Stretton State College

YEAR 9 COURSE GUIDE

CAREER AND PATHWAY EDUCATION

Pathway and Career Education @ SSC Yr 7-10

FUTURE READY PATHWAYS TO SUCCESS

BENEFITS FOR ALL

FOR OUR STUDENTS : Future ready - gaining a better understanding of themselves and skills/knowledge required for potential pathway choices.
FOR OUR SCHOOL : increased student participation, engagement and success.
FOR OUR COMMUNITY - a more skilled, flexible and knowledgeable workforce.

WHAT IS PATHWAY & CAREER EDUCATION?

Pathway and Career Education is the development of knowledge, skills and attitudes through a planned program of learning experiences to assist students to make informed decisions about their future study and work options to enable effective participation in working life. (Dept of Education)

CURRICULUM

Our year 7-10 Pathway and Career Education curriculum is responsive to the needs of all students, ensuring they are prepared early for the important decisions required for career events at school (like subject selections and SET Planning) further equipping them for the future of work.

Our Curriculum is real-world and provides significant value to student wellbeing, engagement and achievement.

FLEXIBLE

Social, economic and technological change is reshaping the work we do.
Our Pathway and Career Education Program is:
Flexible in design, content and delivery.
Has authentic and relevant experiences.
Aims to meet the needs of our students, our school and our community.

EVIDENCE BASED

The SSC Pathway and Career Education Program:
Responds to career and education trends.
Uses reputable sources and resources:
National Career Education Strategy, MyFuture, StudyWorkGrow, QLD Department of Education - Career Education: Pathway Planning.

THINK CLUSTERS

Rather than ask students about one static "job" ask them to identify their dynamic career cluster:
MAKER - create, maintain, grow
INFORMER - advise, educate, guide
GUARDIAN - protect, care
COORDINATOR - organise, plan, control
LINKER - support, sell, serve
INNOVATOR - design, engineer, develop
(StudyWorkGrow)

COLLABORATIVE

Connecting with parents and carers, employers and the broader community enables all stakeholders to be informed and involved - developing shared commitment and understandings. of pathway and career education

Promoting partnerships with diverse employers, higher education and vocational education and training providers.

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Welcome

Dear Students and Parents,

At Stretton State College, Year 9 is the final year where Core curriculum is mandatory. Students will have greater choice in curriculum offerings to align with their strengths and interests. Year 9 is still part of the Compulsory Participation Phase. The Year 9 curriculum offered at Stretton State College is structured to assist in the transition from the Junior Secondary phase into the Senior Secondary phase. Students will be introduced to the varied pathways in education and training.

The Year 9 Curriculum Framework is based on the eight Learning Areas and is designed to cater for a range of abilities and interests. Students are required to study the Core areas of English, Mathematics, Science, History and Health & Physical Education along with a selection of electives. History and Health & Physical Education are studied for one semester each.

As our electives are designed to be year-long courses, it is important that students choose their subjects with their future pathway in mind. All our electives offered are in alignment with Senior subjects, therefore allowing students to start exploring subjects that they believe will be beneficial to their future. All electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that curriculum area.

It is important to note that all subjects emphasise the development of literacy, numeracy, thinking skills, technology skills and values. I encourage students to seek more information about the subjects on offer here at Stretton State College, and the requirements to reach their future career goals and aspirations by talking to their parents and to key Stretton State College staff.

As you begin selecting subjects for Year 9, it's important to understand how your choices shape your future. Your Connect Ed Pathways and Careers Program helps you map out your goals and make informed decisions about the pathways that will lead you towards a rewarding future. Engaging in the career program gives you a clearer idea of what's out there and helps you explore your interests and strengths.

Career Clusters are groups of jobs that are linked by common skills, interests, and ways of working. Instead of focusing only on job titles, Career Clusters help you understand the types of roles that suit your strengths and how you like to work. There are six main Career Clusters:

1. **Informers** – People who share information, teach, or communicate ideas. (e.g. tutors, journalists, teachers)
2. **Linkers** – People who help others to find, choose, secure and use things like products and services. (e.g.Tour guide, IT Support, Sales)
3. **Coordinators** – People who organise, plan, or manage things or people. (e.g. project managers, administrators)
4. **Innovators** – People who design, build, code or imagine new things. (e.g. architects, engineers, artists)
5. **Makers** – People who use their hands or tools to make or fix things. (e.g. mechanics, chefs, electricians)
6. **Guardians** – People who protect, enforce rules, or ensure safety. (e.g. nurses, social workers, police officers)

By exploring these clusters, you can find out which groups of jobs based on how people work—can help you discover roles that suit your personality and skills, making your future choices more meaningful and successful.

It is important to remember that a balanced curriculum keeps future options open. I trust the following information will be helpful in making your choices in what to study in Year 9.

I wish you well in making your decisions.

Jan Maresca Executive Principal

Year 9 Subject Pathways

KEY	General Subjects – subjects designed to prepare students for university entry	Applied subjects – subjects designed to prepare students for the workforce	VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications
Learning Area	**Year 9**	**Year 10**	**Year 11**
English	English	English	English
		Literature	Literature
		Essential English	Essential English
Mathematics	Mathematics	General Mathematics	General Mathematics
		Mathematical Methods	Mathematical Methods
		Essential Mathematics	Essential Mathematics
		Specialist Mathematics	Specialist Mathematics
Science	Science	Core Science	Science in Practice
		Chemistry	Chemistry
		Biology	Biology
		Earth and Environmental Science	Earth and Environmental Science
	Science/Einstein's Course	Physics	Physics
	Science/Brainiac Course	Psychology	Psychology
Humanities	Civics and Citizenship	Civics and Citizenship	Legal Studies
	History	Core History	Cert IV Justice Studies
			Social and Community Studies
		Specialist History	Modern History
			Ancient History
	Geography	Geography	Geography

KEY	General Subjects – subjects designed to prepare students for university entry	Applied subjects – subjects designed to prepare students for the workforce	VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications
Learning Area	**Year 9**	**Year 10**	**Year 11**
Business	Economics and Business	Economics and Business	Accounting Economics Business Certificate III in Business/Certificate II in Tourism Diploma of Business
Languages	Italian	Italian	Italian
Applied Technologies	Junior Design Junior Engineering Design and Technologies Food Technology	Pre Design Pre Engineering Design and Technologies Certificate I in Manufacturing Pathways Food & Nutrition Hospitality Studies	Design Engineering Industrial Technology Skills Certificate I in Construction Certificate II in Engineering Pathways Food & Nutrition Certificate II in Hospitality Certificate III in Hospitality
Digital Technologies	Digital Technologies	Preparatory Digital Solutions Information and Communication Technology	Digital Solutions Information and Communication Technology Certificate II in Applied Digital Technologies Certificate III in Information Technology

KEY	General Subjects – subjects designed to prepare students for university entry	Applied subjects – subjects designed to prepare students for the workforce	VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications
Learning Area	**Year 9**	**Year 10**	**Year 11**
HPE	Health and Physical Education	Physical Education	Physical Education
	Health Sport and Fitness	Health Sport and Recreation (Academy Students select – Football, Rugby League or Volleyball)	Sport and Recreation
			Cert III/IV in Fitness (if Cert III completed)
The Arts	Drama	Drama	Drama
			Drama in Practice
	Media Arts	Media Arts	Film, Television and New Media
			Media Arts in Practice
	Music	Music	Music
			Music Extension (Year 12 only)
			Music in Practice
	Visual Arts	Visual Arts	Visual Art
			Visual Art in Practice

Year 9 Subject Options

Year 9 students will study six (6) subjects in each semester, English and Mathematics, Science for the whole year. History and Health & Physical Education are studied for one semester each. They will have the opportunity to select elective subjects to study for the full year. Electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that curriculum area.

Students will engage in the Stretton State College Pathway and Career Education Program during Connect Ed and explore possible pathways and careers. Subject selections will be made during Term 3 and students should consider the knowledge and skills they have developed in the Pathway and Career Education Program to make appropriate choices that support their possible pathway. Parents will be informed of the subject choices students have made via email. Future changes may not be possible, once subjects and classes have been allocated for the following year.

All students will study six subjects in each Semester. You have been provided with Pathway and Career Education (during Connect Education Lessons), this Course Guide, and video presentations from each of the faculty HODs outlining the subject offerings listed located on our Student Intranet.

Students must study:

CORE SUBJECTS

- Whole Year: English, Mathematics and Science.
- One Semester: History and Health & Physical Education (in alternating semesters).

ELECTIVE SUBJECTS

All Subjects are designed to be year-long, however are offered in semester units. Students should select carefully to ensure pre-requisites for senior subjects and their future pathway are met.

Any changes to subjects will require additional interviews with the Deputy Principal and may not be possible. Students must ensure they select subjects that align with their future pathway and interests.

You will receive confirmation if your subject selection is successful – this will be dependent on sufficient numbers, resourcing and timetabling constraints. Parents and students will be advised if subject re-selection is necessary.

Stretton State College requires that students meet mandatory prerequisites for entry into senior General subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. The following tables contain prerequisite information for subject selections from year 8 to 9. To assist planning for your senior years at Stretton State College. Students should also consider the Year 11/12 General Subject Pathway Information.

Year 9 Pre-Requisites

Learning Area	HOD	Year 9 Subject	Prerequisite – applied when confirming course selection for SET Plan
English	Mrs Seed	English	Year 8 English
Mathematics	Mrs Bhagwati	Mathematics	Year 8 Mathematics
Sciences	Mrs Ryalls	Science	Year 8 Science
		Brainiacs	B in Year 8 Science
		Einsteins	B in Year 8 Science
Humanities and Social Sciences/ Business	Mrs Murphy	History	Year 8 Humanities
		Civics & Citizenship	C in Year 8 English and C in Year 8 Humanities
		Geography	C in Year 8 English and C in Year 8 Humanities
		Economics and Business	C in Year 8 English and C in Year 8 Humanities
		Italian	C in Year 8Italian
Health and Physical Education	Mr Thiele	Health and Physical Education	Year 8 Health and Physical Education
		Health, Sport & Fitness	Year 8 Health and Physical Education
Digital Technologies	Ms Underwood	Digital Technologies	C in English and B in Year 8 Digital Technologies
Applied Technologies	Mr Johnstone	Junior Engineering	C in Year 8 Design and Technologies and a B in Mathematics
		Junior Design	B in Year 7/8 Design and Technologies and C in English
		Design and Technologies	C in Year 7/8 Design and Technologies
		Food Technology	C in Year 8 Food Specialisations
The Arts	Ms Dangaard	Drama	C in Year 8 English and/or C in Drama
		Media Arts	C in Year 8 English and/or C in Media Arts
		Music	C in Year 8 English and/or C in Music
		Visual Arts	C in Year 8 English and/or C in Visual Arts

SUBJECT INFORMATION

English

Year 9 Core Subject

English is a core subject in Year 9. English is central to the lives, learning and development of all young Australians. Through the study of English, students 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.

The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world.

The study of English also plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them 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.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

Pathways
The Australian Curriculum: English helps students to engage imaginatively and critically with texts to expand the scope of their experience, preparing them for studies of General or Applied English in the senior years.

Structure
The Year 9 English curriculum provides a link between the junior and senior school, preparing students for success in Years 10, 11 and 12. All students study a course of work that covers elements of the ACARA Achievement Standard.

SEMESTER 1	SEMESTER 2
Unit 1: What if…? **Unit 2**. Differing Perspectives: This is My Story	**Unit 3**: The Power of the Pen – Novel Study **Unit 4**: Documentaries

Assessment
Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

SEMESTER 1	SEMESTER 2
Unit 1: Extended Response (W) - Persuasive speech transcript **Unit 1:** Performance/presentation (S) – Vlog in response to a literary text **Unit 2**: Extended Response (W) – Memoir Analysis	**Unit 3**: Extended Response (W) - Analytical Essay **Unit 4**: Multimodal - Documentary Director's Interview W=Written assessment. S=Spoken assessment

Cost
The costs associated with this course are included in the Student Resource Scheme.

Mathematics

Year 9 Core Subject

Mathematics is an important part of learning for every young person in Australia. It helps you build key skills and concepts in topics like number, algebra, shape, measurement, statistics and probability. These are skills you'll use in everyday life, at work, and even when making decisions in your community. Mathematics in the junior years provides the fundamental knowledge and skills required for specialized mathematics subjects in the senior years of schooling.

Mathematics isn't just useful—it can actually be pretty interesting and eye-opening when it's beauty, logic and versatility is recognised. In your math classes, you'll get to see how powerful good thinking and problem-solving can be. You'll learn how to work with numbers and ideas confidently, figure out different ways to solve problems, and understand how math connects to the real world and other school subjects. It's not just about getting the answer—it's about understanding *why* it works.

Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences. It will help you to:

- Use math efficiently and confidently in everyday life and work.
- Build strong skills and mathematical understanding with concepts that will help you survive in the real world.
- Connect different areas of mathematics and apply them in other subject areas.
- See mathematics as useful, interesting, and something you can enjoy.
- Learn important skills for future study and careers.

Pathways

In the current world, things like computers, digital technology, automation, artificial intelligence, and data are a big part of everyday life. Studying Mathematics can lead to career pathways in STEM fields —Science, Technology, Engineering, and Mathematics, as well as fields like business, finance, architecture, health, data science, and more.

The Australian Curriculum: Mathematics helps students to engage creatively and critically with mathematical concepts in order to build foundational understanding and expand the scope of their experience, preparing them for studies of General or Applied Mathematics in senior years. Your overall academic outcome for this subject will help determine your mathematics subject selection in year 10.

Structure

The Year 9 Mathematics curriculum provides a link between the junior and senior school, preparing students for success in Years 10, 11 and 12. All students study a course of work that covers elements of the ACARA Achievement Standard.

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
• Probability • Rational and Irrationals Numbers • Transformations and Constructions	• Pythagoras & Trigonometry • Ratios & Scale • Surface Area & Volume • Errors in Measurement	• Statistics • Algebra	• Linear Functions • Quadratic Functions

Assessment

Assessment is completed using a range of different modes, assessing the proficiencies of Understanding, Fluency, Problem-Solving and Reasoning.

SEMESTER 1	SEMESTER 2
Unit 1: Examination + Folio Tasks **Unit 2**: PSMT + Quiz	**Unit 3**: Investigation + Quiz **Unit 4**: Examination

Cost

The costs associated with this course are included in the Student Resource Scheme.

Science
Year 9 Core Subject

Science is a core subject in Year Nine. Through the study of science, students develop an in-depth understanding of interdependent life systems, homeostasis, chemical processes, and wave models of energy transfer. Students also explore global features and events in terms of geological processes and timescales and describe the social and technological factors that have influenced scientific developments to predict the future applications of science and technology.

Australian Curriculum: Science aims to develop the knowledge, understanding and skills to enable students to:

- Design questions that can be investigated using a range of inquiry skills
- Design and implement safe and ethical methods that include the control and accurate measurement of variables and the systematic collection of data
- Analyse primary and secondary information and data to reveal trends, interrelationships and inconsistencies
- Evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences
- Become scientifically literate and informed consumers and producers of information and ideas

Pathways
Through the medium of scientific inquiry, students develop scientific literacy and interpersonal collaboration and communication skills, enabling them to be informed, active and productive citizens in an ever-changing world. The Australian Curriculum: Science also prepares students for studies of the following General subjects: Biology, Physics, Chemistry, Psychology and Earth and Environmental Science or the Applied Science Subject: Science in Practice in the senior years.

Structure
The Year 9 Science curriculum covers the focus areas and achievement standard from the Science Australian Curriculum Year 9 band. Students complete two semesters of year 9 Science composed of four units of study. Student performance in the Year 9 Science learning area subject is an indicator of the likelihood of successful study in the Year 10 Core Science subject as well as the Year 10 Science electives: Preparatory Physics, Chemistry, Psychology and the integrated contextual elective Year 10 Life Science.

SEMESTER 1	SEMESTER 2
Unit 1: Waves and the Electromagnetic Spectrum **Unit 2:** Chemical Reactions Matter	**Unit 3**: The Earth as a System **Unit 4**: Homeostasis and Ecology

Assessment
Student assessment in Year 9 Science is designed to provide opportunities for individual and collaborative group work and research and evaluation skills in spoken and written modes.

SEMESTER 1	SEMESTER 2
Unit 1: Exam **Unit 2**: Practical Investigation	**Unit 3**: Research Investigation **Unit 4**: Exam

Cost
The costs associated with this course are included in the Student Resource Scheme.

History

Year 9 Core Subject

Year 9 History is a mandatory subject studied for 1 semester. Here students study the history of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.

Pathways

A course of study in History promotes critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 9 History is an indicator of the likelihood of successful study in any Humanities subjects in Year 10, these subjects include: Core History, Specialist History, Geography, Economics and Business and Civics and Citizenship.

Structure

The *Year 9 History* curriculum builds on knowledge and skills developed in year 7 and 8 Humanities. Students explore key concepts such as cause and effect, continuity and change and the power of perspective. They develop skills in source analysis evaluation, and critical thinking to better understand the relationship between people, places, and culture on a national and international scale.

Students will complete 2 units of work over the semester.

SEMESTER 1
Unit 1: *The Age of European Expansion* Students explore how the Industrial Revolution transformed Europe and set the stage for European exploration, colonisation, and the eventual arrival and settlement of Europeans in Australia. **Unit 2: *World War I*** Students examine the causes, events, and consequences of the First World War, with a focus on Australia’s involvement and the lasting impact on national identity and global history.

Assessment

Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1
Unit 1: Independent Source Investigation – Virtual Museum **Unit 2**: Portfolio of Work

Cost

The costs associated with this course are included in the Students Resource Scheme.

Health and Physical Education
Year 9 Core Subject

Health and Physical Education (HPE) is a core subject in Year 9 that plays a key role in supporting the physical, social, emotional, and mental development of young Australians. It empowers students to take responsibility for their health and wellbeing while building lifelong skills in teamwork, resilience, and physical fitness. Through both practical and theoretical lessons, students explore how to make healthy choices and build positive relationships.

Pathways

- **Senior Secondary Physical Education**: Students can choose to continue HPE in Years 11 and 12, leading to the Queensland Certificate of Education (QCE).QCAA
- **Vocational Education and Training (VET)**: Students can pursue VET courses in areas like Certificate III Fitness and/or Sport and Recreation, and community services.
- **Career Opportunities**: Skills gained in HPE can lead to careers in health promotion, physical education teaching, sports coaching, and allied health professions.

Structure

The Year 9 HPE curriculum is a semester course bridging junior and senior schooling. All students complete a balanced program that meets the Australian Curriculum achievement standards across the two strands. Lessons are split between 3 lessons: theory-based health education and practical physical activity:

- **Personal, Social and Community Health**
  - Focuses on health promotion, personal safety, respectful relationships, and mental health.
  - Encourages students to make informed choices and understand the impact of their behaviours on themselves and others.
- **Movement and Physical Activity**
  - Involves skill development across a variety of sports and physical activities.
  - Promotes fitness, teamwork, leadership, and fair play in a practical setting.

TERM 1	TERM 2
Unit 1: My Place in Society	**Unit 2**: Living My Best Life: Health and Wellbeing

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Exam	**Unit 2**: Project

Cost

The costs associated with this course are included in the Student Resource Scheme.

Science: Einstein's Course
Year 9 Elective Subject

Einstein's Course is an elective subject in Year Nine. The aim of this course is to inspire our next generation to become the 'bearers of the torch of discovery in our quest for knowledge' (Professor Stephen Hawking). Through this collaborative inquiry-based course, students integrate scientific, mathematical and technological concepts and apply them to real-world STEM problems. Students explore the origin, development and processes of STEM innovations and apply scientific concepts and mathematical algorithms to contexts such as space exploration, terraforming, and vehicle design and safety. They critically evaluate the social and technological factors that have influenced various STEM priorities to predict future applications of innovations in this field.

Einstein's aims to develop the knowledge, understanding and skills to enable students to:

- Design questions that can be investigated using a range of inquiry skills and implement safe and ethical methods that include the control and accurate measurement of variables and the systematic collection of data
- Analyse primary and secondary information and data to reveal trends, interrelationships and inconsistencies
- Evaluate others' methods and explanations from a STEM perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences
- Design solutions for problems in the real-world using STEM problem-solving skills

Pathways
Students develop critical and creative thinking and interpersonal collaboration and communication skills, enabling them to be active and productive global citizens. Student performance in the Einstein's learning area subject is an indicator of the likelihood of successful study in the two streams of Year 10 Core Science as well as Year 10 Preparatory Physics and Year 10 Life Science. Einstein's also prepares students for study of the General Science Subjects: Physics and Earth and Environmental Science or the Applied Science Subject: Science in Practice in the senior years.

Structure
The Einstein's curriculum complements the delivery of the focus areas and achievement standard from the Science and Mathematics Australian Curriculum Year 9 band. Students can complete two semesters of Einstein's which is composed of four units of study. All students study a course of work that covers elements of the ACARA Achievement Standard.

SEMESTER 1	SEMESTER 2
Unit 1: STEM innovations and innovators **Unit 2**. Mission Mars	**Unit 3**: Future Transport **Unit 4**: New Frontiers in STEM

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: STEM Research Investigation Report **Unit 2**: Exam: Physics of Space Travel and Terraforming	**Unit 3**: Practical Investigation: Building a Land Yacht **Unit 4**: Practical Investigation: Renewable Energy

Cost
The costs associated with this course are included in the Student Resource Scheme.

Science: Brainiac's Course

Year 9 Elective Subject

Brainiac's Course is an elective subject in Year 9. Through this collaborative inquiry-based course, students integrate concepts related to the anatomy and physiology of the Nervous and Endocrine system. Students explore the functionality of the brain as the control-centre for various body processes and apply their understanding to contexts related to homeostasis and psychology. They critically evaluate the social and technological factors that have influenced various Neuroscience priorities and the future of this field.

Brainiac aims to develop the knowledge, understanding and skills to enable students to:

- Design and investigate questions using a range of inquiry skills and implement safe and ethical methods that include the control and accurate measurement of variables and the systematic collection of data
- Analyse primary and secondary information and data to reveal trends, interrelationships and inconsistencies
- Evaluate and improve methodology and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences

Pathways

Student performance in the Brainiac learning area subject is an indicator of the likelihood of successful study in Year 10 Core Science or the following electives: Year 10 Preparatory Psychology and Year 10 Life Science. Brainiac's Course prepares students for study of the General Science subjects of Biology and Psychology or the Applied Science subject of Science in Practice in the senior years.

Structure

The Brainiac course structure complements the delivery of the focus areas and achievement standard from the Science Australian Curriculum Year 9 band. Students can complete two semesters of Brainiac that are each composed of two units of study. All students study a course of work that covers elements of the ACARA Achievement Standard.

SEMESTER 1	SEMESTER 2
Unit 1: The Nervous System and the Brain **Unit 2**. The Endocrine System	**Unit 3**: Animal Behaviour **Unit 4**: Introduction to Human Psychology

Assessment

The range of student assessment in Brainiac is designed to provide opportunities for individual and collaborative group work as well as research and evaluation skills in spoken and written modes.

SEMESTER 1	SEMESTER 2
Unit 1: Exam **Unit 2**: Student Experiment	**Unit 3**: Data Test **Unit 4**: Research Investigation

Cost

The costs associated with this course are included in the Student Resource Scheme.

Civics & Citizenship
Year 9 Elective Subject

In Year 9 Civics and Citizenship, students learn how laws and governments affect society and how they respond to important world issues. They compare Australia's system of government with another country in the Asian region and explore Australia's role in global organisations like the United Nations. Students also learn about the High Court and how it helps shape and protect our laws.

This subject helps students build important skills like asking good questions, thinking critically, solving problems, and making fair and informed decisions. They explore real legal issues, examine different points of view, and learn how to present strong, well-reasoned arguments. Civics and Citizenship encourages students to think deeply about justice, fairness, and how a democratic society works—preparing them for further studies in Humanities and beyond.

Pathways
A course of study in Civics and Citizenship promotes research and analytical skills — universally valued tools that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

Structure
The Year 9 Civics and Citizenship curriculum builds on knowledge developed in the junior years and lays a strong foundation for success in senior Humanities subjects. Students explore key concepts such as the principles of Australia's democracy, the role of political parties and elections, the rights and responsibilities of citizens, and how individuals and groups can influence political and legal change. They also examine how laws are made and enforced, investigate contemporary social and legal issues, and develop skills in critical thinking, ethical reasoning, and active citizenship.

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: Government, Democracy and the Law Students explore how Australia's democratic system and legal processes work, and how individuals can engage with and influence political and legal decisions. **Unit 2: Citizenship, Diversity and Identity** Students will examine what it means to be an active Australian citizen in a diverse society, exploring how personal and national identities are shaped by culture, values, and shared democratic principles.	**Unit 3: Australia's Legal System and Social Media** Students will investigate how Australia's legal system response to legal issues arising from the use of social media, including defamation, privacy, and online behaviour. **Unit 4: Drugs and Alcohol** Students will explore the legal, social and health implications of drug and alcohol use, and examines how the law address related offences and supports community safety.

Assessment
Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Combination Response Exam **Unit 2**: Extended Response (Research Report)	**Unit 3**: Argumentative Essay (Investigation) **Unit 4**: Combination Response Exam

Cost
The costs associated with this course are included in the Students Resource Scheme.

Economics & Business
Year 9 Elective Subject

The study of business helps students develop important knowledge and skills to contribute meaningfully to society, the workforce, and the marketplace. It prepares them to become future employees, employers, leaders, and entrepreneurs.

The Year 9 curriculum allows students to deepen their understanding of economics and business by looking at Australia's economic performance and standard of living. They will learn how governments manage the economy to improve living standards and why economic performance and living standards can vary within and between different countries. Students will explore the concept of externalities—how some costs or benefits of business activities affect society—and why governments intervene to make sure prices reflect the true impact on resources and communities. They will also study how businesses respond to changing economic conditions, including how they manage their workforce.

Students will use a range of technological, communication, and analytical tools to understand, analyse, interpret, and combine business data and information. They will engage with the changing business world both in Australia and globally, including the evolving workforce and new digital technologies.

Pathways
A course of study in Business promotes technical and analytical skills, including the capacity to appreciate the importance of industry and commerce at a broad, national and international perspective — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. As a Humanities subject, year 9 Business serves as an introduction to Business principles.

Structure
The *Year 9 Economics and Business* curriculum provides an opportunity to build on knowledge gained in junior years, preparing students for success in senior Humanities and Business studies. Students explore how the Australian economy operates, including concepts such as supply and demand, consumer and financial decision-making, business innovation, and the role of government in managing economic performance. They also examine workplace rights and responsibilities, ethical business practices, and the impact of global and digital markets on businesses and consumers.

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: *Business Foundations* Students explore fundamental business concepts, strategies and processes relating to strategic planning, and investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage. **Unit 2: *Financial Risk and Reward*** Students explore how individuals and businesses manage financial risks and make decisions to achieve potential rewards.	**Unit 3: *Business and the Law*** Students examine how legal principles and regulations affect business operations, rights, and responsibilities. **Unit 4: *International trade and Interdependence*** Students investigate how countries trade goods and services, and how global economic connections create mutual dependence.

Assessment
Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Combination Response Exam **Unit 2**: Portfolio of work (Assignment)	**Unit 3**: Research Report (Assignment) **Unit 4**: Combination Response Exam

Cost
The costs associated with this course are included in the Students Resource Scheme.

Geography
Year 9 Elective Subject

The study of Geography helps students understand the important relationship between society and the natural environment. Geographers have always noticed the differences and similarities between places, but they focus even more on understanding why places have the unique characteristics they do, and how these are connected to other places.

To answer these questions, students need to appreciate how culture, technology, politics, economics, landforms, and natural processes all interact. Geographers use a variety of tools and knowledge from both the arts and the sciences to explore these connections. Geography helps us see the complexity of the world, and by understanding this complexity, we can make better decisions to care for the place we call home. The Australian Curriculum for Geography also encourages students to think carefully and critically about different sources of data and information, preparing them well for studying other Humanities subjects in senior school.

Pathways
A course of study in Geography promotes technical and analytical skills, including the capacity to appreciate the importance of a broad, international and comparative perspective — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure
The *Year 9 Geography* curriculum builds on geographical knowledge and skills developed in earlier years, preparing students for success in senior Geography and Humanities subjects. Students explore key concepts such as interconnection, sustainability, and place through the study of topics like biomes and food security, the effects of urbanisation, and the impacts of human activity on the environment. They also develop skills in mapping, data analysis, fieldwork, and critical thinking to better understand the relationship between people, places, and environments on a global and local scale.

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: Biomes and Food Security Students examine how different global ecosystems influence food production and availability, and explores challenges and strategies to ensure reliable, sustainable food sources for growing populations. **Unit 2: Tourism and the Environment** Students explore the impacts of tourism on natural ecosystems and communities, highlighting strategies to promote responsible travel that supports environmental conservation and sustainable development.	**Unit 3: Disaster Management** Students examine the processes of preparing for, responding to, and recovering from natural and human-made disasters, focusing on strategies to reduce risks and build resilient communities. **Unit 4: Geographies of interconnections** Students explore how places and people are linked through flows of goods, ideas, culture, and technology, shaping social, economic, and environmental relationships locally and globally.

Assessment
Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Portfolio of Work **Unit 2**: Field Report (Investigation)	**Unit 3**: Cast Study and Management Plan (Assignment) **Unit 4**: Portfolio of Work

Cost
The costs associated with this course are included in the Students Resource Scheme.

Italian
Year 9 Elective Subject

Italian, also known as *Standard Italian* or *Italiano standard*, is the official language of Italy, the Vatican City, San Marino and parts of Switzerland. It is also an official language of the European Union, and a major community language in countries such as Australia, Luxembourg, the United States, Canada, Brazil, Uruguay and Argentina, and in parts of Africa. Italian is, and has been for many years, one of the major community languages in Australia.

The Year 9curriculum gives students the chance to use everyday language, both when speaking and writing, to share information about their personal, social, and local lives, as well as wider issues that matter to them. They will talk about their hopes and plans for the future, create bilingual texts, and think about different points of view. The course will focus on how language and culture shape our experiences and how these experiences influence who we are.

Students will expand their vocabulary and grammar and try out different ways of communicating, such as using digital media, working together in performances, and participating in group discussions. They will use Italian to communicate with each other and with online materials, to find and share information, to express feelings and opinions, to take part in creative activities, and to create, understand, and analyse a variety of texts and experiences. Students will also explore how language changes and varies, noticing how culture, technology, media, and global connections affect the way people communicate. They will investigate the connections between the Italian language and cultural expression. Finally, students will learn to think critically about different perspectives and experiences, including their own cultural views and reactions.

Pathways
Italian is part of the Romance family of languages and is closely related to its “sibling” languages, such as Spanish, Portuguese, and French. It also shares many similarities with English, including many words that come from Latin and the use of the same Roman alphabet. Because of this, the meaning of many Italian words can be easily understood by English speakers. While there are some differences between Italian and English grammar, Italian is culturally connected to English-speaking learners. Since Italian is widely spoken in Australia, there are many chances to hear and use the language in everyday life, through Italian media in Australia, and through real or virtual connections with Italian communities both in Italy and around the world.

Structure
The Year 9 Italian curriculum provides an opportunity to progress in language learning from the junior and senior school, preparing students for success to continue learning Italian through their senior schooling. A framework for developing students’ language knowledge, understanding and skills at this year level is provided by the following content descriptors:

- **Communicating:** *Interacting in Italian, Creating, Mediating meaning in and between languages*
- **Understanding:** *Systems of language, The interrelationship between language and culture*

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: Moda italiana **(Italian fashion, made in Italy)** Students explore the history, influence, and global significance of Italian fashion, highlighting iconic brands, design styles, and the cultural importance of “Made in Italy.” **Unit 2: Un viaggio in giro per l'Italia** **(A trip around Italy)** Students are introduced to key vocabulary and expressions for travelling, sightseeing, and experiencing the culture, landmarks, and regions of Italy.	**Unit 3: Problemi di salute e stili di vita sani** **(Health issues and healthy lifestyles)** Students explore common health issues and learn vocabulary and expressions related to maintaining healthy lifestyles in Italian-speaking contexts. **Unit 4: Linguaggio dello shopping e delle transazioni** **(Shopping & transactional language)** Students focus on language and phrases used for shopping and making transactions, helping students confidently navigate everyday buying and selling situations in Italian.

Assessment
Students will complete a range of assessment items across the course of the year. They will develop a portfolio of work that incorporates a range of speaking, listening, reading and writing tasks that target multiple areas of the achievement standard across the course of a unit.

Cost
The costs associated with this course are included in the Students Resource Scheme.

Digital Technology
Year 9 Elective Subject

Digital Technologies is a key priority for both state and federal governments, reflecting its growing importance across modern industries. This subject equips students with essential skills in critical thinking, problem-solving, creativity, and innovation—preparing them for success in a rapidly evolving digital world.

In Year 9 Digital Technologies, students will:

- Make informed and ethical decisions about data use and its impact on the economy, environment, and society.
- Engage confidently and responsibly with emerging technologies.
- Investigate, design, plan, manage, and evaluate digital solutions.
- Apply coding languages creatively to solve real-world problems.

With technology advancing at an unprecedented pace, building digital skills now gives students a competitive edge in future careers. Through hands-on learning, students design, implement, and refine digital solutions to authentic challenges, building confidence and capability in a technology-driven world.

This subject is ideal for students who:

- Enjoy problem-solving and working with technology
- Want to develop future-ready digital skills
- Are considering careers in IT, engineering, cybersecurity, or digital media
- Are curious about how technology shapes the world—and want to help shape it too

Pathways

Year 9 Digital Technologies provides a strong foundation for future studies in Year 10 and beyond. Students can tailor their learning journey to suit their interests and career goals by choosing from the following pathways:

- **Digital Solutions**: Focuses on software development, cybersecurity, and emerging technologies. Ideal for students considering university studies in IT or engineering.
- **Information & Communication Technologies (ICT)**: Emphasises practical skills in multimedia, robotics, and industry-relevant IT applications.

Structure

The Year 9 Digital Technologies curriculum provides a link between the junior and senior school, preparing students for success in Years 10, 11 and 12. All students study a course of work that covers elements of the ACARA Achievement Standard.

SEMESTER 1	SEMESTER 2
Unit 1: Python Coding Unit Students explore Python programming by creating their own text-based adventure games, learning coding fundamentals and logic. **Unit 2:** Robotics Unit In this robotics unit, students design, build, and code robots, advancing their knowledge of engineering and automation.	**Unit 3:** Networks and Cyber Security The networks and cybersecurity unit introduces students to the essentials of secure data transmission and network structures. **Unit 4:** Website Design (HTML & CSS) Finally, in web design, students create interactive websites, combining HTML, CSS, and basic JavaScript.

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Adventure game development project **Unit 2:** Design & build a moon rover project	**Unit 3:** Networks & cyber security exam **Unit 4:** Website design and development project

Cost

The costs associated with this course are included in the Student Resource Scheme.

Design & Technologies

Year 9 Elective Subject

By the end of Year 9 students will have had the opportunity to design and produce four designed solutions focused on one or more of the five technologies contexts. Students will be exposed to materials and technologies specialisations while also having opportunities to experience creating designed solutions for products, services and environments. This offering of open content will provide students with flexibility and choice.

In Year 9 students use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Pathways

A course of study in Design and Technology promotes elements of critical and creative thinking with focus on skills that prepare students for the Manufacturing and Engineering Pathways in Year 10.

Structure

The Year 9 Design and Technology curriculum provides a link between the junior and senior school, preparing students for success in Year 10. All students study introductory units, which ensures that there is an opportunity to explore a range of manufacturing fields while utilising a range of different communication techniques and practical outcomes.

SEMESTER 1	SEMESTER 2
Unit 1: Emerging Technology	Unit 3: Design & Manufacture
Unit 2: Design and Manufacture	Unit 4: Practical Skills

Assessment

Student performance is recorded across a range of projects. Assessment is completed following specific parts of the design process.

SEMESTER 1	SEMESTER 2
Unit 1: Project – Tea Light Holder	Unit 3: Project – LED Lamp
Unit 2: Project – Timber Seating	Unit 4: Project – Timber Artefact

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Junior Design
Year 9 Elective Subject

Design is an elective subject in Year 9. The Design subject focuses on the application of design thinking skills to create products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences. Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design.

Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Junior Design promotes critical and creative thinking – skills that prepare students for Pre-Design in Year 10.

Structure

The Year 9 Junior Design curriculum provides a link between the junior and senior school, preparing students for success in Year

10. All students study introductory units which focus on the develop phase of the design process. This then leads to students using the entire design process to respond to an open-ended problem. Students will undertake learning experiences, which ensures that there is an opportunity to explore a range of design fields and utilise a range of different communication techniques including various software.

SEMESTER 1	SEMESTER 2
Unit 1: Experiencing Industrial Design **Unit 2**: Experiencing Graphic Design	**Unit 1**: Experiencing Design Professions **Unit 2**: Experiencing Design Styles

Assessment

Student performance is recorded in two categories: project and examination. Assessment is completed following specific parts of the design process. Conditions vary from project and examination.

SEMESTER 1	SEMESTER 2
Unit 1: Project – Develop Phase **Unit 2**: Examination – Design Challenge	**Unit 1**: Project – Explore & Develop Phase **Unit 2**: Examination – Design Challenge

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Junior Engineering
Year 9 Elective Subject

Junior Engineering is an elective subject in Year 9. Junior Engineering includes the introductory studies of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Junior Engineering encourages students to develop into self- directed learners and develop beneficial collaboration.

During this introductory course in students will learn how to recognise and describe engineering problems, concepts and principles. They will be introduced to how engineers symbolise and explain ideas and solutions. Students will gather information and ideas then predict possible solutions, generate prototype solutions and provide data to assess the accuracy of their predictions.

Pathways

A course of study in Junior Engineering promotes critical and creative thinking – skills that prepare students for Pre-Engineering in Year 10. A course of study in Junior Engineering can establish a basis for further education and employment in the field of engineering. The direct subject pathway is Engineering in senior years.

Structure

The Year 9 Junior Engineering curriculum provides a link between the junior and senior school, preparing students for success in Year 10. All students study introductory units which focus on the development phase of the engineering concepts and principles. This then leads to students using engineering processes to respond to an open-ended problem. Students will undertake learning experiences, which ensures that there is an opportunity to explore engineering solutions. **Students can elect to study Junior Engineering in semester 1 or semester 2 or as a full year course over both semesters.**

SEMESTER 1	SEMESTER 2
Unit 1: Fundamentals of Motion **Unit 2**: Engineering History	**Unit 1**: Engineering Structures **Unit 2**: Engineering Materials & Automation

Assessment

Student performance is recorded in two categories: project and examination. Assessment is completed that explores understanding of engineering concepts and principles and testing possible engineered solutions. Conditions vary from project and examination.

SEMESTER 1	SEMESTER 2
Unit 1: Project – CO2 Dragsters **Unit 2**: Examination	**Unit 1**: Examination **Unit 2**: Project – Truss Structure

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme

Food Technology
Year 9 Elective Subject

Food Technology is an elective subject in Year 9.

Food choices are an investment to future health and well-being! Cooking is an essential life skill that empowers us to make food choices that benefit our health and wellbeing and one of the most important skills a person can ever learn and share. As a nation, we have reached a point where the lack of food knowledge and cooking skills is having a negative impact on our health and life expectancy. For the first time in history, there is an expectation that younger generations will live shorter lives than their parents due to poor diet and a lack of food preparation skills.

The Food Technology course aims to give students the basic skills to prepare nutritious and appetising food safely and hygienically and the education to support positive food choices. Students will be investigating, designing and producing food products whilst exploring contemporary food issues. Topics in Semester 1 focus on sustainability including the environmental impact of the food system, food waste and actions to prevent food waste. In Semester 2 students learn about influences on food choices, food models, the nutritional value of food and the principles of how to apply this knowledge to meal planning and preparation.

Pathways

A course of study in Food Technology can establish a basis for further education and employment in the fields of health, science and technology. The course directly prepares students for the General subject, Food & Nutrition in Year 11 and 12 and Pre-Food and Nutrition and Hospitality Studies in Year 10.

Structure

The Year 9 Food Technology curriculum provides a link between the junior and senior school, preparing students for success in Years 10. All students study introductory units which focus on developing an understanding of safe, hygienic food preparation as well as nutrition, food sustainability, food science and design. **Students can elect to study Food Technology as a full year course over both semesters.**

SEMESTER 1	SEMESTER 2
Love Food, Hate Waste!	Super Food, Super You!

Assessment

Student performance will be demonstrated in two categories: Exam, Projects & Practical performance.

SEMESTER 1	SEMESTER 2
Exam, Project & Practical performance	Exam, Project & Practical performance

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Drama

Year 9 Elective Subject

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and "standing in the shoes" of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner's ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students' development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.

Drama aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Pathways

In junior Drama, students explore performance, storytelling, and improvisation, building confidence and collaborative skills, in readiness for senior Drama. Senior Drama extends this learning into advanced performance, directing, and dramaturgy, with a focus on analysing and creating meaning through theatre. This subject opens pathways to careers in acting, directing, theatre production, teaching, scriptwriting, arts management, and drama therapy. It also builds strong communication and leadership skills relevant in many professional contexts.

Structure

Drama is presented in 2-year band levels from Year 1 to Year 10, with Foundation being presented as a single year. Curriculum content is organised under 4 interrelated strands:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

SEMESTER 1	SEMESTER 2
Unit 1: Elements and Conventions - Students make and respond to drama by exploring live theatre works such as 'Boy/Girl Wall' exploring the elements and conventions of drama through improvisation and script work. **Unit 2**. Gothic Theatre - Students make and respond to work of Gothic Theatre including *Wolf Lullaby, Dracula, Frankenstein, Ruby Moon* by exploring the elements and conventions of drama through improvisation and script work.	**Unit 3**: Melodrama - Students make and respond to the works 'Terror on the Train', 'Hello Spaceboy' by exploring the elements and conventions of drama through improvisation, script work and an additional focus on characterisation.

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Making - Improvisation in small groups based on a prepared stimulus 'Boy/Girl Wall' **Unit 1:** Responding – Respond to live theatre 'Boy/Girl Wall' to consider how the decisions made by the actor, the director and the design team have impacted the dramatic meaning presented. **Unit 2:** Devising – Students pitch a directorial vision for a piece of Gothic Theatre (*Wolf Lullaby, Dracula, Frankenstein, Ruby Moon)* **Unit 2:** Responding and Performing – Students build on a neutral script to create and perform a piece incorporating conventions and themes of Gothic Theatre	**Unit 3:** Making - Students are to form groups of 3-4 to create/write/produce their own Melodramas **Unit 3:** Making – Students perform their Melodramas to peers **Unit 3:** Responding – Response to 'Hello Spaceboy' examining the elements of Drama, Written Exam

Cost

The costs associated with this course are included in the Student Resource Scheme.

Media Arts

Year 9 Elective Subject

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.

Media Arts aims to develop students':

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking skills through engagement as producers and consumers of media
- aesthetic knowledge and a sense of curiosity and discovery as they explore images, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Pathways

Junior Media Arts introduces students to storytelling through film, photography, and digital technologies, in readiness for senior Film, Television and New Media. In the senior years, students expand these skills by producing and analysing media texts across traditional and emerging platforms. Media Arts prepares students for careers in film and TV production, journalism, social media strategy, advertising, digital content creation, and broadcasting. It also cultivates critical thinking, visual literacy, and technical proficiency—vital skills in a digitally driven workforce.

Structure

Media Arts is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year. Curriculum content is organised under 4 interrelated strands:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

SEMESTER 1	SEMESTER 2
Unit 1: Level Up - This unit covers the foundations of Media through an exploration of narrative, genre, camera angles, shot types, camera movements, imagery/symbolism and sound are manipulated to communicate meaning in Gaming.	**Unit 2:** I'm With the Band: This unit explores the skills in creating ideas for productions, analysis skills and use of technologies. Students continue to explore the key concepts in communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions. This semester, students have been exploring advertising, with a semester focus on the planning and development of music videos.

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Making - Design and produce a short film that explores the story of a small ball. Unit 1: Responding - Analyse and evaluate the key concepts of technologies and representations in its production and use Unit 1: Making - Design a PowerPoint that describes how the action will look in the game as well as using Adobe Photoshop to create character profiles and elements of the game world. • Power Point: 2-3 slides per concept • Multimodal: 400 – 600 words	**Unit 2**: **Making - Design** a music video consisting of a Treatment and Storyboard Unit 2: **Making -** Students will produce a 60 – 90 second music video from a section of a chosen song using a technique explored in class. Unit 2: **Responding -** Analyse and evaluate a music concert tour poster, with reference to the advertising techniques. 400 words

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music

Year 9 Elective Subject

Music's raw material is sound. In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Sharing music and ideas about music across cultures, times, places and communities builds knowledge and enhances empathy. Engagement with music from diverse settings develops an understanding that the same music can be deeply moving for many people and yet have different meaning for each.

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Music aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- knowledge and skills for listening with intent and purpose, composing and performing
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

Pathways

In the junior years, Music introduces students to the fundamentals of performance, composition, and music appreciation through hands-on learning and creative exploration, in readiness for senior Music/Music Extension. Building on this foundation, Senior Music deepens technical skill and theoretical understanding, preparing students for tertiary study and careers in music performance, composition, education, music production, sound engineering, arts administration, and music therapy. The subject also fosters discipline, collaboration, and critical thinking—essential attributes across the creative and professional sectors.

Structure

Music is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year.

Curriculum content is organised under 4 interrelated strands:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

SEMESTER 1	SEMESTER 2
Unit 1: Disney Film - Students make and respond to music from a variety of Disney films by exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms.	**Unit 2: Baroque to Rock** – Students make and respond to music from the 1600's through until our modern day by exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms.

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Making - Performance – a piece from a film. **Unit 1:** Making and Responding - Composition – film score to accompany a scene from a Disney movie	**Unit 2:** Making - Performance – a piece from the 1600's through to the modern day **Unit 2**: Making and Responding - Composition – music that reflects a style form the1600-s to modern day **Unit 2:** Making and Responding Project – based on research of an artist from 1600's to modern day

Cost

The costs associated with this course are included in the Student Resource Scheme.

Visual Arts
Year 9 Elective Subject

Visual Arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Visual arts processes and practices provide insights into the impacts culture can have on ways of knowing, doing and being in Australia and the world. Investigating these impacts is integral for fostering students' ability to discern and understand the unique ways visual arts practice and process can be both related and distinct to learning about culture.

Students understand how creative industries contribute to personal, cultural, community and economic wellbeing. In Visual Arts, students learn to recognise and cultivate unique literacies, practices and processes to grapple with ideas, intricacies and dilemmas.

Visual Arts aims to develop students':

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.

Pathways

Junior Visual Art encourages creative expression and experimentation using various materials, media, and styles, in readiness for senior Visual Art. In the senior years, students refine their skills through self-directed inquiry, critical analysis, and conceptual development. Senior Visual Art can lead to careers in fine arts, graphic design, illustration, animation, architecture, curating, art education, and art therapy. Students also develop transferable skills in problem-solving, innovation, and visual communication—highly valued in both creative and corporate environments.

Structure

Visual Arts is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year. Curriculum content is organised under 4 interrelated strands:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

SEMESTER 1	SEMESTER 2
Unit 1: Fame & Fantasy - This unit of work explores Pop Art and Surrealism which allows students to evaluate how representations communicate artistic intentions in artworks they make and view. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.	**Unit 2**: Art, History and Ethics- This unit of work explores the history and ethics of visual art across cultures, time and place. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Making - Experimental Folio **Unit 1**: Making 2D/ 3D Resolved Task **Unit 1**: Responding to Artworks - Exam	**Unit 2:** Making - Experimental Folio **Unit 2**: Making – 2D/3D Resolved Task **Unit 2**: Responding to Artworks - Exam

Cost

The costs associated with this course are included in the Student Resource Scheme.

Health, Sport and Fitness
Year 9 Elective Subject

Subject Overview
Health-Related Fitness is a key component of Year 9 Health and Physical Education Department, supporting students' physical, social, emotional, and mental development. This course empowers students to take responsibility for their own fitness and well-being, while developing lifelong habits that promote a healthy, active lifestyle. With a focus on both practical participation and health theory, students explore how fitness contributes to overall health and how to make informed choices that enhance their quality of life.

Pathways
Studying Health-Related Fitness in Year 9 provides foundational knowledge and skills for senior and vocational pathways, including:

- **Senior Recreation Studies (Years 11–12)** – Contributes to the Queensland Certificate of Education (QCE).
- **VET Courses** – Opportunities to pursue qualifications such as Certificate III in Fitness.
- **Career Options** – Pathways in fitness instruction, coaching, community sport programs, health promotion and event management

Course Structure
This whole year course bridges junior HPE and senior levels of Recreation Studies and Certificate III Fitness equipping students with foundational skills for non ATAR related pathways. Students engage in a balanced program combining health theory and practical fitness training. The subject includes three lessons per week, covering:

- **Health-Related Fitness Theory**
  - Focuses on understanding the event management, ethics and physical fitness alongside goal setting and personal fitness planning.
  - Promotes informed decision-making around health, exercise, and lifestyle.
- **Practical Fitness Activities**
  - Students apply theory through a variety of individual and group fitness-based workouts and student lead event planning and leadership.
  - Encourages collaboration, motivation and resilience in physical settings.

Units of Study

SEMESTER 1	SEMESTER 2
Unit 1: Sport Related Fitness	**Unit 3**: Human Anatomy and Physiology
Unit 2: Ethics and Equity	**Unit 4:** Tournament Organisation

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Project – Instructing Fitness Sessions	**Unit 3**: Examination
Unit 2: Examination	**Unit 4**: Tournament Handbook

Cost
All costs for this course are covered under the school's Student Resource Scheme.