

# YEAR 9 CURRICULUM HANDBOOK

2027



Empowering *minds*  
Enriching *hearts*



St Joseph's College



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## Information for Students and Parents choosing Year 10 Areas of Study

Religion, English, Mathematics, Science, Humanities and Health & Physical Education comprise the six compulsory areas of study for students in Years 7 to 10.

Therefore, our students will complete compulsory semester units and have the opportunity to select elective units. Students entering Year 10 in 2027 will nominate 4 semester units they wish to study during the next year. Additionally, they are required to select two back-up units to study if all original preferences cannot be met.

It is a matter for the College to determine when particular units will be studied as the student's allocation depends on staffing and resources.

Detailed information on the Australian Curriculum can be accessed on the ACARA website: <https://v9.australiancurriculum.edu.au/>.

This handbook has been produced to help students plan a Course of Study which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities.

Contained in this handbook are details of the subject unit offerings planned for Year 10, 2026. An elective's viability to be included will also depend on the availability of staff, resources and student interest.

## Choosing a Study Pathway

### The Australian Curriculum

Subjects taught at St Joseph's College follow the Australian Curriculum V9.

### Core & Extension Subjects

#### Core & Extension Subjects

There are six compulsory core areas of study at St Joseph's College:

- Religion
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education.

## English & Mathematics Extension Subjects

Students who achieve excellence in their Year 8 English and Mathematics classes, and whose standardised testing (NAPLAN, PAT-M, PAT-R) indicate strengths in these areas will be invited to join one or both subjects.

Students in these classes will continue to access the Year 9 Australian Curriculum for Mathematics and/or English; however, the focus will be on students learning the more complex and abstract aspects of the curriculum. The aim is to provide challenging learning opportunities that extend students' understandings and provide a solid foundation moving forward into the higher levels of Mathematics & English study.

The College will assess students' continued participation throughout the year based on achievement, work ethic, growth mindset and grit.

The core program will help prepare students for transition into Year 10 and maximise options for their Senior Phase of Learning.

Please refer to the Year 9 Core Subjects Section of this Handbook for further information.

## Elective Subjects

Elective subjects in the Middle Years comprise a variety of ACARA curriculum areas. This handbook has been produced to help students plan a Course of Study which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The St Joseph's College Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities. Some elective subjects may incur a levy and additional costs for excursions and camps.

Students entering Year 9 will nominate four semester elective units they wish to study during the next year. Additionally, they are required to select two back-up elective units to study if original preferences cannot be met.

**PLEASE NOTE: An elective's viability to be included will also depend on the availability of staff, resources and student interest.**

**Some elective subjects may incur a levy and additional costs for excursions and camps.**

## Year 9 Elective Subjects & Course Codes

Subject	Semester 1	Semester 2
Business and Economics	9BUE1	9BUE2
Design Technology (Please note this subject is offered in Semester 1 and Semester 2. <b>Students may only choose it once</b> )	9DES1	9DES2
Design Technology – Wood	9DTW1	9DTW2
Design Technology – Metal	9DTM1	9DTM2
Design Technology – Textiles	9DTT1	9DTT2
Design Technology – Food	9DTF1	9DTF2
Digital Technology	9DIG1	9DIG2
Japanese	9JAP1	9JAP2
French	9FRE1	9FRE2
The Arts – Drama	9DRA1	9DRA2
The Arts – Music	9MUS1	9MUS2
The Arts – Visual Art	9VAR1	9VAR2

## Elective Structure

Elective Structure at St Joseph's College				
	Term 1	Term 2	Term 3	Term 4
<b>Year 7</b>	Compulsory Rotations 1 & 2	Compulsory Rotations 3 & 4	Compulsory Rotations 5 & 6	Compulsory Rotations 7 & 8
	Language or Skills Development		Languages or Skill Development	
<b>Year 8</b>	Core		Core	
	Elective 1 & 2 (Skills Development)		Elective 3 & 4 (Skills Development)	
<b>Year 9</b>	Core		Core	
	Elective 5 & 6 (Skills Development)		Elective 7 & 8 (Skills Development)	
<b>Year 10</b>	Core		Core	
	Elective 9 & 10 (Skills Development)		Elective 11 & 12 (Skills Development)	

## Skills Development

Students at St Joseph's College are allocated a Skills Development line based on assessment of individual need and with parental permission. In Years 7 and 8 the Skills line replaces a Language, whereas in later years it takes the place of an Elective.

These lessons focus on students developing the fundamental skills required for successfully navigating secondary school such as organisation, learning of routines, study skills, pre and post learning of subject content, homework and assessment support and other assistance required.

The Skills teacher develops positive learning relationships with students and liaises with classroom teachers and parents so that student support is relevant, and skills are transferrable to the classroom and home environments.

## Strategies for choosing Subjects

As a basic strategy it is suggested that students choose subjects:

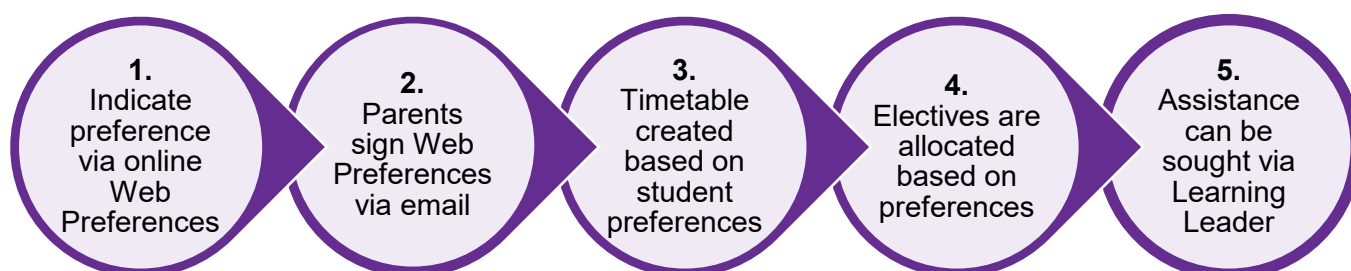
- they enjoy
- in which they have already had some success
- which may help them reach a chosen career
- prerequisites for Senior Subjects
- which develops skills, knowledge and attitudes useful throughout their life.

It is important to remember that students are individuals and that their needs and requirements in subject selection will be quite different from those of other students.

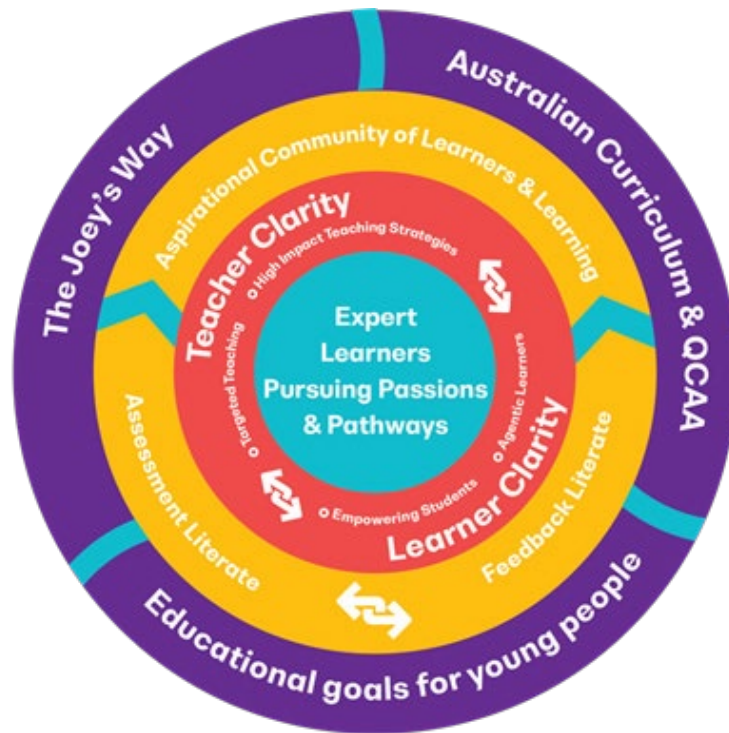
This means that it is unwise to either take or avoid a subject because:

- someone told them they will like or dislike it
- their friends are or are not taking it
- they like or dislike the teacher
- 'only boys or girls take that subject' – all subjects have equal value for males and females.

## Year 9 Subject Selection Process



# Teaching & Learning Framework



## The St Joseph's College Teaching and Learning Framework

As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

The St Joseph's College Teaching and Learning Framework is designed to guide the work of all teachers and learners as we seek to aspire to excellence for all students at the College. The framework clarifies beliefs about successful learners and effective learning in an aspirational community. The framework informs consistent practice with a common language based on evidence and research.

## Religion

### Compulsory Core Subject

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the church responded to the presence of good and evil in the past (c. 1750CE – 1918CE).

They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), scripture, celebration of the sacraments of healing (Penance and Anointing of the Sick), and personal communal prayer experiences of healing.

They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Students learn about the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of the three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

#### Unit 1: God are you Listening?

Students explore the fertile question: How can teenagers engage in prayer with their God?

Students examine the divergent understandings of God (Allah, God, G\*d) that are reflected in the core beliefs and practices of the monotheistic religions of Islam, Christianity and Judaism. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the writings of Christian spiritual fathers and mothers, Scripture, Christian Meditation and prayers for forgiveness and healing. They participate respectfully in a variety of these prayer experiences. They will also analyse the relevance of different types of prayer to teenagers in contemporary society.

#### Unit 2: Breaking Open the Word

Students explore the fertile question: What makes this book so good anyway?

Students examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers. They demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.

#### Unit 3: People of Salt

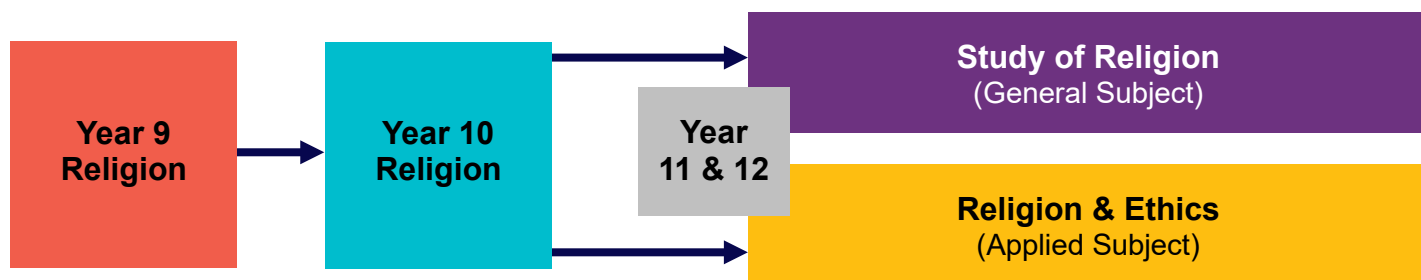
Students explore the fertile question: Who are the people of salt?

Students analyse the causes and effects of events and developments in the Church from c.1750CE – c.1918CE and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the writings of Christian spiritual fathers and mothers, Scripture, Christian Meditation and prayers for forgiveness and healing.

## Unit 4: Sin and Healing

Students explore the fertile question: How do we address the existence of sin in God's created world? Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world. They evaluate the impact of Catholic social teaching on an individual's moral behaviour towards self and others; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacrament of Penance in the lives of believers past and present. They evaluate how the Joey's Way provides opportunities for healing and reconciliation.

## Religion Pathways



# English

## Compulsory Core Subject

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 & 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive and analytical types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

By the end of Year 9 English students will have completed the following units:

### Unit 1: Documentary Study and Language Conventions

This unit involves the exploration and reflection of students' personal understandings of the world and significant social issues through documentary film texts. Students will write a persuasive essay under exam conditions. Students will revisit and refine their language conventions skills, including spelling, punctuation, and grammar.

### Unit 2: Memoir Study

Students will perform an in-depth analytical study of a variety of First Nations' short memoirs. From this study, students will write an analytical literary article that combines the skills of persuasion and analysis.

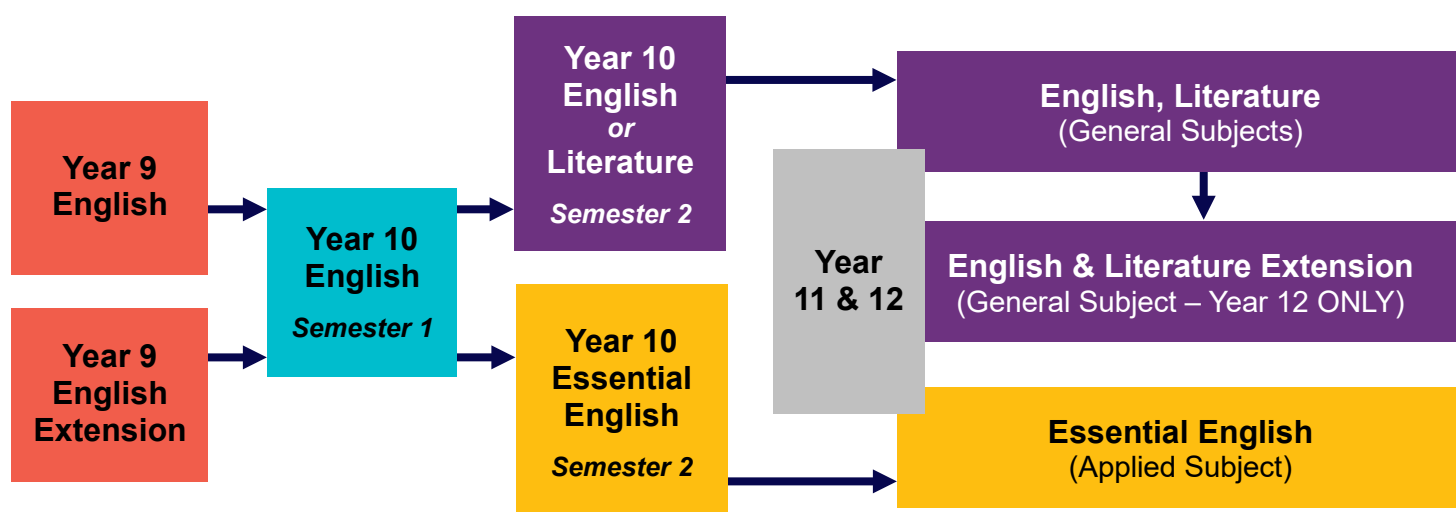
### Unit 3: Graphic Novel – Visual Literacy

This unit introduces students to the history of the English language and their first Shakespeare text. Students will analyse text structures and language features in a self-selected excerpt of Romeo and Juliet.

### Unit 4: Narrative Writing

This unit asks students to explore the way authors use text structures and aesthetic features to create representations of concepts. Using the stimulus of a poem, students will create an imaginative text (narrative) using purposeful language and textual features.

## English Pathways



# Mathematics

## Compulsory Core Subject

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

### Unit 1

#### Measurement

- calculate areas interpret absolute and percentage error
- solve problems involving scientific notation
- solve problems involving the volume and surface area of right prisms and cylinders

#### Algebra

- apply the index laws to numerical and algebraic expressions with integer exponents

### Unit 2

#### Geometry

- recognise the connections between similarity and the trigonometric ratios
- solve problems involving right-angled triangles by applying trigonometric ratios and Pythagoras' theorem
- interpret ratio and scale factors in similar figures

#### Algebra

- expand binomial products
- factorise monic quadratic expressions

## Unit 3

### Algebra

- find the gradient of a line segment, the midpoint of the line interval and the distance between two points on the Cartesian plane

### Statistics

- choose appropriate forms of display for a given type of data
- represent the distribution of multiple data sets using comparative representations
- compare distributions with consideration of centre, spread and shape, and the effects of outliers on these measures
- analyse how different sampling methods can affect the results of surveys and how choice of representation can be used to support a particular point of view

## Unit 4

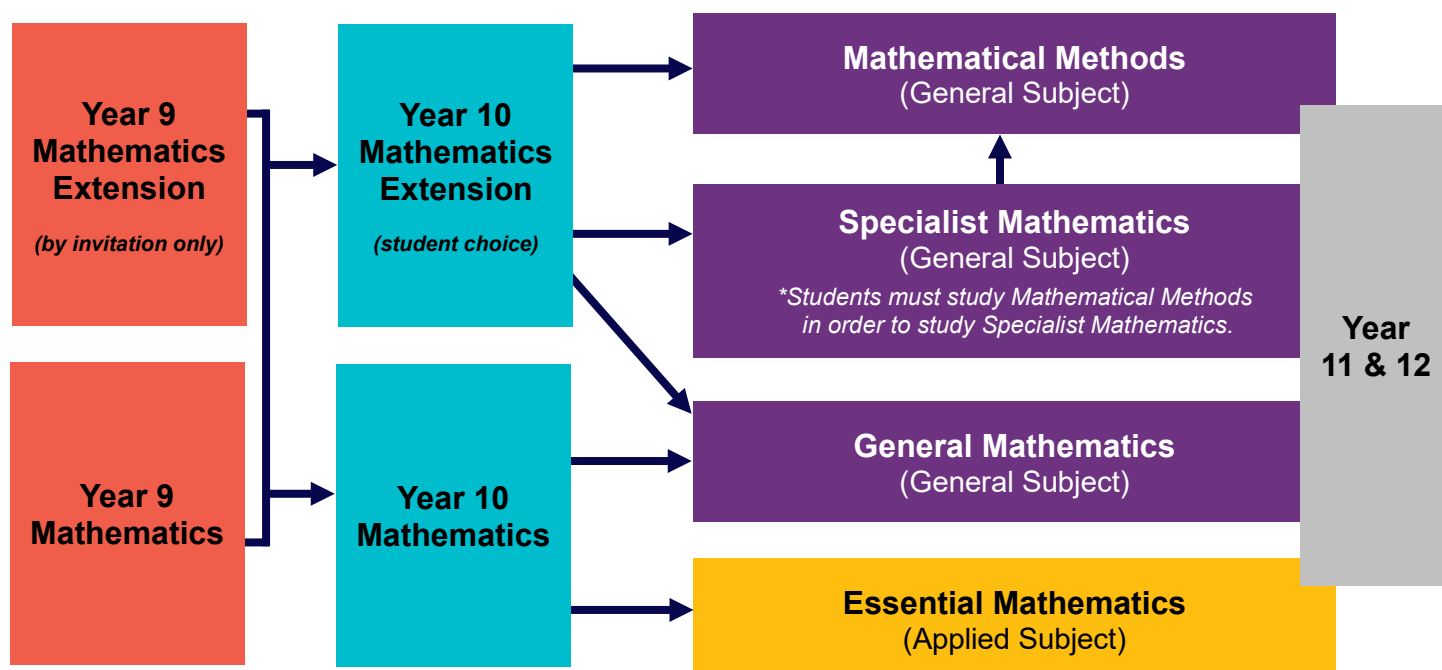
### Probability

- use tree diagrams to list all outcomes for compound events both with and without replacement
- assign probabilities to outcomes in tree diagrams
- calculate relative frequencies from given or collected data to estimate probabilities of events involving “and”, inclusive “or” and exclusive “or”

### Algebra

- identify and graph quadratic functions
- solve quadratic equations graphically and numerically
- solve monic quadratic equations with integer roots algebraically

## Mathematics Pathways



# Science

## Compulsory Core Subject

The science Inquiry Skills and science as a Human Endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the Science Understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. These strands of the Curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

### Incorporating the key ideas of science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 9, students consider how body systems provide a coordinated response to stimuli and describe how the processes of sexual and asexual reproduction enable survival of the species. They will explain how interactions within and between Earth's spheres affect the carbon cycle. Students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. They analyse the different ways in which science and society are interconnected.

### Unit 1: Biology

- compare the role of body systems in regulating and coordinating the body's response to stimulus and describe the operation of a negative feedback mechanism
- describe the form and function of reproductive cells and organs in animals and plants and analyse how the processes of sexual and asexual reproduction in animals and plants enable survival of the species

### Unit 2: Chemistry

- investigate how the discovery of protons, neutrons and electrons influenced the model of the atom and how natural radioactive decay results in stable atoms
- investigate how the rearrangement of atoms in chemical reactions can be modelled using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass

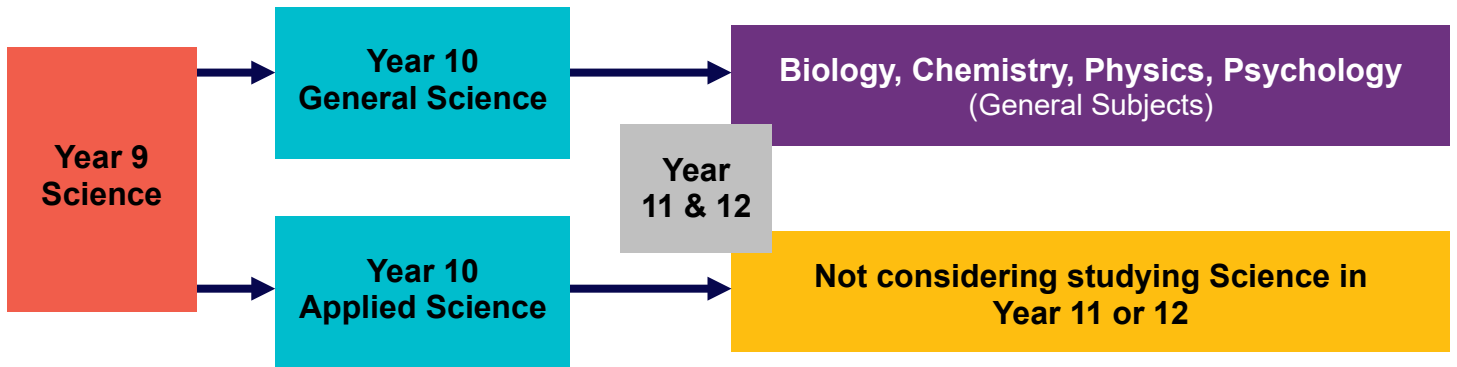
### Unit 3: Physics

- investigate how wave and particle models describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena
- investigate how energy transfers and transformations in physical systems demonstrate the law of conservation of energy and analyse system efficiency in terms of energy inputs and outputs

### Unit 4: Earth and Space

- investigate how key processes in the carbon cycle, including combustion, photosynthesis and respiration, rely on interactions between the biosphere, geosphere, hydrosphere and atmosphere and use models of energy flow between spheres to explain patterns of global climate change
- describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory

## Science Pathways



# Humanities

## Compulsory Core Subject

### The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914 – 1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and details in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance, and long-term impact of imperialism in this period?
- What were the causes and significance of the First World War?

### Unit 1: Making & Transforming the Australian Nation

Students will investigate the era of colonization, nationalism, imperialism, expansion of European power and the significant effects on First Nation people.

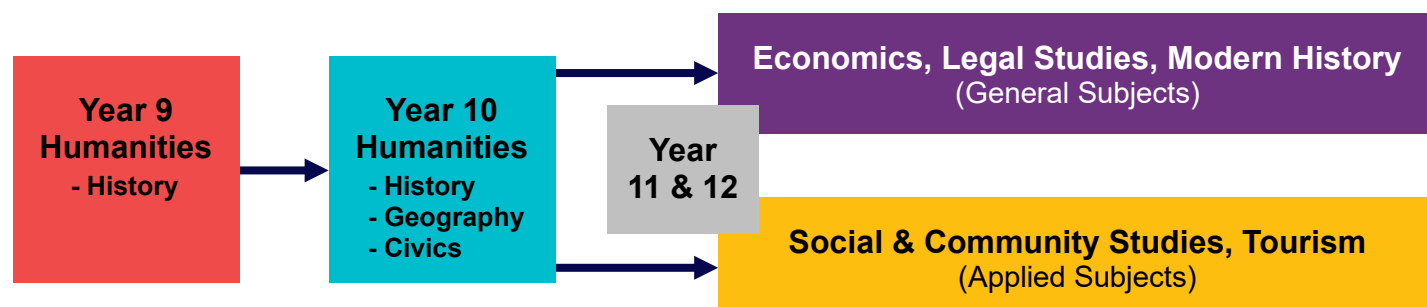
### Unit 2: World War I (1914 – 1918)

Students investigate key aspects of World War I, including the cause, nature, and significance of the war in world and Australian history.

### Unit 3: World War I Cont. (The Anzac Legend-Myth)

The extension of the Australian experience of the war (Anzac legend/myth), settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples.

## Humanities Pathways



## Humanities - Geography

### Compulsory Core Subject

There is only one unit of study in the Year 9 curriculum for Geography: 'Geographies of interconnections'. At St Joseph's College, Geography is not an elective but rather is studied continuously for 6 months. That is, a unit (Geographies of interconnections) is studied at the end of Year 9 (Term 4) and a unit (Geographies of Human Wellbeing) is studied in (Term 1) Year 10.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the tourism industry, globalisation, the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in insolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

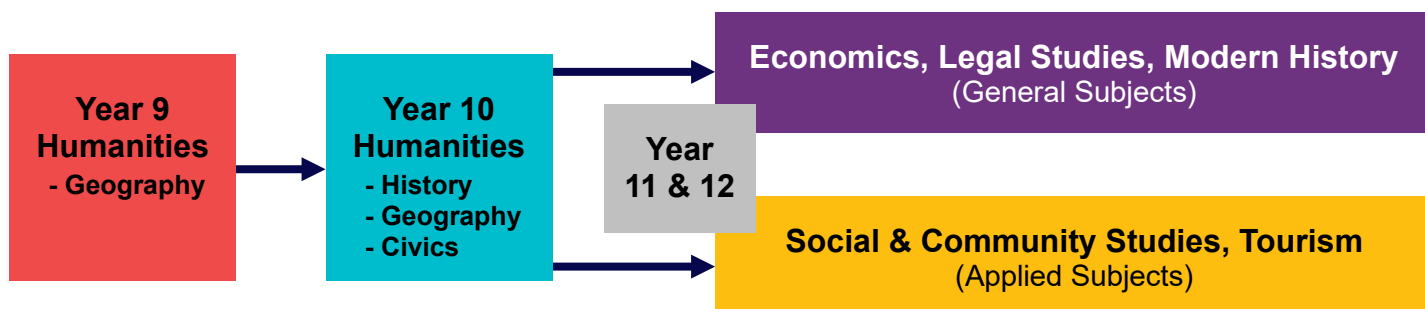
The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

### Unit 4 (Term 4): Geographies of interconnections

The perceptions people have of place, and how these influence their connections to different places. (Focus – globalisation, communication, transport and tourism).

### Humanities Pathways



# Health and Physical Education

## Compulsory Core Subject

The Years 9-10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choice in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

### Unit 1: Integrity & Anti-Doping in Sports

In this unit, students will identify a range of integrity and doping threats affecting modern sport. They will learn about the key vulnerabilities and risk factors increasing the opportunity for corruption in Australian sport. Students will analyse what is considered to be 'doping' and why some athletes decide to 'dope'. Then students will identify the way in which sports organisations and government agencies seek to maintain the integrity of sport through rules and policies.

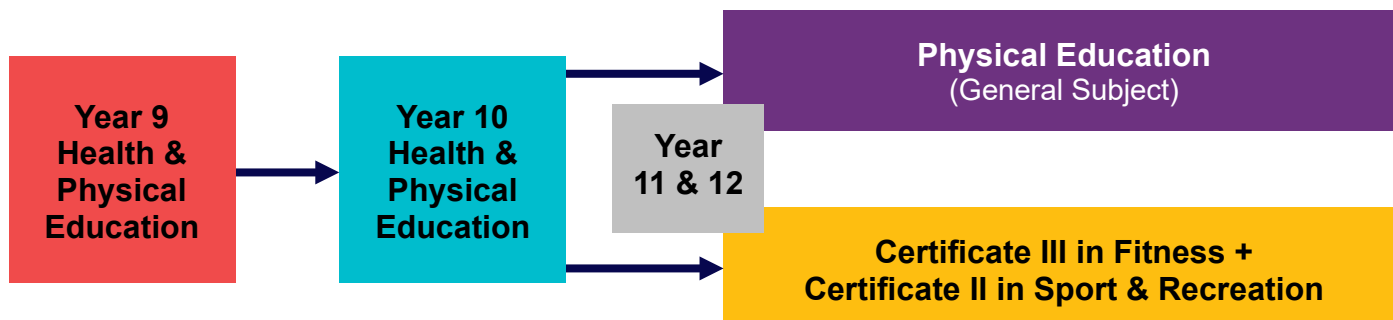
### Unit 2: Barriers & Enablers to Physical Activity

In this unit, students will investigate the barriers that people have when participating in some sports, and the importance of modifying sports so that sports are accessible and inclusive. They identify different factors (ie. personal, social, cultural and environmental) that act as barriers and enablers to equity and access. Students will evaluate how accessible physical activity is for marginalised individuals and groups and propose changes to promote greater inclusiveness and accessibility.

### Unit 3: Respectful Relationships

In this unit, students explore Healthy and Safe Relationships. Students will explore real life situations and will be asked to identify healthy and unhealthy behaviour within all forms of relationships. Students will investigate patterned behaviour within unhealthy relationships. Students will examine and evaluate how communication strategies, such as seeking, giving and denying consent can impact relationships.

### Health and Physical Education Pathways



# Business & Economics

## Elective Subject

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses, and governments. The responsibilities of participants operating in a global workplace are also considered. The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How do participants in the global economy interact?
- What are the responsibilities of participants in the workplace and why are these important?
- How does creating a competitive advantage benefit business?
- What strategies can be used to manage financial risks and rewards?

### Elective: Business & Economics, Semester 1 (09BUE1)

#### Units:

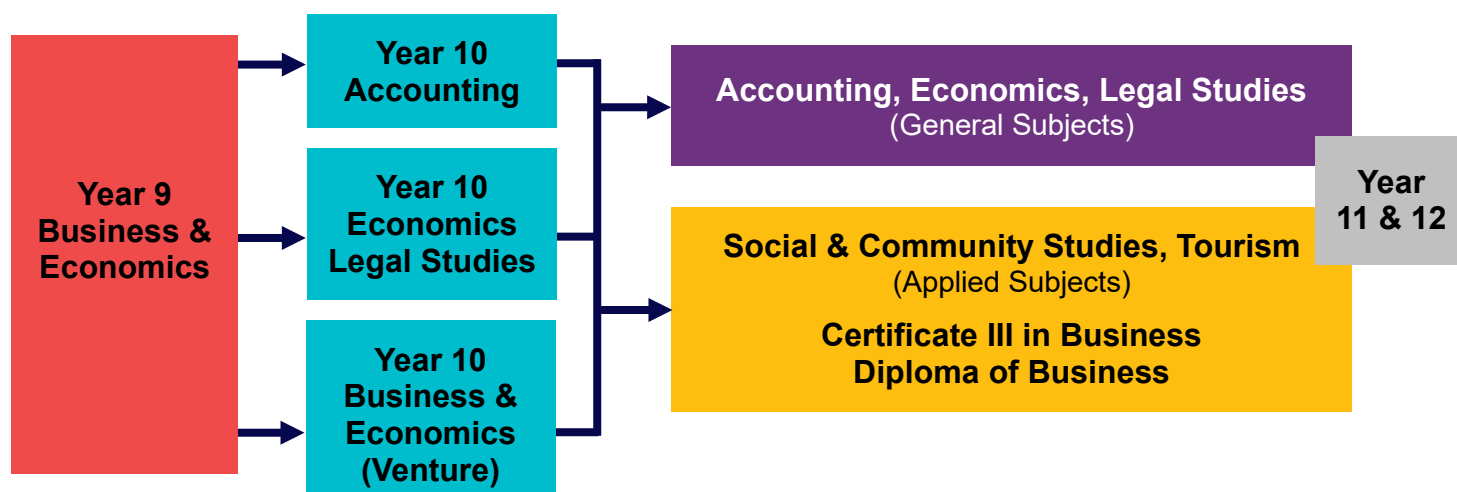
- The Economic Problem
- The Global Economy
- Introduction to Marketing

### Elective: Business & Economics, Semester 2 (09BUE2)

#### Units:

- Financial Literacy & Budgeting
- Introduction to Accounting
- Book-keeping and ledgering

### Business & Economic Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

# Wood Technology

## Elective Subject

In Year 9 and 10, 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 and regional and global communities. Students work independently and collaboratively.

Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

### Elective: Wood Technology, Semester 1 (09DTW1)

#### Unit 1

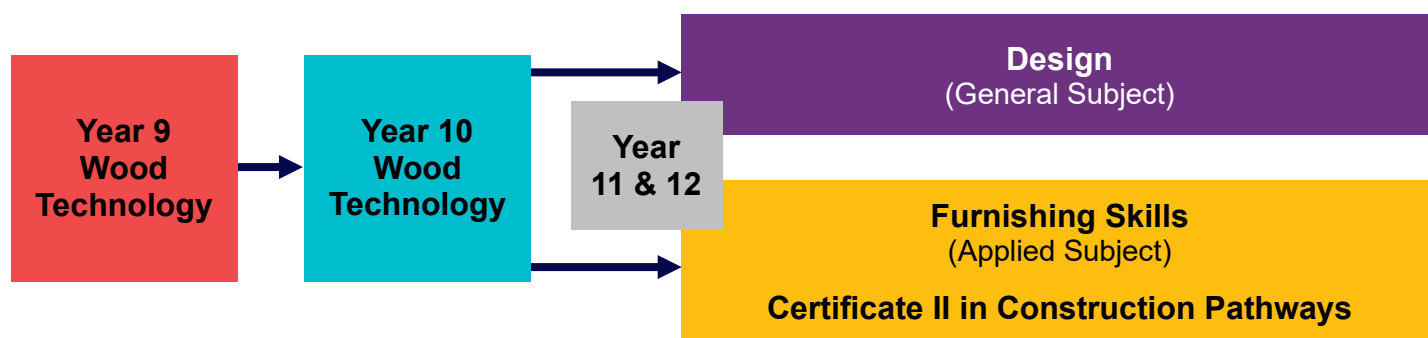
Students begin their journey in the world of woodworking. They are taught how to safely use various tools and equipment. Using design thinking skills they design, produce and evaluate products for a range of users.

### Elective: Wood Technology, Semester 2 (09DTW2)

#### Unit 2

In this unit, students investigate various woodwork joining methods. They are instructed on the correct use of hand tools and equipment that is commonly found in woodworking environments. Students will design their own bedside lamp.

## Wood Technologies Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

# Metal Technology

## Elective Subject

In Year 9 and 10, 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 and regional and global communities. Students work independently and collaboratively.

Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

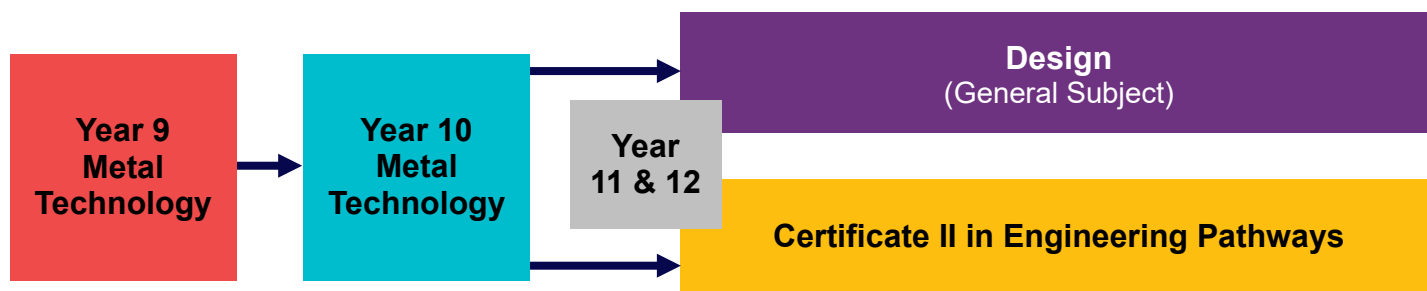
### Elective: Metal Technology, Semester 1 (09DTM1)

Students begin their journey into the world of mechanical engineering by shifting gears into the study of transmission systems. They investigate a range of transmission types to see how motion and power are driven, geared, and transferred without losing traction. Students are also introduced to concepts such as ratios, torque, and mechanical advantage, applying these ideas to designs that mesh smoothly, avoid slippage, and keep learning firmly out of neutral.

### Elective: Metal Technology, Semester 2 (09DTM2)

In this unit, students investigate various metalwork joining methods, and manipulation of materials. They are instructed on the correct use of hand tools and equipment that is commonly found in metalworking environments.

## Metal Technologies Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

# Food Technology

## Elective Subject

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### Elective: Food Technology, Semester 1 (09DTF1)

#### Unit 1: The Beginning Chef

This unit is designed to give the student insight into the world of food. It introduces the role of the Hospitality industry in our everyday lives and explores the related concepts. Practical skills will be developed to reinforce knowledge of related concepts.

Areas of study may include:

- Hygiene and Safety
- Knife Skills
- Practical Cooking
- Exploring the Hospitality Industry
- Sustainability and seasonality

### Elective: Food Technology, Semester 2 (09DTF2)

#### Unit 2: Nutrition – Looking after Self

This unit is designed to give the student insight into the world of food, nutrition and general well-being of the individual.

Areas of study may include:

- Nutrition
- Diet and lifestyle
- Healthy lifestyle choices
- Marketplace and consumer decisions for food
- Practical Food for Healthy Bodies

### Food Technologies Pathways



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# Design and Engineering Technology

## Elective Subject

In Year 9 and 10, 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 and regional and global communities. Students work independently and collaboratively.

Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

### Elective: Design Technology, Semester 1 (09DET1) or Semester 2 (09DET2)

Please note this subject is offered in Semester 1 and Semester 2. **Students may only choose it once.**

#### Unit 1: Design and Prototyping

Product design and rapid prototyping for stakeholders, multi material manufacture

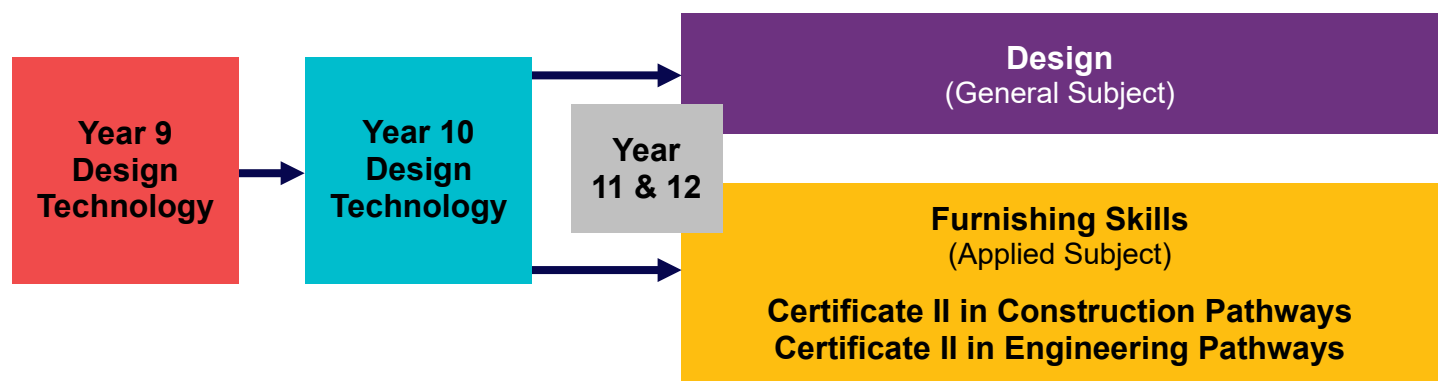
#### Unit 2: Engineering and Testing

Laser cutting and 3d printing engineering products and testing of materials for specific applications

Examples of Design topics in both units may include:

- Concept Sketching, Creativity, Innovation, enterprise skills
- Modelling and prototyping (construction of ideas), 3D printing
- Client wants, needs and opportunities (designing for a client). Produce sustainable designed solutions to problems for individuals and the community, considering social, ethical, environmental, sustainable factors.

### Design Technologies Pathways



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# Textiles Technology

## Elective Subject

In Year 9 and 10, 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 and regional and global communities. Students work independently and collaboratively.

Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

### Elective: Textiles Technology, Semester 1 (09DTT1)

#### Unit 1: Bag to Basics: Sustainable Design and Sewing

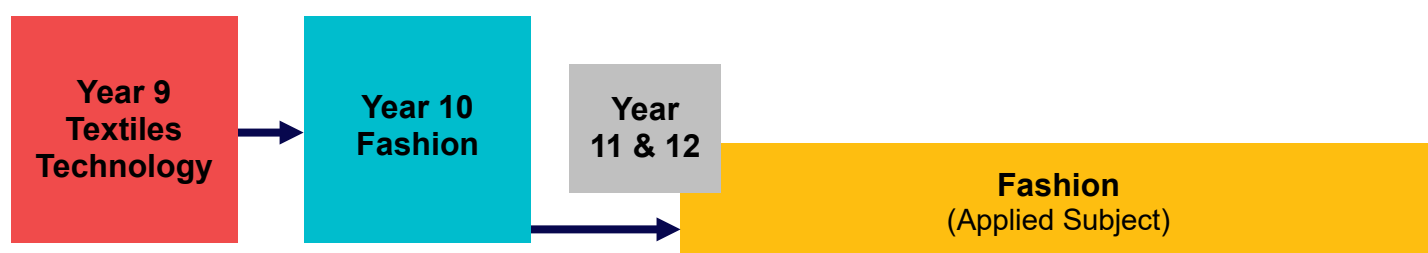
This unit focusses on the sustainable use of textiles and fighting the war on waste. Students will explore ethical and sustainability production and design of textiles. Students will learn to design and sew a reusable bag, considering material selection, durability, aesthetics, and user experience. They will analyse the lifecycle of the bag, from fibre production to disposal, and explore strategies for sustainability at each stage. By the end of the unit, students will understand sustainable design principles, apply these in a practical project, and create a project that embodies these values. This unit lays a foundation for future design and technologies studies and fosters and appreciation for sustainable practices in everyday life.

### Elective: Textiles Technology, Semester 2 (09DTT2)

#### Unit 2: EcoComfort: Designing Sustainable Soft Furnishings

A unit that marries innovation, emerging technologies and sustainable practices. Students will delve into the world of soft furnishings, exploring the history and importance of cushions and quilting. They will learn about the impact of new materials, manufacturing processes, and design software on these traditional items. The unit emphasises the selection of sustainable materials, such as natural and recycled fibres and eco-friendly dyes. Students will gain hands on experience in producing cushions and quilts, learning techniques like sewing, quilting, tie-dye, all while minimising waste. This unit not only equips students with a deep understanding of the impact of innovation and emerging technologies on designed solutions but also provides them with practical experience in creating products that embody sustainable design principles with contemporary technology without forgetting the past.

## Textiles Technologies Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

## Digital Technology

### Elective: Digital Technology, Semester 1 (9DIG1) & Semester 2 (9DIG2)

The Digital Technologies course is crafted to equip students with the essential knowledge, understanding, skills and values needed to effectively tackle problems by harnessing the power of computational thinking. It also focusses on engaging students with specialised learning in preparation for learning in the senior secondary years. Through hands-on activities and engaging discussions, students will develop proficiency in developing digital solutions, derive meaningful insights, preparing them for the challenges and opportunities presented by the digital era.

#### Unit 1: Game Design & Creative Computing Semester 1 (9DIG1)

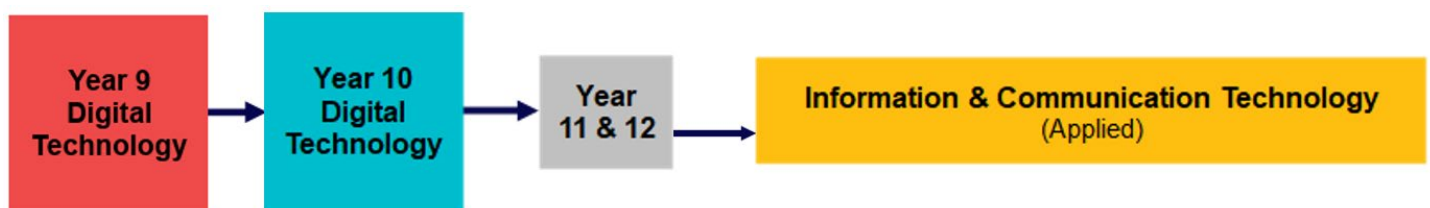
Digital tools enable connection, problem-solving, and engagement. This unit explores gamification—using elements like points, levels, and rewards—to design purposeful digital solutions for real stakeholders. Students develop fundamental programming skills and apply coding to solve authentic problems for specific audiences.

A focus on user experience (UX), user interface (UI), usability principles, and human-computer interaction (HCI) supports the creation of functional and engaging designs. Using a range of digital tools, students design and prototype interactive products that integrate strong design principles with innovative, user-centred solutions.

#### Unit 2: Robotics & Data Systems Semester 1 (9DIG2)

Students will investigate modern robotics in industry, various control systems, and develop computational thinking skills to control robots to complete a range of challenges. The curriculum introduces core programming concepts to create interactive and meaningful solutions. They will also investigate how digital systems store and secure data using SQL.

#### Digital Technologies Pathways



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# French

## Elective Subject

Students have prior experience of learning French and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others.

They have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how French may feature in these. It is strongly recommended that students study the four units across Years 9 and 10 consecutively, as vocabulary and grammar are built on continually to maximise success.

### Elective: French, Semester 1 (09FRE1)

#### Unit 1: *Bon Weekend!* and Unit 2: *Allons en Ville!*

Topics studied include:

- Sports and other leisure activities
- Time
- Places in a town/city
- Places around school
- Asking for and giving directions
- Cultural information – important features of French towns, *Le vélo* in France, popular sports and pastimes in France

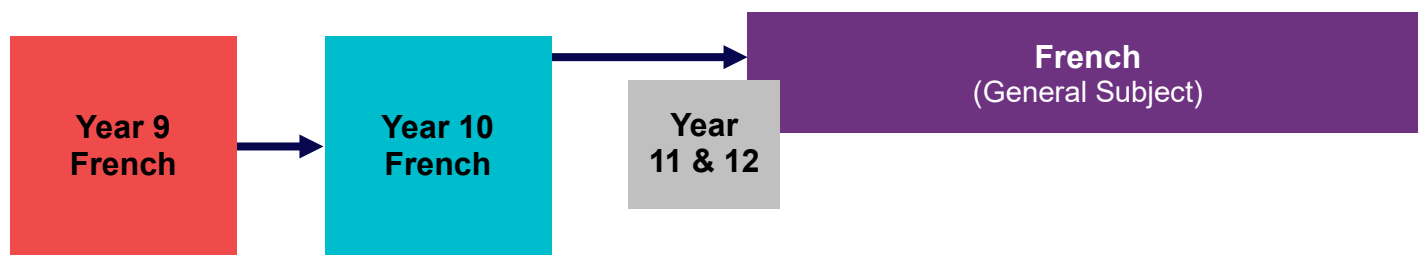
### Elective: French, Semester 2 (09FRE2)

#### Unit 3: *En plein air* and Unit 4: *À ta Santé*

Topics studied include:

- Weather
- Camping
- Body parts, illnesses, and ailments
- Asking for and giving advice
- Going to the doctor and the pharmacy
- Asking for and giving prices
- Talking about things that happened in the past (*le passé composé*)
- Cultural information – *Les Pyrénées*, *la pelote basque*, Roquefort, *Le Viaduc de Millau*

## French Pathways



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# Japanese

## Elective Subject

Students have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others.

They have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese may feature in these. It is strongly recommended that students study the four units across Years 9 and 10 consecutively, as vocabulary and grammar are built on continually to maximise success.

### Elective: Japanese, Semester 1 (09JAP1)

#### Unit 1: Fantastic Families

Topics include:

- Describing your own and others' families
- Outlining occupations and study options of family members
- Expressing frequency of actions, capabilities, and limitations
- Exploring tenses of adjectives
- Introducing katakana as a third script

#### Unit 2: It's My Space

Topics include:

- Comparing housing styles of Japanese and western society
- Labelling floor plans
- Describing where items are located
- Describing pets and housing
- Continued work on hiragana, katakana, and kanji

### Elective: Japanese, Semester 2 (09JAP2)

#### Unit 3: Crazy Counters

Topics include:

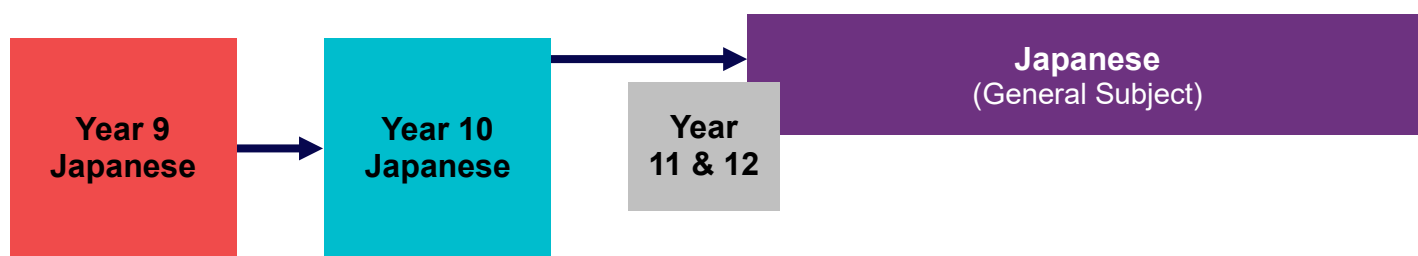
- Discussing weather and seasons
- Investigating Japanese counters based on size and shape of items
- Ordering in restaurants and restaurant conversations
- Expressing wants and desires

#### Unit 4: Shop 'Til You Drop

Topics include:

- Using larger numbers and pricing of items
- Describing items when shopping
- Discussing different options when purchasing items
- Shopping conversations and conventions
- Exploring Japanese department stores
- Examining calendars, dates, and planning events

## Japanese Pathways



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# Drama

## Elective Subject

Drama is a subject in which through play and imagination you learn expression and practice vital communication skills. Drama is one of the only subjects where collaboration through group work is necessary – a critical skill of working within teams. Drama enhances students’ artistic and creative abilities and gives students a better understanding of themselves and their world.

The study of drama covers a diverse range of practical and theoretical components, these involve:

- Vocal skills and expression
- Movement and basic stage techniques
- Reading play texts and writing scripts
- Forms, styles and genres of dramatic action
- Acting spacing and dramatic conventions

Students may have the opportunity to view performances through incursion/excursions. Drama students are encouraged to audition for musicals and perform at events such as Skits & Semiquavers and extra-curricular opportunities like the Eisteddfod.

### Elective: Drama, Semester 1 (09DRA1)

#### Unit 1: Ritual Theatre & Children’s

Students will explore the development of Realism as a theatrical style, focusing on truthful performance, character development, and everyday situations. They will learn about key practitioners such as Stanislavski and apply techniques such as emotion memory, objectives, and the “magic if” to create believable characters and scenes.

Students will also investigate Children’s Theatre, examining how performance is adapted for younger audiences through exaggerated storytelling, clear moral messages, and engaging theatrical conventions. They will explore how voice, movement, and design elements are used to communicate meaning effectively to children. Students will devise and perform their own scenes using conventions from both Realism and Children’s Theatre.

### Elective: Drama, Semester 2 (09DRA2)

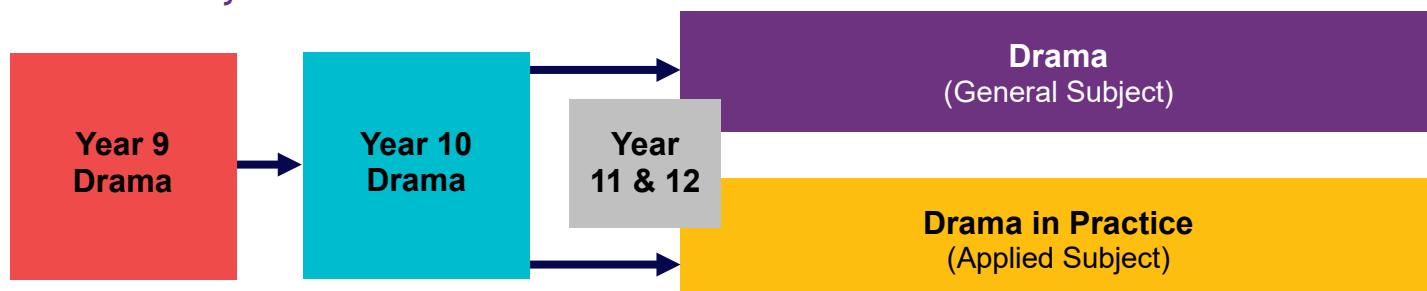
#### Unit 2: Shakespear & College Drama

Students will study the works of William Shakespeare, exploring language, themes, and performance conventions of Elizabethan theatre. They will engage with selected scenes from plays such as Romeo and Juliet or Macbeth, focusing on interpreting meaning, developing character, and performing Shakespearean text for contemporary audiences.

Students will also explore Collage Drama, a form of theatre that combines multiple texts, ideas, and styles into a single performance. They will experiment with combining scripted material, movement, sound, and multimedia to create original performances that communicate a central theme or message. Through this process, students will develop skills in devising, structuring, and presenting innovative theatrical work.

*NB: It is strongly recommended that students considering undertaking drama in their senior years complete at least one semester of Drama in Year 9 and 10.*

### Drama Pathways



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# Music

## Elective Subject

In Music, students develop practices and skills for listening to, composing and performing and responding to music. They explore a diverse range of styles, traditions and contexts. Students learn to read and write music in traditional and graphic forms and utilise music technology to become independent learners.

**Please note: Instrumental students are highly encouraged as some assessment can be tailored to free choice (own instrument or voice).**

The strands are developed sequentially across four independent Music Units in Year 9 & 10.

### Elective: Music, Semester 1 (09MUS1)

#### Unit 1: Play That Song

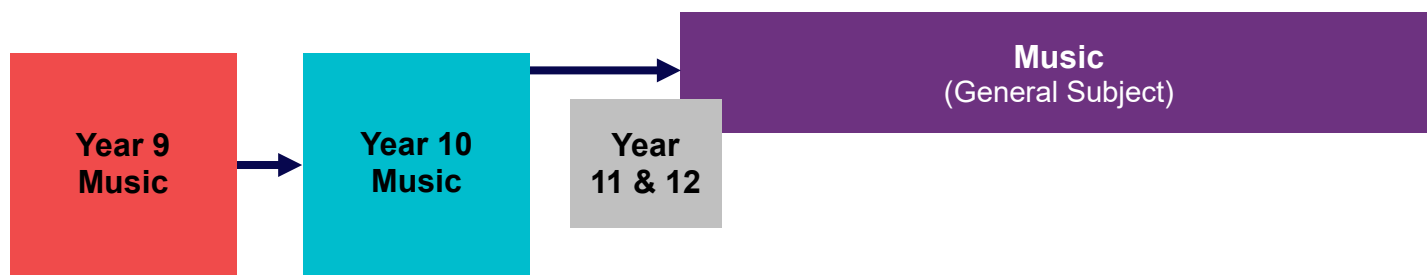
- develop performance and reading skills on keyboard, guitar and other preferred instruments eg. voice, violin, drums.
- create original melodies and harmonise them with appropriate chords.
- explore how technology can be used to create original compositions using loops and original material.
- listen to and analyse pieces from a variety of musical genres to inform musical awareness and develop an understanding of musical elements.

### Elective: Music, Semester 2 (09MUS2)

#### Unit 2: Rock and Other Cultures

- develop performance and reading skills on keyboard, guitar and other preferred instruments eg. voice, violin, drums.
- develop compositional skills such as word setting, base riff, chordal progressions, and melody writing.
- use these skills to create an original composition using music software.
- listen to and analyse a variety of rock songs from different eras and genres, including music influenced by aboriginal cultures.
- develop an understanding of rock trends, technological impact and how music influences social and cultural identity.

### Music Pathways



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# Visual Art

## Elective Subject

Year 9 Semester Visual Art electives are about acquiring specific visual arts skills by exploring various techniques and media with the ability for individual ideas and a personal aesthetic to develop. Students will experience a range of art forms within the categories of 2D, 3D and 4D (time-based media) and/or Design. Students will delve into ideas ranging from realism to abstraction and learn about art history movements, artworks and art practices as artists and audience. Students may have the opportunity to experience an enrichment excursion such as to the local art gallery.

### Elective: Visual Art, Semester 1 (09VAR1)

Students may experience the following art forms:

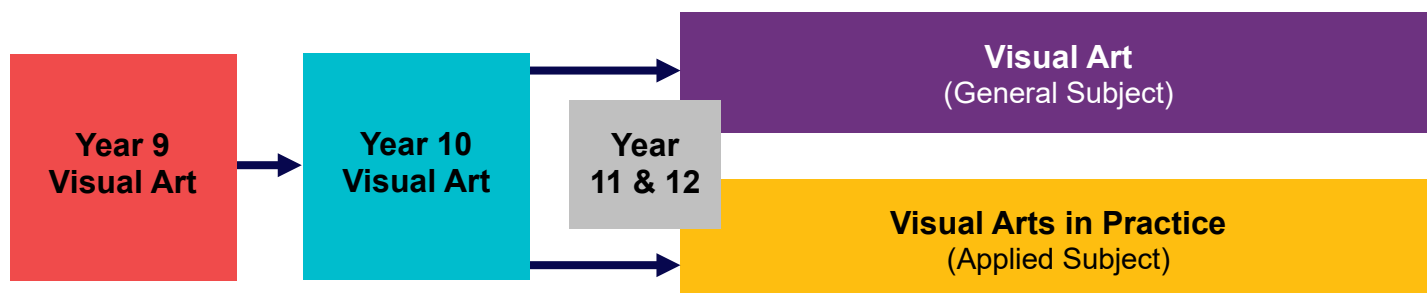
- 2D Drawing eg. realistic, contemporary still life
- 2D Painting eg. graphic design on canvas or a skateboard deck
- 3D Ceramics eg. vessels, slab, architecture

### Elective: Visual Art, Semester 2 (09VAR2)

Students may experience the following art forms:

- 2D Printmaking eg. etching
- 3D Sculpture eg. recycled public art
- Digital Art eg. photography folio

## Visual Art Pathways



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## Proposed Schedule of Levies 2027

The table below indicates the costs of levies proposed for 2027. This table should be used as a guide only. At the end of 2026, each family will be given a schedule of fees for subject levies once final costings have been determined for 2027.

Subject / Certificate Course	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Biology						\$650
Design			\$53	\$74	\$74	\$74
Design Technology – Food			\$165	\$165		
Design Technology – Metal			\$110	\$110		
Design Technology – Textiles			\$110	\$110		
Design Technology – Wood			\$121	\$132		
Drama			\$53	\$53	\$165	
Drama in Practice					\$165	\$165
English	\$37	\$37	\$37			
Fashion					\$85	\$85
French			\$70	\$70	\$70	\$70
Furnishing Skills					\$297	\$418
Hospitality Practices					\$210	\$210
Information & Communication Technology					\$50	\$50
Japanese			\$70	\$70	\$70	\$70
Legal Studies					\$42	
Music			\$55	\$55	\$165	\$165
Physical Education					\$52.50	\$52.50
Tourism					\$165	\$165
Visual Art			\$60	\$55	\$165	\$165
Visual Arts in Practice					\$110	\$110
Diploma of Business					\$2750	
Certificate III in Business					\$395	
Certificate III in Fitness + Certificate II in Sport and Recreation + First Aid					\$495 +\$75	
Certificate II in Health Support Services + Certificate III in Health Services Assistance					\$960	
Certificate II in Engineering Pathways					\$1200 + \$80	\$85
Certificate II in Construction Pathways					\$1200 +\$80	\$85
Camp or Retreat or Work Experience	\$470	\$540		\$25	\$355	\$445
First Aid & CPR Certificate				\$95		