

Lower Senior Years



2026

Subject Handbook Year 9

FROM THE PRINCIPAL



Welcome to the Year 9 Subject Handbook: Navigating Pathways and Possibilities

Dear Students, Parents, and Carers,

Year 9 is an exciting stage of a student's learning journey. It is the first opportunity they have had to start refining and selecting what they are interested in, spending more time studying and learning about.

We hope this can be a time to ignite curiosity in areas of student interest and discover the subjects that resonate with passions and aspirations. Here at St Benedict's College, we are committed to guiding our students through this exciting journey, and this handbook is an important tool in helping students with their subject selections.

We also recommend students speak to their teachers about elective choices, older students who have done similar subjects and of course conversations with parents and caregivers.

Compulsory Foundations:

- Religion, English, Mathematics, Science, History and HPE (Health and Physical Education)

Elective Pathways:

- Over the next two years, students will have the opportunity to delve deeper into some subject areas they might have only had a taste of in Years 7 and 8.
- The available electives are outlined in this handbook.
- In Year 9 students will have 3 elective subjects per Semester (half year), whilst in Year 10 the electives they choose will be studied for a full year.

Preparing for the Senior Years

On the one hand, Year 9 is about building stepping stones toward Senior Years in terms of honing interests and study habits, however, it is also an important year to try new things, to look for electives that will help keep the balance of fun, learning and activity. With these things going well, we know students will be setting themselves up for success in whatever their Senior years will bring.

With anticipation and encouragement,

A handwritten signature in black ink, appearing to read 'Tameika Grist'.

Tameika Grist

Principal



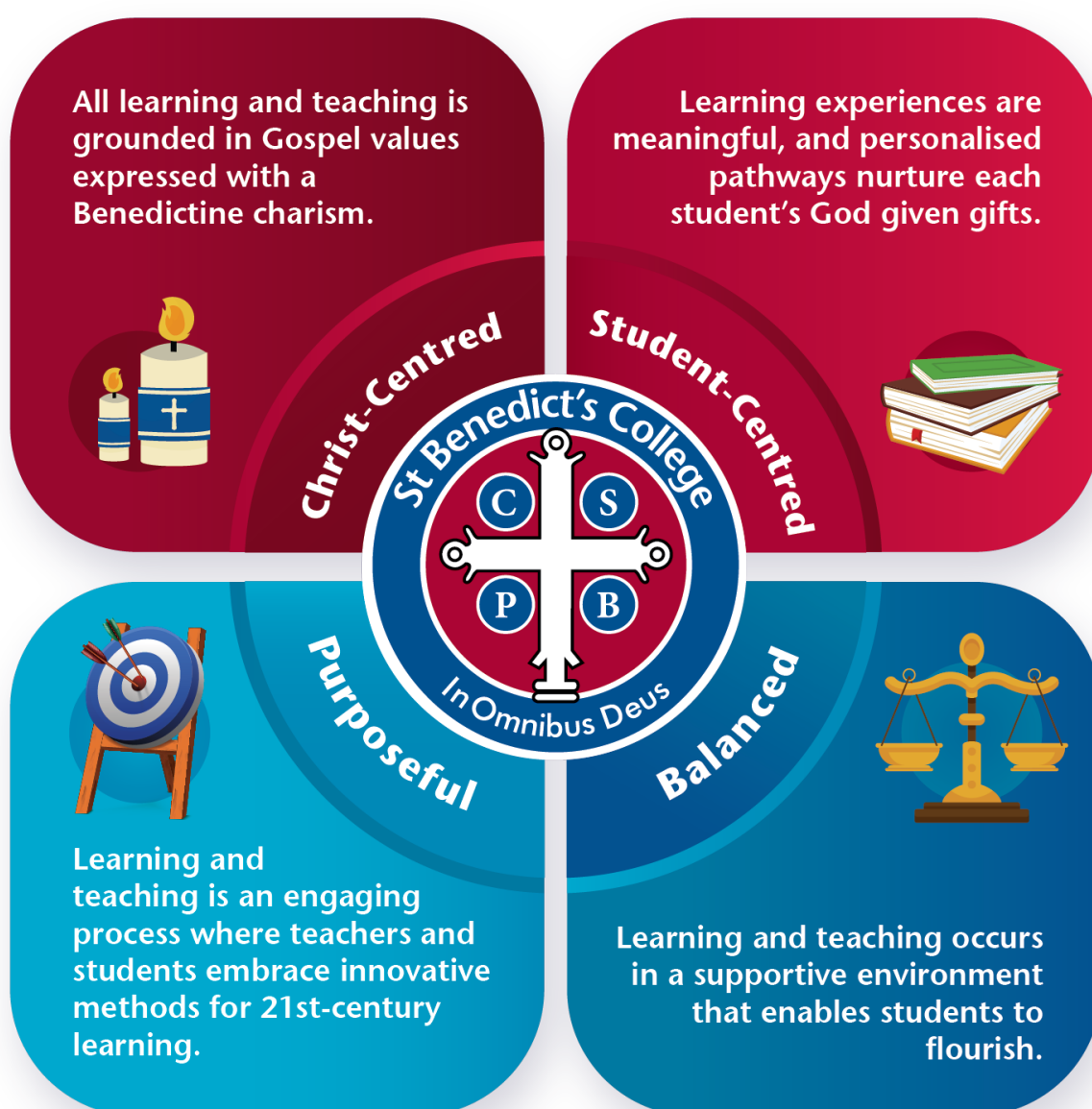
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LEARNING & TEACHING FRAMEWORK

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

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)

Core Subject

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 PROGRAMS

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 during Pastoral Care lessons. 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 School Community Industry Partnership Service (SCIPS) to access employment readiness training and participate in careers days during which they will learn about resume writing and be involved in mock interviews.

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.

Careers Website: [St Benedict's College \(stbenedictscollegecareers.com\)](http://stbenedictscollegecareers.com).



WHERE TO GO FOR HELP



Tamieka Grist
Principal



Peter Olley
Assistant Principal Catholic Identity & Formation



Anja Reust
Assistant Principal Teaching & Learning



Bonnie Towers
Guidance Counsellor



Geoffrey Young
VET Program Leader



Christopher Bugden
Pastoral Leader Year 9



Tim Campbell
Deputy Principal



Chris Carlill
Assistant Principal Student Engagement



Dominique Sinclair
Guidance Counsellor



Louise Forbes
Guidance Counsellor



Sarah Meder
Pathways Program Leader



Sam Kittoli
Learning Enhancement Program Leader

Curriculum Leaders:



Shaun Manning
Design Technologies



Michael Addicott
Digital Technologies



Jemma Cecil
English



Mark Bennedick
Health and Physical Education



Branden Laurie
Humanities/ Languages



James Downey
Mathematics



Jacob Reust
Religious Education



Kate Buchanan
Science



Megan Davis
The Arts



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 4 August (Term 3, Week 5)

SSO Closes Monday 11 August (Term 3, Week 6)



SUBJECTS OFFERED

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 of these subjects each semester, six over the course of the year. Students must also choose two reserves.

English	<ul style="list-style-type: none"> English 	
Mathematics	<ul style="list-style-type: none"> Mathematics 	
Religion	<ul style="list-style-type: none"> Religious Education 	
Science	<ul style="list-style-type: none"> Science 	
Health and Physical Education	<ul style="list-style-type: none"> Health and Physical Education 	
Humanities & Languages	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Business And Economics Chinese (Mandarin): Food and Drink Chinese (Mandarin): Shopping Civics and Citizenship Geography Japanese: School Life Japanese: Celebrations
Design Technologies		<ul style="list-style-type: none"> Engineering: Design in Motion Food and Fibre: Under the Dome Food Specialisation: Gourmet Traveller Materials and Technologies: Suburban Castle
Digital Technologies		<ul style="list-style-type: none"> Digital Technologies: Efficient Coding Digital Technologies: Game Design
The Arts		<ul style="list-style-type: none"> Dance: Popular Dance Dance: World of Dance Drama: The Actor's Journey Drama: Theatre for Performance Media Art: Hashtag Hustle 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 chance to apply their understanding in creative and efficient ways. It supports teachers in fostering self-motivated, confident learners through practice, inquiry, and active engagement in relevant and challenging activities.

Mathematical processes encompass the thinking, reasoning, communication, problem-solving, and investigative skills needed for working with mathematics. These essential skills are integrated throughout the mathematics curriculum, becoming more advanced as students progress through their schooling.

What does Year 9 Mathematics offer?

Students further develop their understanding and application skills in geometry and are introduced to trigonometry. They continue to acquire new understandings in measurement and algebra and are introduced to binomial and quadratic expressions and operations to use when problem solving, as well as the nature of linear expressions and representations. Students will be introduced to surveying and data collection methods and statistical analysis, and further their understanding and interpretation of probability scenarios including two step chance experiments, both with and without replacement.

Topics Studied

- Quadratic algebra
- Volume and surface area
- Probability
- Trigonometry and Pythagoras' theorem

Assessment Types

- Topic 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?

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)

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)
- Certificate III in Fitness (VET)
- Food and Nutrition (General)
- Certificate III in Health Services Assistance (VET)
- Certificate III in Community Services (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)



BUSINESS AND ECONOMICS

Why study Business and Economics?

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems. Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

What does Year 9 Business and Economics offer?

Where does money come from? Where does it go? Have you ever wondered what happens when we hand over our hard-earned cash to a business? This course gives students the opportunity to answer these questions and further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be a part of the Asia Region and global economy. They consider the interdependence of participants in the global economy by learning about the relationships between producers and consumers, including the implications of decisions made by individuals, businesses and governments.

Topics Studied

- Money Matters
- Going Global

Assessment Types

- Research Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Business (General)
- Certificate 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

Pathways to Year 11 & 12 Subjects

- Chinese (General)

CHINESE (MANDARIN): SHOPPING

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 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

Pathways to Year 11 & 12 Subjects

- Chinese (General)

CIVICS AND CITIZENSHIP

Why study Civics and Citizenship?

Civics and Citizenship offers students the opportunity to explore Australia's political and legal systems while examining the nature of citizenship, identity, and diversity in modern society. The course focuses on Australia's federal system of government, shaped by both the Westminster and Washington systems, and the core democratic values that underpin it, including freedom, equality, and the rule of law. Students investigate how citizens elect their governments, how the system protects democracy through civic rights and responsibilities, how laws safeguard individual freedoms, and how people can actively participate and influence civic life.

What does Year 9 Civics and Citizenship offer?

In Year 9 Civics and Citizenship, students deepen their understanding of Australia's federal system of government and how it enables political and legal change. They explore the structure and jurisdictions of Australia's court system, learning how laws are applied and interpreted to support a democratic and just society. Students also examine the growing global connectedness of contemporary Australian society and what it means to be an active global citizen. Throughout the semester, students develop their knowledge and skills by exploring key questions such as: What influences drive change in Australia's political and legal systems? How does the court system uphold justice and democracy? And how do citizens engage in an increasingly interconnected world?

Topics Studied

- Laws and Citizens
- Government and Democracy

Assessment Types

- Research Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Legal Studies (General)

GEOGRAPHY

Why study Geography?

Geography inspires curiosity and wonders about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world. Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments and engage in the global community.

What does Year 9 Geography offer?

In the Biomes and Food Security unit, students explore major global biomes, such as forests, grasslands, deserts, and tundras, examining their unique characteristics and importance in supporting food production. They investigate how different biomes sustain agriculture and the complex challenges of achieving food security in a changing world, including the effects of climate change, land degradation, and the need for sustainable farming practices. In the Geographies of Interconnection unit, students examine the many ways people, places, and environments are connected on local and global scales through transport, communication, trade, and technology. They explore the impacts of globalisation, including issues like sweatshops, exploitation, and environmental degradation, while developing an understanding of global citizenship, ethical responsibility, and the importance of creating a more sustainable and equitable world.

Topics Studied

- Biomes and Food Security
- Geographies of Interconnection

Assessment Types

- Geographical Report
- Short and Extended Response Exam

Pathways to Year 11 & 12 Subjects

- Legal Studies (General)
- Design (General)
- Biology (General)

JAPANESE: SCHOOL LIFE

Why study Japanese?

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 offer?

Year 9 Japanese 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?

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 offer?

Year 9 Japanese 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

ENGINEERING: DESIGN IN MOTION

Why study Engineering?

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. Design Technologies – Engineering 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, real-world 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 electric vehicle and a structurally sound bridge. Using advanced technologies like laser cutters, 3D printers, and wind tunnel testing, Students will prototype and refine their designs. These projects will challenge them to think critically, analyse material properties, and develop innovative solutions to real-world engineering problems and future-focused design challenges.

Topics Studied

- Engineering Principles
- Design and Prototyping
- Advanced Manufacturing Technologies
- Material Properties and Functionality

Assessment Types

- Folio

Pathways to Year 11 & 12 Subjects

- Design (General)

FOOD AND FIBRE: UNDER THE DOME

Why study Design Technologies – Food and Fibre?

Design and Technologies – Food and Fibre 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)
- Certificate II in Hospitality (VET)
- Design (General)

FOOD SPECILISATION: GOURMET TRAVELLER

Why study Design Technologies – Food Specialisation?

Design and Technologies – 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 explore two exciting projects: investigating sustainable packaging solutions and creating a culturally inspired fusion food product for a food truck. In the packaging unit, they will research the environmental impact of single-use plastics and explore innovative alternatives that support global sustainability goals. In the food truck challenge, students will explore a variety of traditional foods—including Australian bush foods—to develop a fusion menu, cost their recipes, and prepare a final dish. These projects will help students build skills in research, design thinking, food preparation, and collaborative planning, while encouraging them to consider consumer needs, cultural diversity, and environmental responsibility.

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)
- Certificate II in Hospitality (VET)

MATERIALS AND TECHNOLOGIES: SUBURBAN CASTLE

Why study Materials and Technologies?

In an increasingly complex and technological world, students need the confidence and capability to respond creatively to design challenges. Design Technologies – Materials and Technologies 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 The Suburban Castle, students will explore how traditional craftsmanship meets modern fabrication through two creative design projects. They will design and construct a flat pack stool and a household sign using both classic woodworking techniques and advanced technologies like CNC routing and laser cutting. Using CAD (Computer-Aided Design), students will develop their ideas and bring them to life through prototyping and design thinking. These projects will help students build critical and creative problem-solving skills while working on real-world design challenges.

Topics Studied

- Design Thinking and Prototyping
- Traditional and Advanced Fabrication Techniques
- Material Properties and Suitability

Assessment Types

- Folio

Pathways to Year 11 & 12 Subjects

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

DIGITAL TECHNOLOGIES: EFFICIENT CODING

Why study Digital Technologies?

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 Efficient Coding 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 version control with GitHub is introduced to support collaboration and professional coding workflows.

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?

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?

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.

Pathways to Year 11 & 12 Subjects

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

DANCE: WORLD OF DANCE

Why study 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: The 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?

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 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 Actors 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?

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: HASHTAG HUSTLE

Why study Media Art?

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, photography, 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 offer?

Take the lead in the world of social media and master the art of digital storytelling! In Year 9 Media Art: Hashtag Hustle, students will step into the fast-paced world of social media advertising, uncovering how brands grab attention and shape identity across platforms like TikTok, Instagram, and YouTube. They will explore the secrets of product placement, brand power, and multi-platform content creation, learning how businesses 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 ads, designing influencer campaigns, or shaping their own creative brand, this course will sharpen each student's edge in the digital 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

- Social Media 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

- Advertisement Treatment (Creative Brief)
- Moving-Image Media Advertisements

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?

Media Arts is a students' 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 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?

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. 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 GarageBand 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?

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?

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 as 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?

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 as 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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