YEAR 9

SUBJECT SELECTION HANDBOOK







2027

From the Principal

Dear Parents and Students,

As students move through secondary schooling, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 9 students has been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 9 and will be able to also select four (4) Specialisation units. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 10 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

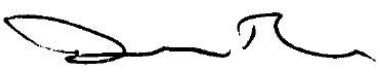
Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths and avoid selections that are based on 'wrong' reasons, such as choosing a subject so as to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 9 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Damian Bottaccio
Principal

Curriculum Structures

In 2019, the Federal, State and Territory Education Ministers agreed upon a new national declaration on education goals for all Australians. Known as the Alice Springs (Mparntwe) Education Declaration (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.

The Alice Springs (Mparntwe) Education Declaration notes two goals.

1. That the Australian Education System promotes equity and excellence.
2. All young Australians become:
   - Confident and creative individuals
   - Successful lifelong learners
   - Active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

> *"As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world."*

The Vision for Learning at Chisholm Catholic College is founded on these goals, aiming to provide a holistic education. The curriculum offered consists of knowledge, thinking processes, skills and attitudes.

The following principles underpin the curriculum structures at Chisholm Catholic College.

a) Continuity through Years 7 - 12 will be promoted via:
b)

- The Australian Curriculum.
- The Religious Education program.
- Catholic Perspectives.
- Implementation of ACARA Curriculum Guidelines, QCAA Syllabuses (Years 7-10) QCAA Syllabus (Years 11-12).
- Commitment to the development of the Cognitive Verbs (CV's) for all students 7-12.
- Collaborative planning processes focused on clearly identified learning outcomes and standards.
- Authentic and continuous assessment and reporting practices.
- 'Intra' and 'Inter' school moderation processes.
- A developmental approach to learning which is student-centered.

c) Selection of curriculum experiences will:

- Set high expectations of teachers and students.
- Utilise innovative, high-quality and evidence-based teaching practices.
- Provide differentiated learning opportunities.
- Foster a growth mindset.
- Celebrate student success.

d) The curriculum is holistic, balanced and connected to:

- Encourage students to develop a deeper and broader understanding of themselves and their world.

- Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.

- Promote the transfer of knowledge across Learning Areas independently and interdependently.
- Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
- Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
- Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate.
- Support the wellbeing and mental health of young people in building their capacity to be resilient; recognising, adapting to, and managing change.

e) The context of learning will be informed by 'real life' and 'life like' situations and theoretical constructs which, together, form a dynamic and balanced learning program.

Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education (HPE)
- Science
- History
- The Arts [consisting of Music, Dance, Visual Arts, Drama and Media]
- Technology
- Information & Communication Technologies (ICT)
    - Cultural Literacy and Languages, including Japanese and Spanish

Specialisations (Year 9 to 10)

These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specialisations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

- Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas.

Students have the opportunity to specialise in both Big History and SEDA (By invitation only). These are extension subjects for Humanities (Big History) and HPE (SEDA eligible sports).

STEM is an interdisciplinary subject.

Study and Homework Expectations

Teachers ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and other activities.
Homework helps students:

- Prepare for and expand on classroom learning
- Involve family members in their learning
- Become independent learners

When and where should my child do homework?

It is helpful for students to establish routines for homework like:

- Setting a time to complete homework
- Finding a space that is free of distractions

How can I help?

You can help your child by:

- Encouraging them to take responsibility for their learning and time management
- Supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
- Participating with them in online learning forums
- Reading and playing games with them
- Involving them in tasks; including shopping and cooking
- Encouraging them to read and to take an interest in and discuss local, national and international events
- Discussing homework concerns with your child's teacher

How to Use This Handbook

This book is designed to help you make decisions about subjects for your Year 9.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE ACADEMIC LEADERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.

Section 2 lists all the departments and subjects in alphabetical order. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

SUBJECT CHANGES: Students may change subjects at certain times of the year only. Subject changes are subject to availability, and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Middle Years Learning Leader's Office. Students who wish to make a subject change outside of the allocated opportunities must do so through the Assistant Principal: Curriculum.

Year 9 subject changes deadlines are:

- Week 2, Term 1 and Term 3

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection. Year 9 students will study the following compulsory core subjects:

- Religion
- English
- Health and Physical Education
- History
- Mathematics
- Science
- Stretch

SPECIALISATION SUBJECTS

In addition to the core subjects above**, students will also select four (4)** specialisation subjects to study each semester. When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, Academic Leaders, Pastoral Leader or the Program Leader: Pathways. A few helpful hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject.

OBJ

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement

CORE SUBJECTS				
Year 7	**Year 8**	**Year 9**	**Year 10**	**CORE**
Religion	Religion	Religion	Religion	Religion & Ethics (A) Study of Religion (G) **One Religion Subject must be studied in Senior**
English	English	English	English	English (G) Essential English (A) Literature (G) **One English Subject must be studied in Senior**
Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics (A) General Mathematics (G) Mathematical Methods (G) Specialist Mathematics (G) **One Math's Subject must be studied in Senior**
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education	
Humanities	Humanities	History	Humanities - **see electives** in Yr10 for **Semester** based courses	
Science	Science	Science	Sciences – **see electives** in Yr 10 subjects are chosen for **full year**	
Languages Japanese/Spanish Students study both languages **Semester based**	Languages Japanese/Spanish Students must choose 1 Language for 1 term **Term based**			
Stretch- (Personal Development and Pathways)	Stretch (Personal Development and Pathways)	Stretch (Personal Development and Pathways)		

ELECTIVE SUBJECTS

Year 7	Year 8	Year 9	Year 10	Senior Subjects
SCIENCES				
				Aquatic Practices
			Biology	Biology
			Chemistry	Chemistry
			Physics	Physics
			Psychology	Psychology
			Science in Practice	
HUMANITIES				
			Accounting	Accounting (Online)
		Business	Business	Business
			Civics & Citizenship	
		Geography	Geography	Geography
		Big History	History	Modern History Ancient History
				Legal Studies
HEALTH & PHYSICAL EDUCATION				
				Health & Physical Education
SEDA	SEDA	SEDA	SEDA	
LANGUAGES				
				Japanese Spanish
TECHNOLOGIES				
Design Technology Food & Materials	Design Technology Food & Materials	Design Technology Food Specialisation	Design Technology Food and Nutrition	Food and Nutrition
			Design Technology Food Hospitality	Hospitality Practices
		Design Technology Textiles	Design Technology Textiles	Fashion
Design Technology Woodwork	Design Technology Woodwork	Design Technology Manufacturing	Design Technology Manufacturing	Furnishing Skills
			Engineering Skills	Engineering Skill Engineering (Online)
Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions
				Information & Communication Technologies (Online)
		Graphics	Graphics	Industrial Graphics
			Design	Design (Online)
STEM	STEM			
THE ARTS				
Dance	Dance	Dance	Dance	Dance
Drama	Drama	Drama	Drama	Drama
Media	Media	Media	Media	Media
Music	Music	Music	Music	Music (Online)
Visual Art	Visual Art	Visual Art	Visual Art	Visual Art Visual Arts in Practice

RELIGION

Exploring faith, scripture, justice and Christian vocation

What will students learn?

In Year 9 Religion, students develop their understanding of sin, good and evil, Church responses in history, and the priestly, prophetic and kingly work of Jesus Christ. They explore Catholic social teaching, Biblical criticism and monotheistic religions to deepen ethical thinking and faith understanding.

Units of Study

Scrutinising Scripture

- Investigate Scripture from multiple perspectives
- Explore how the Bible conveys truth
- Study miracle stories and Jesus' mission

Church History

- Explore Church responses after the Middle Ages
- Consider challenges from c.1750 CE–1918 CE
- Connect history with faith and society

To Err is Human, to Forgive is Divine

- Examine the human condition
- Consider sin, suffering, forgiveness and healing
- Reflect on moral choices and human dignity

Creating a Just World

- Explore justice and injustice
- Connect Catholic social teaching with action
- Consider how believers work for justice

Skills Developed

- ✓ Scriptural interpretation
- ✓ Ethical reflection
- ✓ Critical thinking
- ✓ Empathy and communication
- ✓ Religious literacy

Assessment Overview

- ✓ Feature article
- ✓ Examination – short responses
- ✓ Extended response – film study
- ✓ Multimodal independent research task

Future Pathways

- ✓ Study of Religion
- ✓ Religion and Ethics

What does learning look like?

- Reading and interpreting Biblical texts
- Discussing ethical and social justice issues
- Analysing historical Church responses
- Creating written and multimodal responses

Why study Religion?

- Develop ethical and empathetic thinking
- Understand faith traditions and social justice
- Build critical reading and communication skills
- Prepare for Study of Religion or Religion and Ethics

ENGLISH

Language, literature and literacy for confident communication

What will students learn?

Year 9 English integrates Language, Literacy and Literature. Students explore how English works, interpret and create texts, and engage with literary, media, everyday, workplace and multimodal texts across spoken, print and digital forms.

Units of Study

Speculative Fiction

- Explore societal issues through speculative fiction
- Engage with Australian and First Nations stories
- Consider how fiction reflects contemporary concerns

What Are You Really Hearing and Saying?

- Analyse how concepts are represented in news
- Develop media analysis skills
- Build fact-based debate and discussion skills

Novel Study

- Analyse how authors position audiences
- Study text structures and language features
- Construct an analytical essay

Getting Your Point Across

- Read, write, listen to and speak persuasive texts
- Explore social issues impacting communities
- Create persuasive texts on issues of interest

Skills Developed

- ✓ Reading and interpretation
- ✓ Persuasive communication
- ✓ Media analysis
- ✓ Analytical writing
- ✓ Creative expression

Assessment Overview

- ✓ Written narrative: short story
- ✓ Spoken speech
- ✓ Written analytical essay
- ✓ Written letter

Future Pathways

- ✓ General English
- ✓ Literature
- ✓ Essential English

What does learning look like?

- Analysing literature, media and persuasive texts
- Writing narratives, essays and letters
- Developing debate and discussion skills
- Creating spoken, written and multimodal responses

Why study English?

- Communicate clearly and effectively
- Think critically about texts and issues
- Build literacy for all learning areas
- Prepare for senior English pathways

MATHEMATICS

Reasoning, modelling and problem-solving for real-world contexts

What will students learn?

Year 9 Mathematics builds on prior learning through fluency, understanding, reasoning, problem-solving and modelling. Students use mathematics to respond to familiar and unfamiliar situations and make informed decisions.

Units of Study

Pythagoras, Trigonometry and Similarity

- Solve ratio, scale and similarity problems
- Apply Pythagoras' theorem and trigonometric ratios
- Use modelling in practical geometric situations

Algebra and Index Notation

- Work with rational and irrational numbers
- Apply exponent laws and factorising
- Graph and solve quadratic relationships

Linear Algebra and Measurement

- Find distance, gradient and midpoint
- Solve surface area and volume problems
- Use linear and quadratic modelling

Statistics and Probability

- Compare numerical data distributions
- Analyse sampling and representations
- Determine probabilities for compound events

Skills Developed

- ✓ Mathematical reasoning
- ✓ Problem-solving
- ✓ Modelling
- ✓ Data interpretation
- ✓ Use of digital tools

Assessment Overview

- ✓ Written examination
- ✓ Problem-solving and modelling task
- ✓ Assignment: investigation

Future Pathways

- ✓ Essential Mathematics
- ✓ General Mathematics
- ✓ Mathematical Methods
- ✓ Specialist Mathematics

What does learning look like?

- Solving practical and abstract problems
- Using digital tools and models
- Investigating data and probability
- Communicating mathematical reasoning

Why study Mathematics?

- Strengthen numeracy and logical thinking
- Solve real-world problems confidently
- Prepare for senior mathematics pathways
- Develop transferable analytical skills

HEALTH AND PHYSICAL EDUCATION

Healthy habits, movement performance and personal wellbeing

What will students learn?

Year 9 HPE is a semester-based course where students critically analyse health and physical activity information, develop personalised plans for healthy and active habits, and refine specialised movement skills and strategies in varied environments.

Units of Study

Optimising Performance

- Analyse, adapt and refine movement skills
- Investigate skill acquisition and biomechanics
- Participate in performance and invasion games

Attitudes to Exercise and Healthy Lifestyles

- Investigate how attitudes affect participation
- Develop strategies for healthy lifestyles
- Participate in recreational games

Leadership and Collaboration

- Refine personal and social skills
- Demonstrate teamwork and leadership
- Evaluate own and others' performance

Movement Strategies

- Apply complex movement concepts
- Refine performance in practical situations
- Use feedback to improve outcomes

Skills Developed

- ✓ Movement skills
- ✓ Leadership
- ✓ Teamwork
- ✓ Health literacy
- ✓ Performance evaluation

Assessment Overview

- ✓ Investigation
- ✓ Performance
- ✓ Project – folio
- ✓ Examination

Future Pathways

- ✓ Physical Education
- ✓ Sport and Recreation
- ✓ Certificate III Fitness
- ✓ Certificate III Health

What does learning look like?

- Practical movement activities
- Health and performance investigations
- Team-based physical challenges
- Reflection and evaluation of performance

Why study Health and Physical Education?

- Support lifelong health and wellbeing
- Develop leadership and collaboration
- Improve confidence in movement settings
- Prepare for senior HPE and sport pathways

HISTORY

Understanding the modern world through historical inquiry

What will students learn?

Year 9 History develops students' awareness of how societies, events, movements and developments have shaped humanity. Students build inquiry skills by asking questions, analysing sources, considering perspectives and communicating interpretations.

Units of Study

World War I

- Investigate the impact of World War I on Australia
- Explore experiences of women, First Nations people and soldiers
- Consider conscription, returning home and the Anzac legend

AU Making and Transforming Australia

- Study Australia from 1750–1901
- Explore nation-building and social change
- Connect historical events to Australian identity

Historical Inquiry

- Analyse sources and evidence
- Consider context and perspective
- Develop supported historical interpretations

Skills Developed

- ✓ Source analysis
- ✓ Historical inquiry
- ✓ Perspective-taking
- ✓ Critical interpretation
- ✓ Effective communication

Assessment Overview

- ✓ Source analysis
- ✓ Consequence wheel project
- ✓ Exam

Future Pathways

- ✓ Modern History
- ✓ Ancient History
- ✓ Legal Studies
- ✓ Business

What does learning look like?

- Investigating historical events and evidence
- Analysing primary and secondary sources
- Discussing perspectives and significance
- Constructing historical explanations

Why study History?

- Understand change and continuity
- Build strong source analysis skills
- Appreciate diverse perspectives
- Prepare for senior Humanities subjects

SCIENCE

Investigating phenomena through evidence, inquiry and explanation

What will students learn?

Year 9 Science integrates Science Understanding, Science as a Human Endeavour and Science Inquiry. Students explain and predict phenomena, apply science knowledge to new situations, and develop evidence-based arguments.

Units of Study

Biological Sciences

- Coordination of body systems
- Reproductive cells and organs
- Connections between systems and survival

Chemical Sciences

- Atoms, nuclear decay and radiation
- Types of chemical reactions
- Chemical explanations and evidence

Physical Sciences

- Properties of sound and light waves
- Energy transfers and transformations
- Use models to explain phenomena

Earth and Space Sciences

- Interactions of Earth's spheres
- The carbon cycle
- Apply science to environmental systems

Skills Developed

- ✓ Scientific inquiry
- ✓ Evidence-based reasoning
- ✓ Data analysis
- ✓ Problem-solving
- ✓ Scientific communication

Assessment Overview

- ✓ Examination
- ✓ Experimental investigation
- ✓ Research investigation

Future Pathways

- ✓ Biology
- ✓ Chemistry
- ✓ Physics
- ✓ Psychology

What does learning look like?

- Planning and conducting investigations
- Analysing evidence and claims
- Applying models to explain phenomena
- Communicating scientific findings

Why study Science?

- Understand natural and physical systems
- Develop investigative thinking
- Prepare for senior science pathways
- Make evidence-based decisions

JAPANESE

Language, culture and communication in an interconnected world

What will students learn?

Japanese broadens students' personal, social, cultural and employment horizons. Students develop listening, speaking, reading and writing skills while building intercultural understanding and reflecting on language and culture.

Units of Study

Foundational Concepts and Time

- Revisit key Japanese language concepts
- Describe schedules and routines
- Develop confidence telling the time

Prepositions and School Life

- Describe objects and locations
- Explore school life in Japan
- Use language in familiar school contexts

Communication Skills

- Develop four macro skills
- Use language for everyday communication
- Build proficiency through course units

Intercultural Understanding

- Explore language and culture in communication
- Reflect on language learning
- Connect Japanese with global opportunities

Skills Developed

✓ Listening
✓ Speaking
✓ Reading
✓ Writing
✓ Intercultural capability

Assessment Overview

✓ Exams
✓ Presentations
✓ Reading, writing, speaking and listening tasks

Future Pathways

✓ Japanese

What does learning look like?

- Practising Japanese in familiar contexts
- Reading and listening to language texts
- Speaking and presenting in Japanese
- Reflecting on language and culture

Why study Japanese?

- Develop bilingual capability
- Build intercultural understanding
- Communicate across cultures
- Prepare for senior Japanese pathways

SPANISH

Language, culture and communication for a connected world

What will students learn?

Learning languages broadens students' horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected world. In Spanish, students develop communication skills, intercultural understanding and the ability to reflect on language use and language learning.

Year 9 Topics Studied

Communicating in Spanish

- Initiate and sustain interactions in Spanish
- Share personal experiences and perspectives
- Communicate in local and global settings

Language Macro Skills

- Listening, speaking, reading and writing
- Create spoken, written and multimodal texts
- Use authentic and purpose-developed resources

Culture and Identity

- Explore how language and culture shape communication
- Consider diverse cultural identities and influences
- Reflect on behaviours, beliefs and values

Skills Developed

✓ Communication in Spanish
✓ Intercultural understanding
✓ Listening and speaking
✓ Reading and writing
✓ Reflection on language use

Assessment Overview

✓ Creating texts: speaking and writing
✓ Understanding texts: listening and reading

Future Pathways

✓ Spanish

What does learning look like?

- Communicating through listening, speaking, reading, viewing and writing
- Using textbooks, audio and video clips, articles and social media resources
- Participating in guided, supported and peer-assisted learning
- Creating spoken, written and multimodal responses

Why study Spanish?

- Develop bilingual capability
- Build intercultural understanding
- Communicate across cultures
- Prepare for senior Spanish pathways

BIG HISTORY

A mind-expanding journey from the Big Bang to the modern world

What will students learn?

Big History is an interdisciplinary extension subject that explores key thresholds or "Goldilocks moments" from the beginning of the universe through to human civilisation, expansion, connection and the acceleration of the modern world.

Units of Study

The Universe

- Explore ancient creation myths
- Investigate the Big Bang theory
- Understand beginnings of the universe

Our Solar System and Earth

- Examine the role of the sun
- Investigate early astronomers
- Consider Earth's place in the solar system

Life and Extinction

- Explore diversity and adaptation
- Investigate mass extinction events
- Consider fragility and complexity of life

Humans and the Modern Revolution

- Trace humans from hunter-gatherers to civilisation
- Explore agriculture, writing and religion
- Investigate rapid modern change and the Anthropocene

Skills Developed

✓ Historical inquiry
✓ Interdisciplinary thinking
✓ Source analysis
✓ Scientific curiosity
✓ Communication

Assessment Overview

✓ Investigation – historical essay based on historical sources

Future Pathways

✓ Modern History
✓ Ancient History
✓ Legal Studies
✓ Geography

What does learning look like?

- Exploring big-picture historical and scientific ideas
- Analysing sources and evidence
- Connecting history, science and society
- Developing interpretations across disciplines

Why study Big History?

- Spark curiosity about the world
- Connect science, history and society
- Develop transferable inquiry skills
- Support future Humanities and Science pathways

BUSINESS

Understanding decision-making, enterprise and Australia's place in the global economy

What will students learn?

Economics and Business helps students actively and effectively participate in economic and business activities now and in their adult lives. Students reflect on how their decisions affect themselves, others and places, now and in the future, while exploring the interactions within the global economy.

Units of Study

Budgeting and Finance

- Explore Australia's financial sector
- Consider economic decision-making by individuals and businesses
- Create a budget report

International Trade

- Investigate how participants in the global economy interact
- Explore Australia's trade relationship with Asia
- Consider interdependence in economic decision-making

The Buddying Entrepreneur

- Learn about product innovation and competitive advantage
- Explore corporate social responsibility
- Consider emerging technologies in business

Skills Developed

- ✓ Economic decision-making
- ✓ Financial literacy
- ✓ Business communication
- ✓ Global awareness
- ✓ Enterprise thinking

Assessment Overview

- ✓ Business report
- ✓ Exam
- ✓ Multimodal

Future Pathways

- ✓ Accounting
- ✓ Business
- ✓ Economics
- ✓ Tourism (Applied)
- ✓ Diploma of Business
- ✓ Legal Studies
- ✓ Geography

What does learning look like?

- Exploring economic and business concepts through real-world examples
- Analysing decisions made by individuals, businesses and governments
- Investigating global trade, interdependence and Australia's role in Asia
- Developing practical budgeting, reporting and communication skills

Why study Economics and Business?

- Build confidence in financial and business decision-making
- Understand how choices affect people, places and communities
- Develop enterprise thinking and awareness of the global economy
- Support future study pathways in business, economics, accounting, law and geography

GEOGRAPHY

Exploring places, people, environments and global connections

What will students learn?

Geography inspires curiosity and wonders about the diversity of the world's places, peoples, cultures and environments. Students explore, analyse and understand the characteristics of places, question why the world is the way it is, and reflect on their relationships with and responsibilities for the world.

Units of Study

Biomes and Food Security

- Examine where food is grown and the conditions needed for successful crop yields
- Investigate food security in developing and developed countries
- Consider how a growing population affects food production and access

Interconnections: Trade, Travel and Technology

- Explore personal and global connections through trade, travel and technology
- Examine the positive and negative impacts of mass tourism
- Investigate fair trade, sustainable economies and global product connections

Skills Developed

✓ Geographical inquiry
✓ Critical and creative thinking
✓ Information and communication technology skills
✓ Teamwork and problem-solving
✓ Ethical and global citizenship

Assessment Overview

✓ Folio of tasks
✓ Multimodal
✓ Exam
✓ Field report

Future Pathways

✓ Geography
✓ Science in Practice
✓ Legal Studies
✓ Ancient History
✓ Modern History
✓ Business

What does learning look like?

- Planning inquiries and responding to geographical questions
- Collecting, evaluating, analysing and interpreting information
- Investigating relationships between people, places and environments
- Suggesting responses to real-world geographical issues

Why study Geography?

- Develop curiosity about diverse places, cultures and environments
- Build skills for active and ethical regional and global citizenship
- Strengthen literacy, inquiry and critical thinking skills
- Prepare for Senior Humanities subjects in Years 11 and 12

DESIGN TECHNOLOGIES – FOOD AND NUTRITION

Food, nutrition and practical design for healthy living

What will students learn?

Food Specialisation develops students' knowledge, understanding and practical skills in food. Students explore food hygiene, kitchen safety, nutrition, healthy eating, food habits, cooking methods, presentation and food production design.

Units of Study

How to Eat Well

- Investigate nutrients and food sources
- Analyse Australian Dietary Guidelines
- Explore balanced diets and healthy choices

Taste the World

- Explore multicultural foods and foundations
- Investigate origins of global flavours
- Apply practical cooking skills

Food Safety and Hygiene

- Develop safe kitchen practices
- Apply hygiene and preparation procedures
- Use appropriate cooking techniques

Practical and Design Folio

- Document practical food design processes
- Plan and evaluate food solutions
- Reflect on production choices

Skills Developed

✓ Food preparation
✓ Kitchen safety
✓ Nutrition awareness
✓ Design thinking
✓ Evaluation

Assessment Overview

✓ Practical and design folio

Future Pathways

✓ Food & Nutrition
✓ Certificate III Hospitality

What does learning look like?

- Cooking and practical food production
- Analysing nutrition and dietary guidance
- Investigating multicultural food traditions
- Designing and evaluating food solutions

Why study Design Technologies?

- Build practical life skills
- Understand healthy eating
- Develop confidence in food preparation
- Prepare for food and hospitality pathways

DESIGN TECHNOLOGIES – TEXTILES

Textile design, creativity and sustainable practical solutions

What will students learn?

Textile Specialisation engages students in design solutions using textiles. Students develop decision-making, hands-on skills, creativity and self-expression by producing textile items for an intended user.

Units of Study

Recycled Materials

- Design a material solution for a recycled item
- Apply practical sewing skills
- Produce a sustainable textile solution

Design for a User

- Consider the needs of an intended user
- Make design decisions for real-world contexts
- Evaluate suitability of textile outcomes

Sustainability and Materials

- Explore reuse and responsible material choices
- Connect textiles with sustainable design
- Reflect on product purpose and impact

Practical and Design Folio

- Document practical processes
- Show design development
- Evaluate final textile work

Skills Developed

✓ Sewing and construction
✓ Sustainable design
✓ Creativity
✓ Decision-making
✓ Evaluation

Assessment Overview

✓ Practical and evaluation
✓ Practical and design folio

Future Pathways

✓ Design
✓ Fashion

What does learning look like?

- Developing textile design ideas
- Using sewing techniques and materials
- Creating practical outcomes for a user
- Evaluating sustainable solutions

Why study Design Technologies?

- Build practical textile skills
- Develop creativity and self-expression
- Understand sustainable design choices
- Prepare for Design and Fashion pathways

DESIGN TECHNOLOGIES – MANUFACTURING

Designing and making practical solutions with materials and tools

What will students learn?

Materials and Technologies provides students with opportunities to respond to design tasks by using imagination, materials, techniques, processes and tools. Students design, make, evaluate and reflect on products in safe workshop contexts.

Units of Study

CO2 Dragster

- Investigate forces affecting performance
- Explore aerodynamics and mechanical components
- Use the design process to develop a solution

Tealight Candleholder

- Use nature as design inspiration
- Explore biomimicry in design
- Develop a solution for a client

Workshop Practice

- Use tools, materials and processes safely
- Develop practical woodworking skills
- Apply surface finishing and construction processes

Design Communication

- Use sketching and drawing techniques
- Apply isometric and orthographic projection
- Record design thinking in folios

Skills Developed

✓ Workshop safety
✓ Design process
✓ Tool use
✓ Technical drawing
✓ Evaluation

Assessment Overview

✓ Design folio
✓ Practical project
✓ Design drawings and evaluation

Future Pathways

✓ Industrial Graphics
✓ Furnishing Skills
✓ Engineering Skills

What does learning look like?

- Designing and producing practical products
- Using hand and power tools safely
- Documenting design processes
- Evaluating solutions against briefs

Why study Design Technologies?

- Develop practical making skills
- Build confidence with tools and materials
- Apply creativity to real-world problems
- Prepare for industrial technologies pathways

DIGITAL TECHNOLOGIES

Creative digital solutions, cyber safety and interactive media

What will students learn?

Year 9 Digital Technologies empowers students to use contemporary and emerging information systems to address current and future needs. Students apply design thinking to become innovative developers of digital solutions.

Units of Study

Cyber Security

- Protect personal information online
- Create strong passwords
- Identify phishing and online risks

HTML and CSS

- Create structured webpages with HTML
- Style pages using CSS
- Add links, images and design features

Interactive Media and Game Design

- Explore game development foundations
- Use tools such as Unity
- Create interactive media products

Design Thinking

- Respond to authentic digital challenges
- Develop persistence and creativity
- Build respectful and cooperative problem-solving skills

Skills Developed

✓ Cyber awareness
✓ Web coding
✓ Interactive design
✓ Design thinking
✓ Digital problem-solving

Assessment Overview

✓ Design folio – website design process

Future Pathways

✓ Digital Solutions
✓ Certificate III Aviation (Remote Pilot)

What does learning look like?

- Building websites and digital products
- Investigating cyber safety scenarios
- Designing and testing interactive media
- Documenting processes in a design folio

Why study Digital Technologies?

- Build future-ready digital skills
- Understand online safety and security
- Create purposeful digital solutions
- Prepare for senior Digital Solutions pathways

GRAPHICS

Visual communication, CAD and design problem-solving

What will students learn?

Graphics and Design develops skills in graphical communication. Students form visual perspectives, solve problems through imagination and visualisation, and communicate ideas to a range of audiences using manual and computer-aided methods.

Units of Study

2D and 3D Graphical Representation

- Use Autodesk CAD and Inventor
- Represent 2D and 3D diagrams and models
- Communicate a design folio for a 3D model

Communicating Architecture

- Use Autodesk Revit
- Communicate architectural design solutions
- Design and develop a granny flat concept

Computer-Aided Drafting

- Use industry-relevant CAD software
- Apply digital presentation techniques
- Balance CAD with manual sketching skills

Technical Drawings

- Create product and building drawings
- Apply graphical standards
- Record design processes and classwork

Skills Developed

✓ CAD and digital drafting
✓ Design communication
✓ Visualisation
✓ Technical drawing
✓ Creative problem-solving

Assessment Overview

✓ Design folios
✓ Technical drawings
✓ Classwork – short and extended responses

Future Pathways

✓ Industrial Graphics
✓ Engineering
✓ Furnishing Skills

What does learning look like?

- Creating CAD and Revit design files
- Developing 2D and 3D design representations
- 3D printing final products
- Recording design processes in folios

Why study Graphics?

- Build visual communication skills
- Prepare for graphics and design pathways
- Develop CAD confidence
- Solve design problems creatively

STEM

Innovation, engineering, robotics and coding in action

What will students learn?

Students study concepts of forces and structural design and computer aided design with bridge design and structured mechanism and context of prosthetics. Through Hands-on challenges students develop creativity and problem-solving skills.

Units of Study

Problem Solving Challenges

- Design solutions to STEM problems
- Use innovation and critical thinking
- Work through practical engineering tasks

Collaborate on Projects

- Explore, build and improve ideas
- Develop confidence as innovators

Skills Developed

- ✓ Mechanisms
- ✓ Engineering design
- ✓ Innovation
- ✓ Teamwork
- ✓ Critical thinking

Assessment Overview

- ✓ Portfolio
- ✓ Design solutions

What does learning look like?

- Solving STEM Challenges
- Collaborating in design tasks
- Documenting work in portfolio items

Why study STEM?

- Develop Future-focused STEM skills
- Build creativity and problem-solving
- Prepare for engineering pathways
- Learn through hand-on innovation

DANCE

Choreography, performance and responding through creative movement

What will students learn?

Year 9 Dance builds confidence in choreography, performance and responding. Students explore dance as expressive movement that communicates ideas and stories of personal and cultural identity through the body.

Units of Study

Razzle Dazzle

- Explore Musical Theatre dance style
- Investigate how context and themes influence dance
- Strengthen technical and creative performance skills

Landscapes of Identity

- Explore contemporary dance
- Investigate belonging and Australian identity
- Develop expressive skills through workshops

Performance Practice

- Participate in diverse dance styles
- Build confidence through active performance
- Apply technical and expressive skills

Responding and Analysis

- Interpret live and filmed performance
- Critically respond to dance works
- Evaluate choreographic choices

Skills Developed

✓ Choreography
✓ Performance
✓ Creative expression
✓ Critical response
✓ Collaboration

Assessment Overview

✓ Performance
✓ Choreography
✓ Extended response exam

Future Pathways

✓ Dance (General)
✓ Arts in Practice

What does learning look like?

- Participating in style-based workshops
- Creating and performing dance works
- Watching and evaluating performances
- Reflecting on identity through movement

Why study Dance?

- Build confidence and creativity
- Communicate ideas through movement
- Develop performance and analysis skills
- Prepare for senior Dance and Arts pathways

DRAMA

Creative performance, scripted text and theatrical storytelling

What will students learn?

Year 9 Drama offers a creative and enriching experience where students devise original performances, reflect on the work of others, and develop confidence, leadership, teamwork, time management and resilience.

Units of Study

Australian Gothic Theatre

- Investigate mood, role and place
- Explore conventions of Australian Gothic theatre
- Perform a scripted gothic text

Children's Theatre

- Explore how theatre entertains and teaches
- Research what engages younger audiences
- Devise and perform Children's Theatre works

Performance Practice

- Manipulate dramatic elements
- Develop movement, focus and character
- Collaborate through rehearsal and performance

Responding and Evaluation

- Respond to theatrical works
- Evaluate how drama communicates ideas
- Reflect on performance development

Skills Developed

✓ Performance
✓ Scripted text interpretation
✓ Collaboration
✓ Leadership
✓ Analysis and evaluation

Assessment Overview

✓ Performance
✓ Scripted text
✓ Practice-led project
✓ Analysis and evaluation of own performance

Future Pathways

✓ Drama (General)

What does learning look like?

- Creating and rehearsing dramatic work
- Exploring live and filmed theatre
- Collaborating with peers and audiences
- Reflecting on dramatic choices and impact

Why study Drama?

- Build confidence and self-expression
- Develop teamwork and resilience
- Strengthen creativity and critical thinking
- Prepare for senior Drama pathways

MEDIA

Film, arts, new media and visual storytelling

What will students learn?

Year 9 Film, Arts and New Media is a semester-based course where students complete two units and explore technologies, representations, audiences, institutions and languages. Students creatively apply media concepts to make moving-image media products and investigate and respond to moving-image media content and production contexts.

Units of Study

We Make the Cut

- Explore the importance of credible editing choices
- Analyse and evaluate shot and editing choices from other sources
- Edit a short film using a provided script and footage

Big Shot

- Explore foundations of filmmaking analysis and interpretation
- Investigate feature film through technologies, audiences and representations
- Develop understanding of how film communicates meaning

The Sapphires

- Analyse mise en scène, cinematography, lighting, editing and sound design
- Evaluate how film elements contribute to the finished product
- Discuss intentions and techniques through industry examples

Skills Developed

✓ Filmmaking analysis
✓ Editing and production skills
✓ Media language and representation
✓ Creative and collaborative practice
✓ Analysis and evaluation

Assessment Overview

✓ Video analysis
✓ Film critic review
✓ Production

Future Pathways

✓ English

What does learning look like?

- Analysing film, editing and shot choices from existing media
- Creating moving-image media products individually and collaboratively
- Using editing software to demonstrate technical production skills
- Investigating how technologies, audiences and representations shape meaning

Why study Media?

- Build confidence in creative media production and storytelling
- Develop practical editing, analysis and production skills
- Understand how moving-image media communicates ideas and represents people and places
- Prepare for future creative, communication and media-rich learning pathways

MUSIC

Performance, composition and interpretation through musical elements

What will students learn?

Year 9 Music develops students' ability to perform, compose and interpret music using musical elements including rhythm, pitch, dynamics, form, timbre and texture. Students engage through singing, instruments, listening, improvisation and composing.

Units of Study

Music Through the Decades

- Explore key elements and structures of genres
- Interpret emotional and narrative qualities
- Investigate influences on musicians

Performance and Recording

- Perform using voice or instruments
- Record musical work
- Develop confidence in front of an audience

Listening and Aural Analysis

- Recognise and interpret musical elements
- Evaluate expressive content
- Analyse music through listening activities

Composition and Improvisation

- Experiment with musical structures
- Compose using techniques and ideas
- Refine musical creativity

Skills Developed

✓ Performance
✓ Composition
✓ Aural analysis
✓ Creative interpretation
✓ Collaboration

Assessment Overview

✓ Performance with reflective statement
✓ Aural analysis examination

Future Pathways

✓ Music (General)

What does learning look like?

- Performing, singing and playing instruments
- Listening and analysing music
- Improvising and composing pieces
- Engaging with music practitioners and live music contexts

Why study Music?

- Build confidence through performance
- Develop creative and analytical skills
- Understand how music communicates emotion
- Prepare for senior Music pathways

VISUAL ART

Creative expression, artistic practice and visual storytelling

What will students learn?

In Year 9 Visual Art, students build confidence and creativity across a range of artistic practices. They explore artworks and visual arts traditions from different cultures, times and places, including First Nations Australian art, while learning how visual art can express diverse perspectives and identities.

Units of Study

Sculpting Nature

- Examine natural forms, structures, patterns and textures
- Create abstract sculptures inspired by the natural world
- Manipulate clay to build form, texture and meaning

Brand Yourself

- Explore Pop Art and its impact on contemporary culture
- Study artists such as Andy Warhol and Roy Lichtenstein
- Create bold skate decks that communicate personal brand and identity

Skills Developed

✓ Creative confidence
✓ 2D, 3D and time-based artmaking
✓ Visual conventions and communication
✓ Reflection and artist statements
✓ Independent and collaborative practice

Assessment Overview

✓ Artist study presentation
✓ Resolved artwork and exhibition
✓ Artist statement
✓ Visual diary
✓ Short analytical response

Future Pathways

✓ Visual Arts (General)
✓ Arts in Practice (Applied)

Recommended Pre-requisites

Previously studied Visual Art in Year 7 or Year 8

What does learning look like?

- Experimenting with materials, techniques and visual conventions
- Developing ideas and refining artworks through creative practice
- Reflecting on personal work and the work of other artists
- Presenting artworks through curated displays and artist statements

Why study Visual Art?

- Build confidence, creativity and personal expression
- Explore how artworks communicate meaning, identity and perspective
- Develop practical, reflective and analytical artmaking skills
- Prepare for senior Visual Arts and Arts in Practice pathways

SEDA

Sporting excellence, development and personal growth

What will students learn?

SEDA supports athletes to balance academic and sporting pursuits. Students have opportunities to compete and perform at a high level in sports including Football, Netball, Basketball and Rugby League while developing commitment and pride.

Units of Study

Sporting Excellence

- Develop performance in chosen sport
- Participate in fitness and training programs
- Enhance understanding of sport-specific development

Sport Psychology and Training

- Explore sport psychology concepts
- Understand performance improvement strategies
- Connect training with personal goals

Ambition and Commitment

- Set goals and pursue excellence
- Commit to sport and academic growth
- Develop discipline and persistence

Team and Community

- Build pride in the College and SEDA community
- Develop teamwork and leadership
- Contribute positively to team culture

Skills Developed

✓ Physical performance
✓ Goal setting
✓ Commitment
✓ Teamwork
✓ Leadership

Assessment Overview

✓ Performance

Future Pathways

✓ Physical Education
✓ Certificate III Fitness
✓ Sport and Recreation

Sport

✓ Basketball
✓Netball
✓ Rugby League
✓ Soccer

What does learning look like?

- Participating in training and fitness programs
- Developing sport-specific skills
- Reflecting on performance and goals
- Building team and community connections

Why study SEDA?

- Support athletic and personal development
- Build discipline and commitment
- Balance sport and learning
- Prepare for senior sport and fitness pathways

PLEASE NOTE

The College reserves the right
to not run a class
if there is insufficient demand
or if staffing is not available.