidence. Whether students love acting, directing, or working behind the scenes, this unit will help them collaborate, innovate, and create memorable theatre experiences!

Topics Studied

- Comedy Drama
- Children's Theatre

Assessment Types

- Individual Performance
- Group Performance
- Responding to Drama, including analysis, evaluation and reflection

Pathways to Year 11 & 12 Subjects

- Drama (General)
- Arts in Practice (Applied)

DRAMA: THEATRE FOR PERFORMANCE

Why study Drama: Theatre for Performance?

Drama is all about performance, storytelling, and stepping into new roles! In this subject, students will create, perform, and respond to drama as artist and audience. They will learn to use, manage, and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students will learn about drama as they create dramatic action and communicate dramatic meaning. In Year 9, students will refine performance and analytical skills, exploring characterisation, movement, voice, and storytelling across various genres and traditions. They will collaborate in ensemble work, developing confidence, creativity, and expressive techniques while deepening understanding of dramatic conventions and audience engagement. Drama fosters communication, leadership, and problem-solving skills—valuable for careers in theatre, film, media, and beyond. Whether pursuing acting, directing, or using drama in creative industries, students will develop adaptability and emotional intelligence to inspire, entertain, and make a lasting impact through performance and storytelling.

What does Year 9 Drama: Theatre for Performance offer?

Step into the world of theatre and bring stories to life! In Year 9 Drama: Theatre for Performance students will explore the creative and technical aspects of dramatic production, developing skills in performance techniques and behind-the-scenes roles like lighting, sound, and set design. They will study a popular Australian play—such as Hating Alison Ashley, Scabs, After January, or Boss of the Pool—and work towards a live performance, refining their ability to interpret text, build characters, and engage an audience. Through improvisation, ensemble work, and storytelling, students will learn how to communicate meaning and emotion, gaining confidence both onstage and off as they collaborate to bring theatrical concepts to life. By the end of the unit, students will have crafted and staged dynamic performances that showcase their artistic growth. Whether they're passionate about acting, directing, or technical theatre, this subject will challenge and inspire students to think, create, and perform!

Topics Studied

- Play study and performance
- Improvisation skills

Assessment Types

- Individual Performance
- Group Performance
- Responding to Drama, including analysis, evaluation and reflection

Pathways to Year 11 & 12 Subjects

- Drama (General)
- Arts in Practice (Applied)

MEDIA ART: THE REEL DEAL

Why study Media Art: The Reel Deal?

Media Arts is a student's chance to create, explore, and tell powerful stories! In this subject, they will use images, sound, text, interactive elements, and technologies to bring ideas to life. They will dive into film, animation, and digital media, refining their ability to produce and analyse creative works. By examining cultural, social, and organisational influences, students will learn how media shapes perspectives and impacts audiences. They will explore ethical, historical, and contemporary ideas, gaining insight into how people engage with media every day. Studying Media Arts opens doors to exciting fields like film, design, advertising, gaming, and digital storytelling. Students will develop creativity, critical thinking, and technical expertise—skills that are essential in today's media-driven world. Whether they dream of shaping narratives, producing compelling visuals, or innovating in new media, this subject will give students the tools to influence and create the future of storytelling!

What does Year 9 Media Art: The Reel Deal offer?

Take the lead in the world of promotion and master the art of media marketing! In Year 9 Media Art: The Reel Deal, students will step into the fast-paced world of film advertising, uncovering how studios promote across social media platforms. They will explore the secrets of persuasion, brand power, and multi-platform content creation, learning how studios craft messages that make an impact. Through moving-image media creation, students will experiment with mise en scène, camera angles, and editing tricks, turning simple ideas into scroll-stopping content. Whether they're crafting trailers, designing marketing campaigns, or shaping their own campaign, this course will sharpen each student's edge in the marketing space. Whether they dream of being an influencer, filmmaker, or just love media, this subject will help students create engaging content, analyse media trends, and make their message stand out in the digital crowd!

Topics Studied

- Advertising
- Product Placement and Brand Awareness
- Multi-Platform Content Creation
- Filmmaking Elements, Mis En Scene, Codes and Conventions
- Film Editing and Post-Production Processes

Assessment Types

- Trailer Treatment and Creative Brief
- Trailer Production using Moving Image

Pathways to Year 11 & 12 Subjects

- Film, Television and New Media (General)
- Arts in Practice (Applied)

MEDIA ART: MELODY IN MOTION

Why study Media Art: Melody in Motion?

Media Arts: Melody in Motion is a student's chance to create, explore, and tell powerful stories! In this subject, they will use images, sound, text, interactive elements, and technologies to bring ideas to life. Students will dive into film, photography, animation, and digital media, refining their ability to produce and analyse creative works. By examining cultural, social, and organisational influences, they'll learn how media shapes perspectives and impacts audiences. Students will explore ethical, historical, and contemporary ideas, gaining insight into how people engage with media every day. Studying Media Arts opens doors to exciting fields like film, design, advertising, gaming, and digital storytelling. They will develop creativity, critical thinking, and technical expertise—skills that are essential in today's media-driven world. Whether students dream of shaping narratives, producing compelling visuals, or innovating in new media, this subject will give them the tools to influence and create the future of storytelling!

What does Year 9 Media Art: Melody in Motion offer?

Lights, camera, music! Step into the director's chair and bring sound to life through music video production. In Year 9 Media Art: Melody in Motion, students will explore the evolution of music videos, diving into the legends who shaped the genre—from iconic performers to viral sensations. They will uncover how music artists craft their identity and brand through visual storytelling and learn how to plan, shoot, and edit their own music videos using industry-inspired techniques. Students will gain hands-on experience in moving-image media production, experimenting with camera angles, lighting, editing rhythms, and post-production polish to bring their vision to life. Whether they're passionate about music, film, or digital creativity, this course will give students the skills to create dynamic, engaging content. By the end of the unit, they will have the tools to turn beats into bold visuals, mastering the techniques used in the industry to make music videos that captivate and inspire!

Topics Studied

- Music Videos and Music Video Icons
- Musical Artist identity and branding
- Music Video Production and Moving-Image media production
- Film Editing and Post-Production Processes

Assessment Types

- Music Video Analysis
- Music Video Production

Pathways to Year 11 & 12 Subjects

- Film, Television and New Media (General)
- Arts in Practice (Applied)

MUSIC: POP SCHOOL

Why study Music: Pop School?

Music: Pop School is all about rhythm, melody, and making sound come alive! In this subject, students will listen to, compose, and perform music from a variety of styles, cultures, and traditions. They will create, organise, and manipulate sound, developing technical skills while exploring how music connects with emotion and meaning. Music is an aural experience, built on engagement and skill development. In Year 9, students will refine their abilities through composition, performance, and analysis, experimenting with melody, harmony, rhythm, and texture across contemporary genres. Students will strengthen their understanding of notation, digital production, and ensemble performance, improving both musical literacy and creativity. Through active listening and discussion, they will gain insight into how music reflects cultural identity and storytelling. Studying Music nurtures creativity, discipline, and collaboration—valuable skills whether they're pursuing performance, production, or music technology. Music will develop their sound, inspire others, and shape the future of music!

What does Year 9 Music: Pop School offer?

Turn up the volume and take centre stage in Year 9 Music: Pop School students will start by forming practical groups, refining their skills as a musician or singer, and selecting popular music that suits their group's instruments. Student's goal is a group performance in class, with the option to showcase their talent at a lunchtime concert. As they strengthen their performance skills, students will also dive into how musicians use elements of music and compositional devices to craft hit songs. In the second half of the semester, they will compose their own music using GarageBand on iPad, creating original parts for keyboard, guitar, bass, synthesiser, and drum-kit while learning mixing and editing techniques. Performance remains key, with each term featuring rehearsals of popular songs that showcase their talents. The unit wraps up with an epic live game-show quiz, complete with lights, special effects, and their class performing on stage—an experience worthy of a real concert!

Topics Studied

- Popular Music Styles
- Composing, mixing and arranging on Garage Band iPad

Assessment Types

- Group or individual Performance
- Composition in GarageBand with Supporting Statement
- Responding to Music, including analysis, evaluation and reflection

Pathways to Year 11 & 12 Subjects

- Music (General)
- Music Extension (General, Year 12 Only)
- Arts in Practice (Applied)

MUSIC: ROCK SCHOOL

Why study Music: Rock School?

Music is all about rhythm, melody, and making sound come alive! In this subject, students will listen to, compose, and perform music from a variety of styles, cultures, and traditions. Students will create, organise, and manipulate sound, developing technical skills while exploring how music connects with emotion and meaning. Music is an aural experience, built on engagement and skill development. In Year 9, they will refine their abilities through composition, performance, and analysis, experimenting with melody, harmony, rhythm, and texture across contemporary genres. Students will strengthen their understanding of notation, digital production, and ensemble performance, improving both musical literacy and creativity. Through active listening and discussion, students will gain insight into how music reflects cultural identity and storytelling. Studying Music nurtures creativity, discipline, and collaboration—valuable skills whether they're pursuing performance, production, or music technology. Music will develop their sound, inspire others, and shape the future of music!

What does Year 9 Music: Rock School offer?

Get ready to rock in Year 9 Music: Rock School! Dive into the history and evolution of rock music, exploring Blues, Swing, Rhythm & Blues, Rock 'n' Roll, and Modern Rock. Students will form practical groups, selecting a rock-style song to rehearse and perform in class—plus an optional lunchtime concert performance. While refining their performance skills, students will uncover how rock musicians manipulate musical elements to create legendary live performances. In the second half of the semester, students will shift into composition mode, using GarageBand on iPad to craft original parts for guitar, bass, piano, drum-kit, and mix real rock vocal samples to create a polished track. With performance always at the heart of Music, they will select and rehearse songs that showcase their talents, building confidence and skill as a singer or musician. By the end of the unit, students will be rocking out in a way that feels like the real thing!

Topics Studied

- Rock Music Genres including Blues, Swing, Rock n Roll
- Starting a Band and Recording Music on iPad

Assessment Types

- Group or individual Performance
- Composition in GarageBand with Supporting Statement
- Responding to Music, including analysis, evaluation and reflection

Pathways to Year 11 & 12 Subjects

- 11 and 12 Music (General)
- Music Extension (General, Year 12 Only)
- Arts in Practice (Applied)

VISUAL ART: ART IMITATES LIFE

Why study Visual Art: Art Imitates Life?

Visual Arts is all about creativity, expression, and seeing the world in new ways! In this subject, students will explore art, craft, and design, experiencing and creating works in a range of styles, contexts, and forms. They will discover how visual art shapes culture, identity, and ideas, building their understanding of its impact on local and global communities. Through drawing, painting, sculpture, digital media, and mixed media techniques, students will refine their creative and technical skills, experimenting with composition, colour, and perspective to develop their personal artistic style. Dive into the works of contemporary artists, exploring how they communicate meaning and reflect cultural identities. Through exciting, hands-on projects, students will visually express ideas and respond to different themes and social issues. Studying Visual Arts fosters creativity, critical thinking, and problem-solving—skills that are highly valued in many fields such design, architecture, film, advertising, and creative industries. Whether creating for themselves or shaping the future of art, this subject will inspire students!

What does Year 9 Visual Art: Art Imitates Life offer?

Capture identity and bring portraits to life through art! In Year 9 Visual Art: Art Imitates Life, students will explore portraiture and identity, developing skills in drawing, painting, collage, sculpture, printmaking, and digital media. Students will analyse portrait artworks from the Archibald Prize, discovering how artists express personality and emotion through their subjects. They will experiment with graphite, ink, watercolour, wire, and paint, refining techniques in mono printing, depth rendering, realism, and facial proportions to create powerful, expressive portraits. Through practical projects, students will bring their artistic vision to life, crafting artworks that showcase character, mood, and storytelling. This unit will challenge students to think deeply about how portraiture reflects identity in historical and contemporary contexts. By the end of the unit, they will confidently create and present meaningful artworks that highlight student growth as an artist and their ability to express personality through visual storytelling!

Topics Studied

- Portraiture
- Drawing Fundamentals
- Proportions of the Face
- The Archibald Prize

Assessment Types

- Folio – Visual Journal Documentation
- Folio – Experimental Artworks
- Display - Resolved Artwork and Statement
- Responding to Visual Art, including analysis, evaluation, artist studies, and reflection

Pathways to Year 11 & 12 Subjects

- Visual Art (General)
- Arts in Practice (Applied)

VISUAL ART: POP CULTURE

Why study Visual Art: Pop Culture?

Visual Arts is all about creativity, expression, and seeing the world in new ways! In this subject, students will explore art, craft, and design, experiencing and creating works in a range of styles, contexts, and forms. They will discover how visual art shapes culture, identity, and ideas, building their understanding of its impact on local and global communities. Through drawing, painting, sculpture, digital media, and mixed media techniques, students will refine their creative and technical skills, experimenting with composition, colour, and perspective to develop their personal artistic style. Dive into the works of contemporary artists, exploring how they communicate meaning and reflect cultural identities. Through exciting, hands-on projects, students will visually express ideas and respond to different themes and social issues. Studying Visual Arts fosters creativity, critical thinking, and problem-solving—skills that are highly valued in many fields such design, architecture, film, advertising, and creative industries. Whether creating for themselves or shaping the future of art, this subject will inspire students!

What does Year 9 Visual Art: Pop Culture offer?

Dive into the bold, vibrant world of Pop Art and Street Art! In Year 9 Visual Art: Pop Culture, students will explore the exciting genres of Pop Art and Street Art, investigating their movements, styles, and cultural impact. They will develop skills across drawing, collage, sculpture, painting, printmaking, and digital image manipulation using Photoshop, creating a folio of dynamic and expressive works. Through research into historical and contemporary artists, students will recontextualise existing ideas, crafting artworks that reflect meaning for today's audiences. They will experiment with materials such as oil pastels, plaster, paint, and collage, learning key techniques in composition, stencilling, and mural design. This unit will challenge students to push artistic boundaries, combining traditional and digital media to bring their creative vision to life. Whether inspired by street art's rebellious energy or Pop Art's striking visuals, students will discover new ways to express themselves and make bold artistic statements!

Topics Studied

- Art in Popular Culture
- Pop Art
- Street Art
- Social Comment in Art
- Commercial Art

Assessment Types

- Folio – Visual Journal Documentation
- Folio – Experimental Artworks
- Display - Resolved Artwork and Statement
- Responding to Visual Art, including analysis, evaluation, artist studies, and reflection

Pathways to Year 11 & 12 Subjects

- Visual Art (General)
- Arts in Practice (Applied)

NOTES

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