



**HOLY SPIRIT
COLLEGE**

FITZGIBBON

Curriculum Handbook
Year 9, 2027

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Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit College believes that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Year 9 students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area.

Holy Spirit College's connected learning approach in Year 9 engages students through meaningful links between subjects, personal interests, real-world contexts and future pathways. Students develop independence, collaboration and confidence through core subjects, electives and immersion experiences that connect classroom learning with community, careers and contemporary issues. This helps students see purpose in their learning and supports them to become curious, capable and active learners readying them for transition from Middle phase into the Senior phase of learning.

Holy Spirit College directly plans from the ACARA Australian Curriculum V9.0 as per Ministerial advice and is further informed by the QCAA Queensland Curriculum and Assessment Authority.

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards in an environment of support. The College works to ensure the academic wellbeing of all students. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating student agency and positive contributions.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.

Stephan le Roux
Principal

Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.



Curriculum Structure

Students in Year 9 study core subjects and specialised elective areas. We foster a middle-schooling approach that provides an environment that stimulates intellectual curiosity alongside a strong pastoral focus that builds relationships with young adolescents.

The Australian Curriculum forms the basis for all subject areas in this phase of learning. We offer programs that enhance all learning with topics such as study skills, time management, safe use of technology, careers, and many other areas. Students will study a range of core and elective subjects as a part of the Year 9 program.

To provide students with greater choice, autonomy, and agency, as well as prepare them for the Senior School, the Year 9 Curriculum is structured into (i) core subjects, (ii) elective subjects and (iii) immersion learning.

Core Subjects

The following subjects are core subjects and are studied for the whole year:

- English
- Health & Physical Education
- History (Semester 1) & Humanities and Social Science (HaSS elective – Semester 2)
- Mathematics
- Personal and Social Development (PSD)
- Religious Education
- Science

Elective Subjects

The following subjects are chosen by students to further explore interests, ability and possible links to industry interests as they refine their academic pathways. A number of the offerings employ project-based learning, incorporating skills of creative expression. Students are asked to select from a myriad of interest-based activities and through experiential learning develop knowledge and skills, communication and ability to work collaboratively on projects. Many of the elective offerings share connected curriculum in order to offer a more authentic mode of learning centred in the real world.

Students choose any four (4) electives for the year and study two (2) per semester. Students wishing to study a Language (**Japanese**) **must choose the subject as an elective in both Semesters 1 and 2.**

For an elective subject to run, a minimum of 20 students is required.

Elective offerings include the following:

- Drama (09DRA)
- Music (09MUS)
- The Café Entrepreneurship Project (09DTBE)
- Below the high-water mark (Marine Science) (09SCIC)
- Design and Sustainability (09DT)
- Law and Order (09CIV)
- Languages (Japanese – **this must be studied for the whole year**) (09JPN)
- Sports Medicine (09HPEP)
- Creative Industries (09MEDA)
- Digital Ventures for Social Impact (09DIGTEC)
- Engineering (09DTENG)

This curriculum handbook outlines the skills, knowledge, and assessments for each of the key learning areas and individual subjects.

Immersion Learning

We recognise students' increasing need for independence, developing their personal and social capabilities, building, and maintaining healthy relationships, being effective learners, adopting healthy lifestyles, enhancing resilience, and exploring career pathways, interest, and skills. As such, students will participate in authentic learning experiences which will include incursions, excursions, guest speakers, workshops, visits to tertiary education facilities, cultural, historical, and sporting aspects of the city of Brisbane and wider community.

Students will experience a range of experiences to further develop the learning from the Australian Curriculum. The following experiences will be explored, but not limited to:

- Wellbeing
- Study skills
- Career development education
- Social justice

Important Contacts

To learn more about the Years 9 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

Role	Name	Email
Deputy Principal	Andrew McEwan	andrew.mcewan@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	Karen.Davidson@bne.catholic.edu.au
Assistant Principal Pathways	Katie Pacey	kpacey@bne.catholic.edu.au
Head of Middle Years	Cassie Geissmann	Cassie.geissmann@bne.catholic.edu.au
Head of Senior Years	Troy Schultz	Troy.M.Schultz@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (English, Religious Education)	Alicia Thompson	Alicia.R.Thompson@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Mathematics)	Anne Elmer	aelmer@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Science, Health and Physical Education)	David Fisser	David.Fisser@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (The Arts, Technologies)	Mark Toohey	Mark.toohey@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Language and Humanities)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning & Teaching Leader – Student Engagement Year 9	Karina Casser	Karina.Cassar@bne.catholic.edu.au

Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.

Book List

Below are the general requirements for the core subject areas. As most classes utilise technology e.g., OneNote, Teams, etc., there are minimal physical requirements.

Subject	Item(s)
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
Geography	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
History	A4 Exercise Book (96 Page)
Health and Physical Education	A4 Exercise Book (48 Page)
Mathematics	A4 Exercise Book (128 Page) A4 Grid Book (5mm) 2 medium dry erase whiteboard markers 360-degree protractor Maths set Scientific calculator (Casio FX100 AU Plus) IF NOT ALREADY PURCHASED IN YEAR 7
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
General requirements for all subjects	
Highlighters (5 x mixed colours)	Pens (2 x blue) (2 x black) (2 x red)
Pencil Case	Pencils (2 x HB) (2 x 2B)
Eraser	Coloured Pencils (pack of 12)
Pencil Sharpener	Glue Stick
30cm Ruler	Earphones/Earbuds for class use
Scissors	

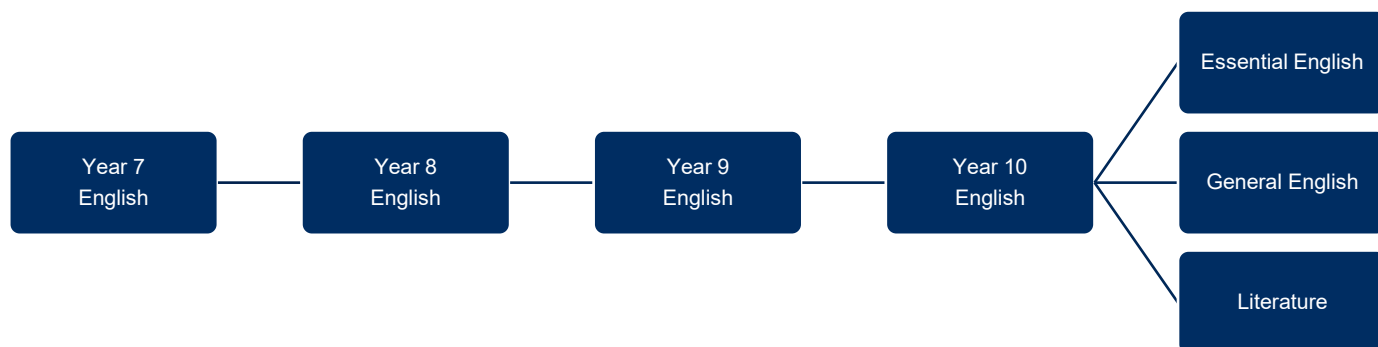
The College uses MK Educational Supplies and you can order from this link: [Year 9 booklist](#)

Core Subject Information

English | [English | V9 Australian Curriculum](#)

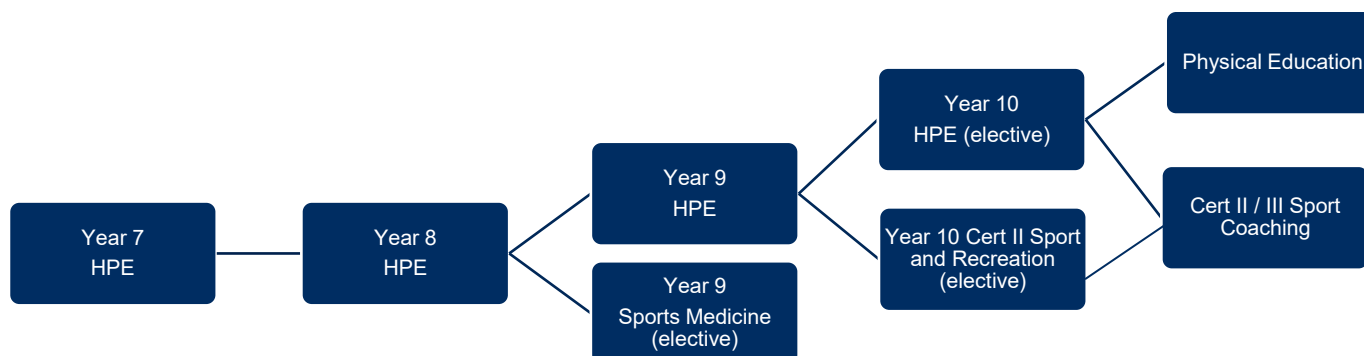
Course Overview	In Year 9 English, students engage with learning in both familiar and unfamiliar contexts, including connections to local and global communities and real-world issues. They build their confidence in communicating, collaborating and thinking critically as they respond to increasingly complex ideas and perspectives. Students explore a wide variety of texts for both enjoyment and analysis. These include novels, non-fiction, poetry, dramatic performances and a range of media texts such as film, digital and online content, and multimodal texts. Through these texts, students analyse, interpret, evaluate, discuss, create and perform, developing a deeper understanding of how meaning is constructed. The themes and issues explored in Year 9 involve increasing levels of abstraction and higher-order reasoning. Students are required to make connections between texts, engage with intertextual references, and consider multiple viewpoints. They develop a growing critical understanding of how language choices, as well as visual and audio features, are influenced by purpose, audience and context. Students also engage with real-world issues and inquiry-based learning, applying their analytical and communication skills to authentic contexts. This supports their ability to think independently, evaluate evidence, and respond to contemporary social and ethical challenges. Across the year, students create a range of texts for different purposes and audiences, including aesthetic, imaginative, reflective, informative, persuasive, analytical and critical responses. These may include narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews. Through this work, students develop their Capacity to communicate ideas clearly, creatively and effectively across a range of modes.			
Learning Focus	Unit 1 In this unit, students explore conventions of the Gothic genre, analysing how authors create atmosphere, tension and suspense through narrative structure, setting and language choices. They experiment with different narrative structures and techniques to develop mood and build tension for a peer audience. Drawing on these understandings, students plan and create an original Gothic narrative in exam conditions, demonstrating control of narrative structure, purposeful vocabulary choices and development of suspense.	Unit 2 In this unit, students critically examine the Australian criminal justice system by analysing real case files to determine whether a lawyer should take on a case. Working in groups, students will review legal documents, interpret evidence, and assess the likelihood of the client's innocence. Students will engage with complex texts, encountering unfamiliar technical language and ethical dilemmas. They will analyse, interpret, and evaluate these texts, deepening their understanding of how language and context shape meaning.	Unit 3 In this unit, students will read the novel <i>The Giver</i> by Lois Lowry. They will analyse how the author utilises the speculative fiction genre to represent the human experience. Students will compose an analytical essay that analyses the aesthetic qualities of the novel, including its structure, characterisation, themes, symbols and motifs.	Unit 4 In this unit, students explore how poets from different cultures and contexts construct voice, identity and perspective. The unit draws on a range of poems from poets around the world, including First Nations authors, to examine how language, tone, imagery and structure communicate personal experiences and viewpoints. Students analyse how these texts create distinctive voices and engage audiences. Using selected poems as mentor texts, students respond to themes, ideas or emotions to develop

				their own original monologue.
Assessment	Students will complete a range of assessment types, including: • Examination Narrative - written • Extended response – spoken/signed • Examination Analytical extended response – written • Extended response – spoken/signed			
Future Subject Pathways	Essential English, General English, Literature			



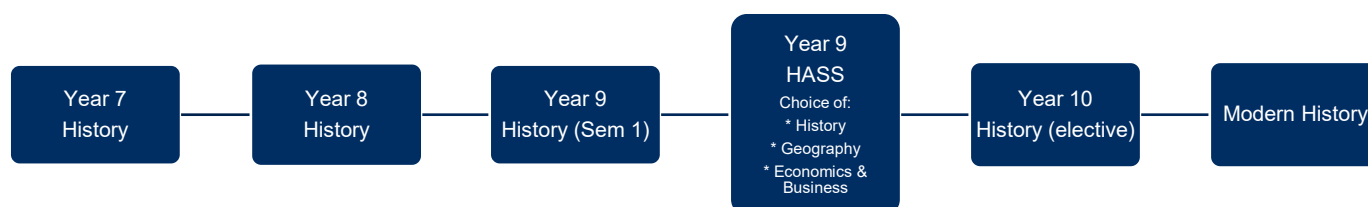
Course Overview	In Year 9, students will explore Health and Physical Education through theoretical and practical learning experiences. During Theory units, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. Students synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. In practical units of study, students evaluate and refine their own and others' movement skills and performances and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	In this unit students explore strategies to promote inclusivity, equality and respectful relationships. They identify and develop skills to challenge the abuse of power, and create and maintain positive relationships. Students describe strategies to enhance their safety and wellbeing in sexual relationships such as communication, consent and contraception. They examine how technology impacts their perceptions regarding consent in sexual relationships and investigate the legal requirements of their state, considering how they relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions.	In this unit students focus on how identities are shaped and expressed, and how relationships, culture, and life transitions influence wellbeing. Students: Explore identity by reflecting on their own characteristics, beliefs and values, and analysing how other people and society can influence identity (including the impact of "border crossing" for First Nations Australians). Build personal and social capability by refining strategies to manage change and transitions, and evaluating emotional responses to different situations. Develop movement skills through practical lessons, using Indigenous cultural games in warm-ups and a major focus on AFL, where they practise and apply handballing, kicking, marking, defence, teamwork, communication, and game strategies in increasingly game-like situations.	In this unit students learn to critically analyse health information, products and services. Through recognising various advertising techniques used to sell products and evaluating the validity and credibility of health-related websites, they learn how to be conscientious in their health choices. They will examine various groups in society and the inequalities that exist in being able to access health services and information with ease. They will also identify the factors that influence health decision-making. This unit will equip students with the tools and knowledge to become astute consumers.	In this unit, students explore dance as a way to build health, fitness and wellbeing while developing movement skills and performance. They learn and apply the elements of dance (such as space, time and dynamics) through practical styles like Zumba, hip hop/tutting, and breaking, and they transfer/adapt movement strategies to new routines and situations. Students also complete a group research and presentation task where they critique health and media messages related to lifestyle choices and wellbeing, and use credible sources to justify strategies that enhance health and safety.

Assessment	Students will complete a range of assessment types, including: • Examination - written • Project - multimodal • Investigation - written • Project - performance / practical
Future Subject Pathways	HPE, Physical Education, Certificate II Sport & Recreation, , Certificate II & III Sport Coaching



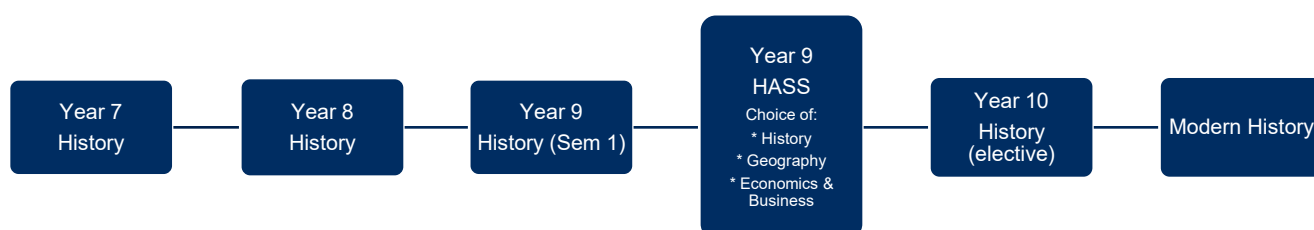
History (Semester 1) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”. An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.	
	Unit 1	Unit 2
Learning Focus	In this unit students will complete a study of the making and transformation of the Australian Nation between the years 150-1914. They will engage with a variety of perspectives and interpretations of the time period to gain an understanding of the concept that histories can be interpreted and understood in many different ways. Students will consider the creation Australia as a nation from the perspective of First Nations peoples, European convicts, free settlers, Asian and Pacific Islander immigrants and women. Students will develop an understanding of the concept of nationalism and the role nationalism played globally in the lead up to the First World War. The skills focus in this unit is analysing historical perspectives and interpretations.	In this unit students will study the causes of the First World War and the Australian experience of fighting in the First World War including the Gallipoli campaign, the Western Front and the Middle East. They will examine primary and secondary sources that present information regarding the effects of the war on groups such as women, and on social and political change regarding the conscription debate. Students will develop and research inquiry questions about the commemoration of the First World War, considering different historical interpretations and debates about the nature and significance of the Anzac legend and the war for Australian society. Students will develop their skills in using historical sources through their investigation, including identifying the origin and content of sources, and explaining the purpose and context of primary and secondary sources; and explaining the usefulness of primary and secondary sources, and the reliability of the information as evidence.
Assessment	Students will complete a range of assessment types, including: • Examination - written • Investigation - written	
Future Subject Pathways	Modern History	



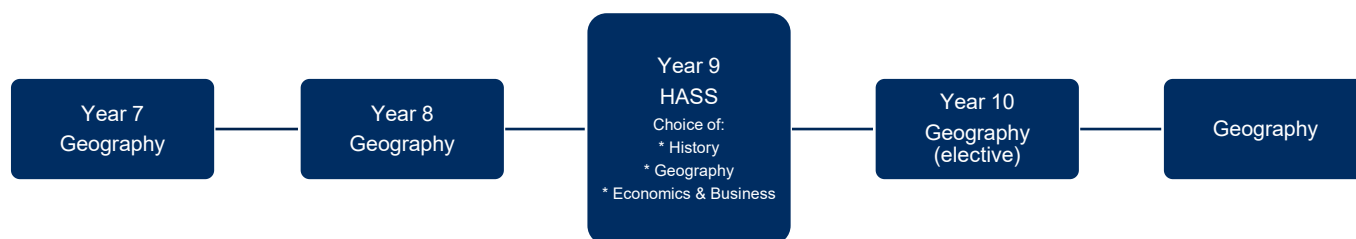
History (Semester 2 – choose from one of History, Geography or Economics & Business) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1914, focusing on the Industrial Revolution, the movement of peoples, and Asia's role in global interactions. This unit explores how industrialisation led to significant changes in the way people lived and worked, driving migration within and between countries. Additionally, students will examine the impact of European imperialism on Asia, including the cultural, economic, and political responses of Asian societies to these pressures. Through this study, students will gain insights into the key events, ideas, and movements that shaped the modern world. Students will complete core History in Semester 1 of Year 9 and then for Semester 2 have a choice of: • History • Geography • Economics & Business	
	Unit 1	Unit 2
Learning Focus	In this unit students will explore the development in the 18th and 19th centuries arising from technological innovations that transformed agrarian societies to urban-based societies with industrial manufacturing. Students will explore significant ideas, individuals, groups and institutions connected to the development of this period and their influences on the historical events. Students will develop their research and source analysis skills while explaining how this era was a turning point in Human history. Through their study of the Industrial Revolution and the Movement of Peoples, students explored the following historical concepts: • The influence of the Industrial Revolution on the Movement of Peoples throughout the world including the transatlantic slave trade and convict transportation. • The experiences of slave and convicts upon departure, their journeys abroad and their reactions upon arrival. • The short- and long-term impacts of the movements of peoples during this period.	In this unit students will investigate the causes and effects of European contact including colonisation, on Asian society, primarily China, Indonesia and India. Students will select and investigate the short- and long-term impacts of European contact on the social, economic and/or political aspects of their selected society.
Assessment	Students will complete a range of assessment types, including: • Investigation - written • Examination - written	
Future Subject Pathways	Modern History	



Geography (Semester 2 – choose from one of History, Geography or Economics Business) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	The Year 9 Geography curriculum involves the study of 2 sub-strands: Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future. This topic draws on studies from Australia and countries in Asia. Geographies of interconnections – focuses on 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. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places. This topic draws on studies from Australia and other countries.	
	Unit 1	Unit 2
Learning Focus	In this unit students will focus on 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. Students will examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places. Throughout this unit students investigate the following inquiry questions: • 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?	In this unit students focus on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.
Assessment	Students will complete a range of assessment types, including: • Investigation - written • Examination – written response to stimulus	
Future Subject Pathways	Geography	



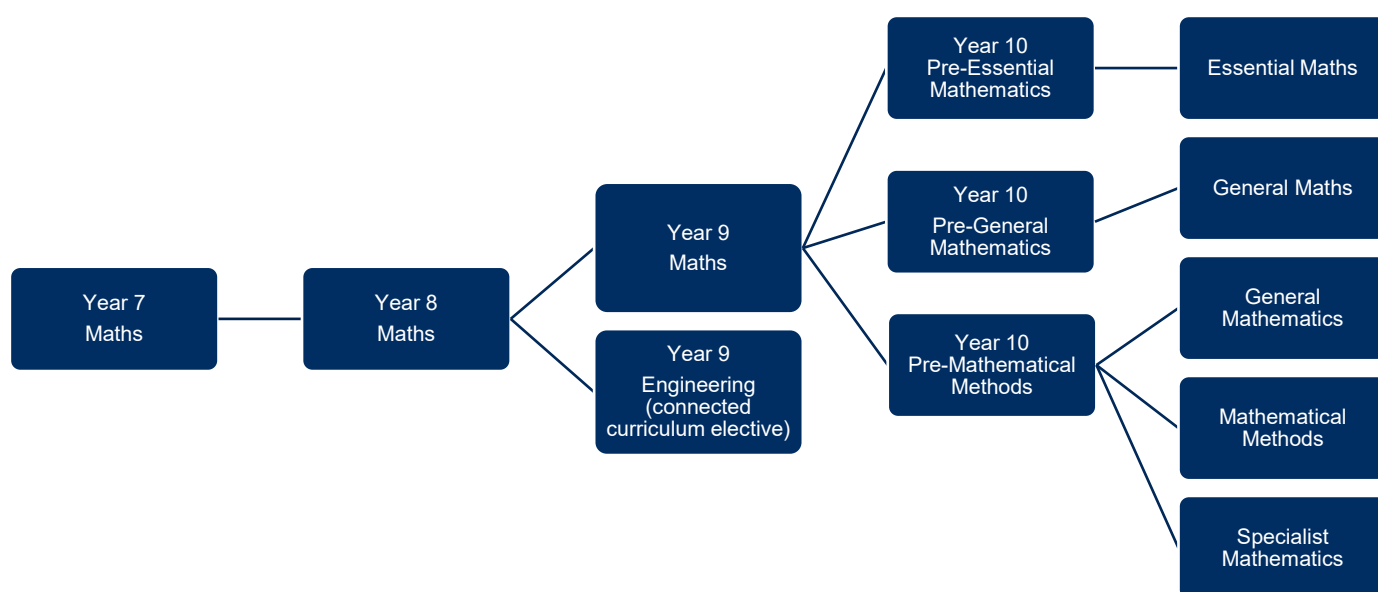
Economics & Business (Semester 2 – choose from one of History, Geography or Economics & Business) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	The focus of learning in Year 9 is the topic international trade and interdependence within a global context, including trade with the countries of Asia. Students will investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They will examine the implications of interdependence of participants in the global economy for decision-making. Students focus on consumer and financial risks and rewards. They will examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. Inquiry questions provide a framework for developing students' knowledge, understanding and skills.	
	Unit 1	Unit 2
Learning Focus	In this unit students will focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. The following inquiry questions are examples only and may be used or adapted to suit local contexts: • What is the role of the financial sector in the Australian economy? • How does creating and maintaining a competitive advantage benefit business? • What processes can be used to manage financial risks and rewards? •	In this unit students will investigate how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government. The reasons Australia trades with other nations, and the patterns of trade between Australia and Asia. They develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action. Students will create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings
Assessment	Students will complete a range of assessment types, including: • Investigation - written • Examination – written short and extended response	
Future Subject Pathways	Economics, Diploma of Business	

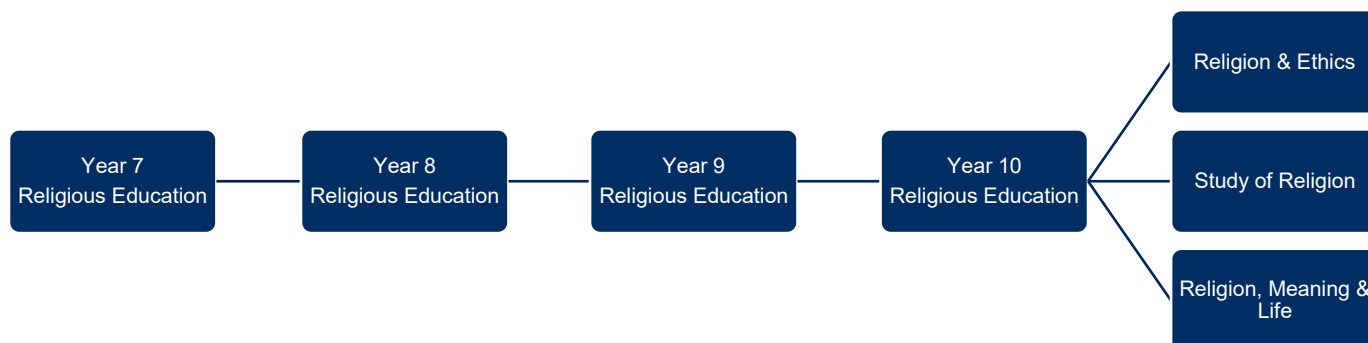


Course Overview	In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics is presented in year levels for each year from Foundation to Year 10. Content is organised under six interrelated strands: • Number • Algebra • Measurement • Space • Statistics • Probability. The six content strands specify content aimed at progressively developing students' knowledge and use of mathematical, statistical, and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations.			
Learning Focus	Unit 1 In this unit students compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.	Unit 2 In this unit, students build foundational algebraic and geometric skills to solve real-world and abstract problems. They explore the number system by distinguishing between rational and irrational numbers and apply this understanding in problem-solving contexts. Students extend their knowledge of exponent laws, applying them to algebraic expressions involving variables. Through expanding binomial products and factorising monic quadratic expressions, students develop fluency in algebraic manipulation. They apply these skills to solve equations and model relationships. In coordinate geometry, students learn to calculate the gradient, midpoint, and distance	Unit 3 In this unit, students develop the ability to apply algebra, geometry, and measurement to real-world and mathematical problems. Students investigate linear and quadratic functions through financial and practical modelling tasks, using digital tools to explore how changing parameters affect graphs and equations. They work with Cartesian coordinates to calculate distance, gradient, and midpoint between two points, reinforcing connections between algebraic and graphical representations. In measurement and geometry, students apply formulas to find surface area and volume of right prisms and cylinders, and use	Unit 4 In this unit, students apply their understanding of ratio, similarity, and scale to solve complex two-dimensional geometry problems. They use Pythagoras' theorem and trigonometric ratios to find unknown side lengths and angles in right-angled triangles, including real-world applications. Students calculate percentage errors in measurement and interpret the impact of accuracy in practical contexts. Mathematical modelling is used to solve problems involving direct proportion, scale, and ratio, with a focus on evaluating the reliability of models and clearly communicating methods and conclusions. Students also design and apply

		between two points on the Cartesian plane, linking algebra to graphical representations. They also use scientific notation to express very large or very small numbers efficiently in mathematical and scientific contexts. The unit incorporates reasoning, pattern recognition, and problem-solving, with tasks designed to support students across varying ability levels.	ratio, similarity, and scale in two-dimensional contexts. They solve problems involving right-angled triangles using Pythagoras' theorem and trigonometric ratios. Students evaluate models involving direct proportion, scale, and ratio, explaining assumptions and justifying their solutions. This unit combines algebraic manipulation, spatial reasoning, and mathematical modelling to assess students' conceptual understanding and problem-solving skills.	algorithms based on geometric constructions and theorems. In probability, students explore compound events by determining all possible outcomes and assigning probabilities. They conduct experiments and simulations using digital tools to model and analyse the likelihood of combined events. This unit culminates in an examination where students demonstrate their ability to solve problems, interpret data, justify methods, and apply concepts across geometry, measurement, and probability.
Assessment	Students will complete a range of assessment types, including: • Examination – written short response • Project – written problem-solution report			
Future Subject Pathways	Mathematics, Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics			

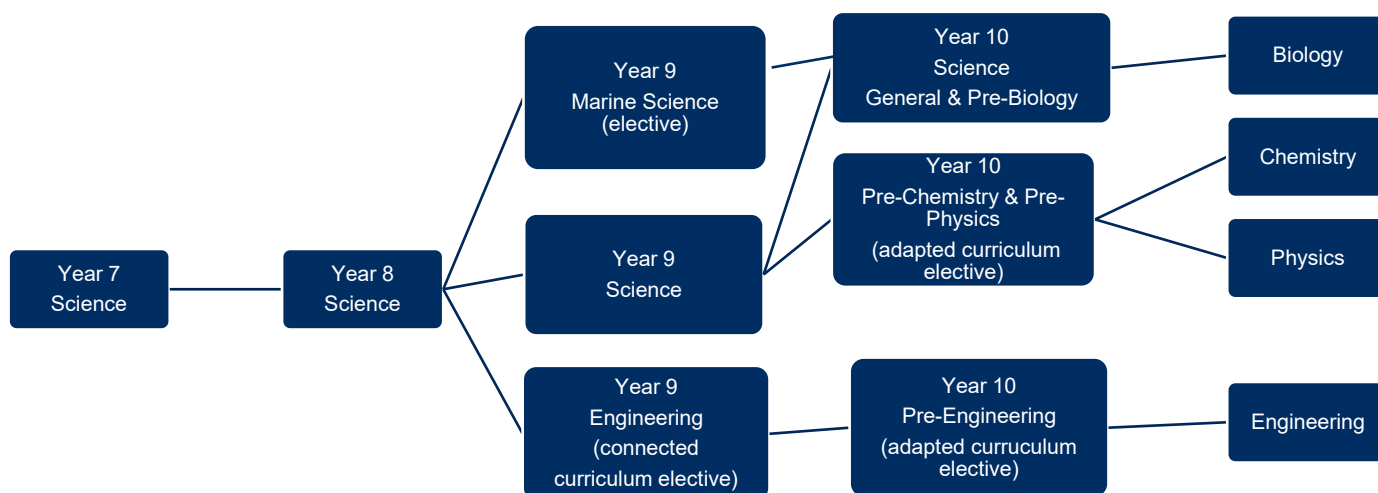


Course Overview	In Year 9, students develop their understanding of some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical 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 by exploring 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. They develop their knowledge of three foundational beliefs of Christianity (the Incarnation, Resurrection, and Ascension of Jesus) and consider their significance for believers.			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	In this unit students develop their understanding of the experience of sin throughout human history. Students understand some way in which the Church has responded to the presence of good and evil in the past (1750 - 1918 CE), with a focus on how the Church responded to the human suffering occurring during the First World War. They will learn that the core Christian belief in Resurrection provides adherents with a sense of hope throughout suffering and experiences of sin and evil.	In this unit student develop their understanding of the three foundational beliefs of Christianity (the incarnation, Resurrection, and Ascension of Jesus) and consider their significance for believers today.	In this unit students are introduced to two forms of biblical criticism: form and narrative criticism. They develop the ability to apply these to help their understanding, interpretation, and use of a range of biblical texts. Students use the Three Worlds of the Text framework to analyse Biblical texts.	In this unit students consider ways in which people live their Christian vocations. They distinguish between the participation of believers in the priestly, prophetic kingly work of Jesus Christ. They evaluate and draw conclusions about the three forms of penance and the celebration of the Sacraments of Healing in the lives of believers past and present. Students differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences including prayers for forgiveness and healing especially the Penitential Act.
Assessment	Students will complete a range of assessment types, including: • Examination – written extended response to stimulus • Extended Response - multimodal • Extended Response - written • Project – Multimodal			
Future Subject Pathways	Religion & Ethics, Study of Religion, Religion, Meaning & Life			



Course Overview	In Year 9, the content is science is organised under three interrelated strands: Science understanding, Science as a human endeavour, Science inquiry. Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry practices. Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.			
Learning Focus	Unit 1 In this unit, students learn to use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena. They apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations. Students select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate. They select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information. They write and create texts to communicate ideas,	Unit 2 In this unit, students compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism. They describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species. Students explain how scientific knowledge is validated and refined, including the role of publication and peer review. They investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering. Students examine how the values and needs of society	Unit 3 In this unit, students explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms. They model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass. Students select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate. They write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection	Unit 4 In this unit, students analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information. Students analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society. They examine how the values and needs of society influence the focus of scientific research. Students investigate how advances in technologies enable advances in science, and how science has

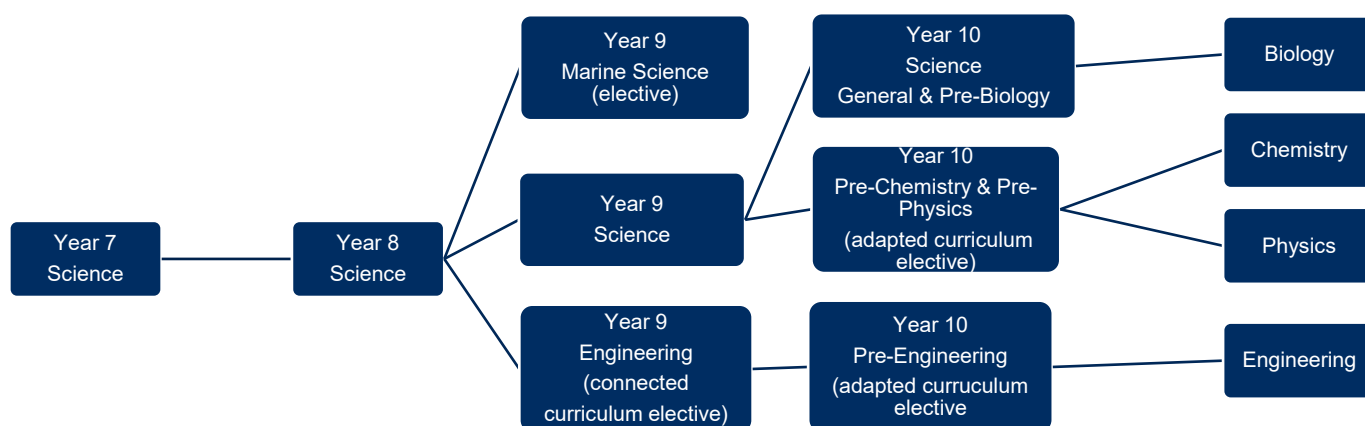
	findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate. Students plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments.	influence the focus of scientific research.	of appropriate content, language and text features, using digital tools as appropriate.	contributed to developments in technologies and engineering. They explain how scientific knowledge is validated and refined, including the role of publication and peer review.
Assessment	Students will complete a range of assessment types, including: • Experimental investigation - written • Examination – written short and extended response • Investigation - written			
Future Subject Pathways	Biology, Chemistry, Physics			



Elective Subjects

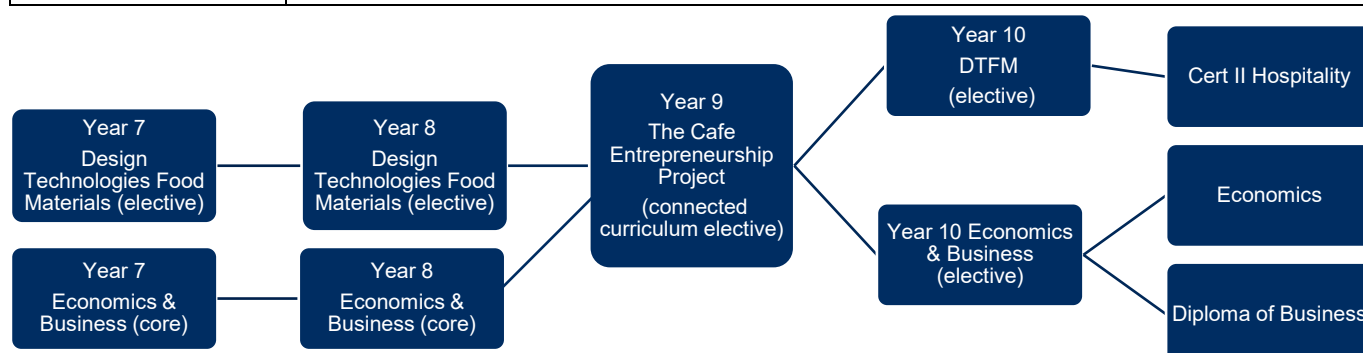
Below the high-water mark (Marine Science) | [Humanities and Social Sciences](#) | [V9 Australian Curriculum: Science](#) | [V9 Australian Curriculum](#)

Course Overview	In Year 9 Below the high-water mark students dive into the captivating world of marine ecosystems and gain a deeper understanding of the diverse and fragile environments that covers more than seventy per cent of our planet. Students explore various marine habitats, marine life forms, and the interactions that shape the dynamic oceanic ecosystem. This course provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. It also provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.	
	Unit 1	Unit 2
Learning Focus	In this unit, students investigate how human activities impact ocean systems and marine environments, and how these changes affect Earth's interconnected spheres. Through the overarching lens of climate change, students explore key human pressures on the oceans, including fisheries, ocean acidification, pollution, and tourism, and examine how these activities alter marine ecosystems across local and global scales. Students develop an understanding of the features and functions of different marine environments, such as coral reefs, open oceans and coastal systems, and analyse the critical services these environments provide to Earth, including carbon sequestration, climate regulation and biodiversity support. By the end of the unit, students propose and evaluate management and sustainability strategies to reduce human impacts on oceans, using environmental, economic and social criteria.	In this unit, students represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres They develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models They explore the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
Assessment	Students will complete a range of assessment types, including: - Investigation - multimodal - Investigation - Written	
Future Subject Pathways	Biology	

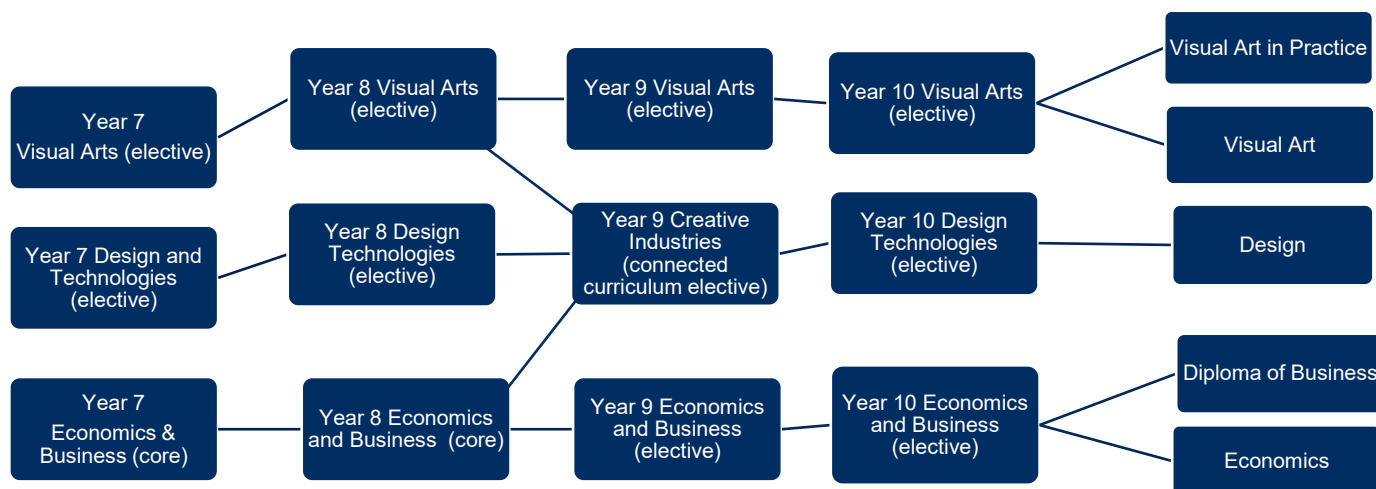


The Café Entrepreneurship Project | [Humanities and Social Sciences | V9 Australian Curriculum](#); [Technologies | V9 Australian Curriculum](#).

Course Overview	Design technology/Business Economic students will explore the requirements for adult and childhood nutrition by designing their own family-oriented, kid-friendly cafe that includes a nutritionally well balanced menu for adults and children from ages 3-12. This project is designed for teams of up to six people. The Cafe Entrepreneurship Project can easily be a prelude to multiple Vocational Education and Training certificate qualifications, that the students can explore from year 10. It can be a lead in to courses such as Hospitality, Tourism and Sport and Recreation and the Entrepreneurship competitions in Business and Economics.	
	Unit 1	Unit 2
Learning Focus	In this unit, students analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises. They analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating. They analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions. They apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools. They explore processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs. They explore how individuals and businesses manage consumer and financial risks and rewards. They develop and modify questions to investigate a contemporary economic and business issue.	In this unit, students analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises. They analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating. They analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions. They apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools. They explore processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs. They explore how individuals and businesses manage consumer and financial risks and rewards. They develop and modify questions to investigate a contemporary economic and business issue.
Assessment	Students will complete a range of assessment types, including: • Project: - multimodal • Extend Response - written	
Future Subject Pathways	DTFM, Economics and Business, Diploma of Business, Economics, Cert II Hospitality	



Course Overview	The Creative Industries encompass a wide range of sectors and activities that revolve around the generation of artistic, cultural, and entertainment products and services. It includes areas such as visual arts, design, media arts, film, music, publishing, fashion, architecture, advertising, business and economic. The creative industries not only contribute significantly to cultural expression and identity but also plays a vital role in driving economic growth, innovation, and societal transformation through a unique blend of imagination, talent, and commercial viability. Students will gain valuable entrepreneurial skills, a deep understanding of market dynamics, and a hands-on experience in developing and promoting their ideas in the dynamic world of the creative industries.	
	Unit 1	Unit 2
Learning Focus	In this unit, students are introduced to the foundational elements of design and innovation in visual arts and design technologies. Students will explore creative processes by experimenting with visual conventions and materials, developing skills in personal expression, and refining their unique ideas through the creation of a "passion project." Through various tasks, students learn to analyse design needs, create project plans, and manage resources while incorporating sustainability and ethical considerations. The unit encourages critical and creative thinking, digital literacy, and ethical understanding, empowering students to create meaningful and impactful projects.	In this unit, student select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions They apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaning. They evaluate critical feedback when planning, developing and refining their visual arts practice They evaluate art exhibits to inform the curation and exhibition of their own and/or others' artworks and/or visual arts practice
Assessment	Students will complete a range of assessment types, including: Portfolio – multimodal	
Future Subject Pathways	Visual Arts, Media Arts, Design Technologies, Media Arts in Practice,	

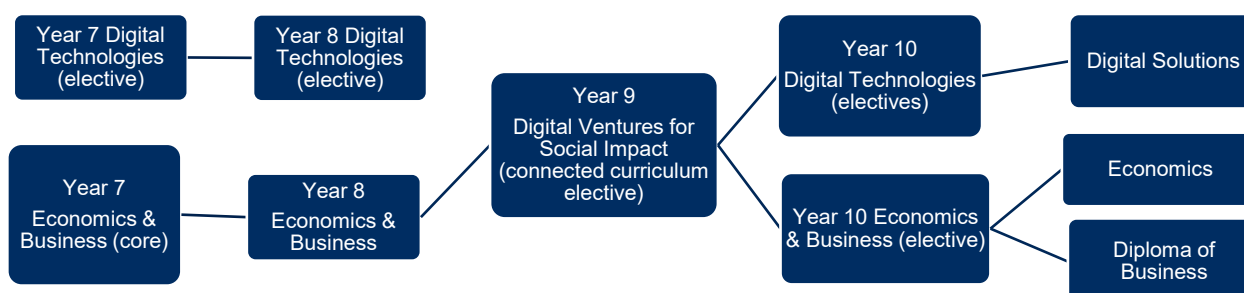


Design and Sustainability | [Technologies | V9 Australian Curriculum](#)

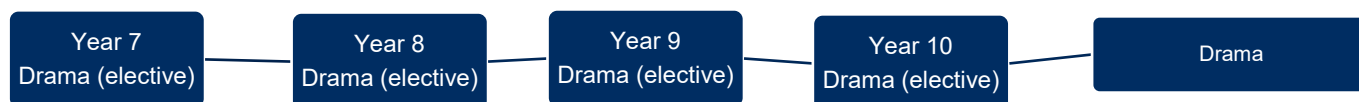
Course Overview	Design and Sustainability engages Year 9 students in exploring how designed solutions can respond to real-world needs while considering environmental, social and economic impacts. Aligned with the Australian Curriculum: Design and Technologies, students investigate sustainable materials, systems and processes, analyse existing products and practices, and apply design thinking to develop innovative solutions. Through practical, project-based learning, students generate ideas, prototype, test and evaluate designs using feedback and sustainability criteria. The course builds students' capacity to think creatively, work collaboratively and make informed design decisions for a more sustainable future.	
	Unit 1	Unit 2
Learning Focus	In this unit, students explore technologies that currently exist; with a focus on sustainable, future-focused solutions. Students will analyse current practices and be immersed in experiences and workshops that utilize sustainable design technologies. They will follow the Design Thinking process to develop their own futures-focused solution to a sustainability problem within our school community. Students will communicate their design process through a digital portfolio, evaluating the effectiveness of their solution and pitching their design to an audience.	In this unit, students explore technologies that currently exist; with a focus on sustainable, future-focused solutions. Students will analyse current practices and be immersed in experiences and workshops that utilize sustainable design technologies. They will follow the Design Thinking process to develop their own futures-focused solution to a sustainability problem within our school community. Students will communicate their design process through a digital portfolio, evaluating the effectiveness of their solution and pitching their design to an audience.
Assessment	Students will complete a range of assessment types, including: Portfolio - multimodal	
Future Subject Pathways	Design & Technologies, Design & Sustainability, Design	



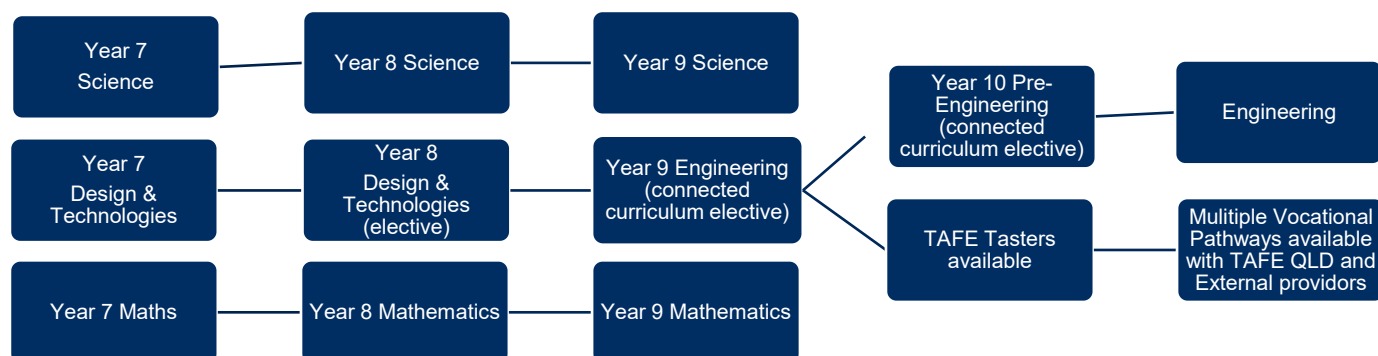
Course Overview	Digital Ventures for Social Impact develops students' skills in design thinking, entrepreneurship, sustainability and digital technologies. Students work collaboratively to investigate real-world problems and create innovative solutions that may benefit their community and beyond. Projects may include programming drones for flood response, developing a bushfire readiness app, or creating a website promoting sustainable, homegrown food. Students research, design, prototype, test and refine their solutions using feedback. The course also provides opportunities for students to pitch their ideas to a panel, explaining how their solution works and why it is viable, valuable and socially impactful. Through this course, students build confidence as creative problem-solvers and changemakers who can use technology to support a more sustainable world.	
	Unit 1	Unit 2
Learning Focus	In this unit, students explore how businesses achieve competitive advantage, the role of entrepreneurs, and how individuals and businesses manage financial and consumer risks and rewards. They investigate contemporary economic and business issues by analysing data, identifying trends, explaining cause-and-effect relationships, and predicting impacts. while creating explanations and arguments supported by economic and business concepts and research. Students acquire, validate, analyse and visualise data using spreadsheets and databases to identify trends, outliers and conclusions. They define and solve real-world problems using design criteria, stakeholder input and user stories. Students design, represent and test algorithms using flowcharts, pseudocode and logical operators. They design and prototype digital solutions, evaluate alternatives, and implement, modify and debug modular programs. Students evaluate solutions against design criteria, user needs, future impacts and enterprise opportunities. They apply project management tools to plan and manage agile individual and collaborative projects.	In this unit, students explore how businesses build competitive advantage, the role of entrepreneurs, and the management of consumer and financial risks and rewards. They investigate contemporary economic and business issues by analysing data, identifying trends, explaining cause-and-effect relationships, and predicting impacts. They create and evaluate online documents, explaining the importance of content, structure and presentation. Students acquire, validate, analyse and visualise data using spreadsheets and databases to identify trends, outliers and conclusions. They define and decompose real-world problems using design criteria, stakeholder input and user stories. Students design, represent and test algorithms using flowcharts, pseudocode, logical operators and test cases. They design digital user experiences, evaluate alternatives, and implement, modify and debug modular programs. Students evaluate solutions against design criteria, user needs, future impacts and enterprise opportunities. They use project management tools to plan and manage agile individual and collaborative projects, considering risks and responsibilities.
Assessment	Students will complete a range of assessment types, including: • Project Journal – Portfolio of Evidence • Final Pitch	
Future Subject Pathways	Business and Economics, Digital Solutions, Diploma of Business	



Course Overview	The Year 9 Drama curriculum is organised under four interrelated strands. These include Exploring and responding, developing practices and skills, Creating and making; and presenting and performing. Students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning. Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.	
	Unit 1	Unit 2
Learning Focus	In this unit, students explore the theatrical style of magical realism, where ordinary settings are combined with magical or surreal events. Through practical workshops, improvisation and performance tasks, students investigate how the elements of drama (such as tension, focus, mood and symbol) and dramatic conventions can be used to communicate ideas and perspectives to an audience. Through collaborative activities, students will experiment with movement, voice, gesture and characterisation to portray both the physical and psychological aspects of characters experiencing unusual or magical situations. The unit culminates in a live performance of devised magical realism scenes, where students demonstrate their ability to communicate ideas creatively through drama.	In this unit, students watch a performance of an activist play text, <i>Wisdom</i> by David Burton, and analyse how elements of drama and conventions have been used to create meaning in a performance. Students will then work in an ensemble of 3-4 people to perform scenes from the play text, manipulating the elements of drama and the conventions of Activist theatre to communicate dramatic meaning for the audience.
Assessment	Students will complete a range of assessment types, including: • Project/ Performance — multimodal • Examination - written	
Future Subject Pathways	Drama	



Course Overview	Engineering connects Year 9 Design Technologies, Mathematics and Science through authentic, problem-based learning. Students investigate real-world challenges, apply scientific understanding of forces, energy, materials and systems, and use mathematical modelling, measurement and data analysis to inform design decisions. Applying design thinking, students develop design briefs, generate and test ideas, create prototypes, evaluate performance and refine solutions against criteria for effectiveness, safety and sustainability. The course builds students' capacity to think critically, work collaboratively, use technologies confidently and communicate evidence-based solutions for local, national and global contexts.	
	Unit 1	Unit 2
Learning Focus	In this unit, students investigate how bridge design responds to real-world needs for strength, stability, safety and sustainability. They will apply scientific understanding of forces, energy transfer and material properties to explain how bridges support loads and respond to stress. Students will use mathematics to calculate scale, apply ratio and similarity, measure accurately, interpret data and model relationships between span, load and efficiency. They will analyse needs and opportunities, develop design briefs, and select appropriate materials, systems, components, tools and equipment. Students will generate, test and refine bridge prototypes using sketches, digital tools, models and performance data. They will conduct fair tests, record results in tables and graphs, identify trends and outliers, and use evidence to justify improvements. Students will evaluate their bridge designs against criteria including strength-to-weight ratio, cost, safety, environmental impact and user suitability. They will communicate evidence-based engineering solutions while developing collaboration, project management and problem-solving skills.	In this unit, students investigate how wind turbines and renewable energy systems respond to real-world needs for sustainable, efficient and reliable energy production. They will apply scientific understanding of energy transfer, transformation and conservation to explain how wind energy can be converted into electrical energy. Students will use mathematics to measure turbine performance, calculate ratios, interpret data, represent results in tables and graphs, and model relationships between blade design, wind speed and energy output. They will analyse needs and opportunities, develop design briefs, and select appropriate materials, systems, components, tools and equipment. Students will generate, prototype, test and refine wind turbine designs using sketches, digital tools, models and performance data. They will conduct fair tests, identify variables, control sources of error, and use evidence to justify design improvements. Students will evaluate renewable energy solutions against criteria including efficiency, cost, safety, sustainability, reliability and community impact. They will communicate evidence-based engineering solutions while developing collaboration, project management and problem-solving skills.
Assessment	Students will complete a range of assessment types, including: Portfolio - multimodal	
Future Subject Pathways	Pre-Engineering, Vocational qualifications with Engineering focus from Year 10 and beyond delivered off site with external providers, Engineering.	



* Enrolments in, and cost of Vocational courses are subject to change as detailed by external providers. Courses may be Fee for Service at cost to parents/carers or VETIS funded (one-off funding for nominated Certificate II courses for eligible students)

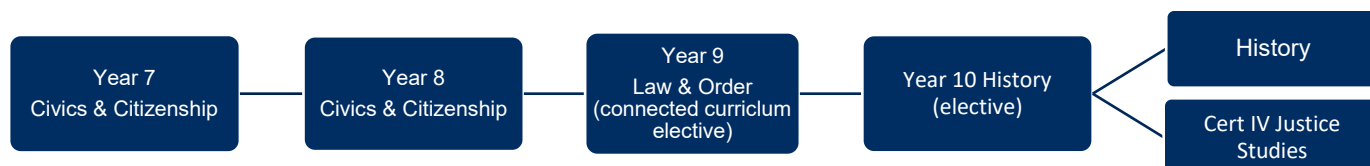
Course Overview	Learning a foreign language is exciting, challenging and rewarding. We learn to communicate within a variety of situations, ranging from practical contexts such as shopping or organising an outing to personal recounts and reflections. In this course, students will develop skills to analyse both spoken and written texts, create texts and exchange information and ideas in Japanese. The skills learned in this subject extend beyond vocabulary and structure of language to include an understanding of culture and non-verbal communication. In Japanese classes, students will be exposed to a wide range of communicative strategies and develop life-long learning skills that will enhance their participation in our rapidly changing world.			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	In this unit, students delve into the theme of milestones and personal achievements, learning how to communicate about significant events and experiences in their lives. They will develop their Japanese language skills to describe past events, share when they did something for the first time, and talk about activities or experiences that hold personal meaning. Students will also learn how to ask and express how old they were when key milestones occurred, fostering conversational fluency. The unit will incorporate practical language skills, including reading and writing katakana words associated with major milestones, and mastering four key kanji: 私, 才, 子, 友. Students will also explore the use of おくりがな (kana used with kanji for grammatical endings) and ふりがな (phonetic guides) to enhance their understanding and application of	In this unit, students explore the themes of language, identity, and cultural understanding while developing their Japanese communication skills. They will learn to discuss their nationality, birthplace, and where they grew up, fostering conversations about personal and shared experiences. Additionally, students will practice describing the languages they and others speak and explore how languages are studied, allowing for meaningful exchanges about linguistic and cultural diversity. To enhance their communication skills, students will master the use of the て-form of verbs to make polite requests and describe how actions are carried out. They will deepen their grammatical understanding by conjugating verbs from the ます-form into the て-form and using particles such as で and から to express context and origin. Students will also expand their	In this unit, students explore the rich and dynamic cultural practices surrounding shopping and fast food in Japan. They will learn to communicate effectively about their shopping habits and preferences, including discussing favorite stores, locating items in department stores, and comparing costs. By mastering vocabulary and expressions such as counters (かい, 千, 万, つ), pronouns (これ, それ, あれ, etc.), and question structures like どうして and から, students will enhance their practical language skills in realistic scenarios. Students will also develop the ability to describe shopping preferences and the reasons behind their choices. The unit will introduce essential kanji, including 安, 店, 百, and 々, allowing students to expand their written communication. Through intercultural activities, students will compare shopping practices	In this unit, students dive into the world of leisure and social activities, exploring how young people and families in Japan spend their free time. Through interactive tasks, students will learn to discuss current activities using ~ています, make and respond to invitations using ~ませんか, and suggest alternative plans using ~ましょう. They will also arrange outings, practicing essential conversational skills in Japanese. Cultural exploration will focus on popular hangout spots for Japanese teenagers and families, such as game centers, parks, and shopping districts, and students will reflect on the similarities and differences between weekend leisure activities in Japan and Australia. By the end of this unit, students will have the tools to confidently plan social outings and discuss leisure activities in Japanese, fostering cross-cultural understanding and linguistic fluency.

	Japanese texts. They will practice using the past tense of adjectives, allowing them to accurately reflect on and describe past experiences. Interculturally, students will gain insights into important celebrations in Japan, such as <i>Shichi-Go-San</i> (celebrating children's growth) and <i>Seijin no Hi</i> (Coming of Age Day). They will compare these traditions with personal milestones and celebrations common to Australian teenagers, fostering an understanding of cultural similarities and differences. By the end of the unit, students will confidently discuss their own milestones and reflect on how these events shape their identities, while also deepening their appreciation for the cultural significance of life events in Japanese society.	script proficiency by reading and writing katakana combination sounds (small ヤ, ュ, and ヨ) and incorporating four key kanji (英, 国, 話, 聞) into their writing. Cultural exploration is a key component of this unit, as students will discover trends in language learning in Japan and reflect on how traditional Japanese society has evolved. By comparing these insights to their own experiences, students will gain a broader perspective on global language learning and cultural adaptation. Through interactive and reflective activities, students will develop their ability to communicate about their identity, make polite requests, and discuss cultural and linguistic diversity, fostering a deeper appreciation for the role of language in connecting people across different contexts.	and department stores in Japan and Australia, gaining insights into how shopping reflects Japanese cultural values. In the second part of the unit, students will shift their focus to fast food and healthy eating, learning how to discuss favorite foods, healthy options, and cultural differences between Australian and Japanese fast food. Students will explore katakana tertiary sounds, new kanji (番, 気, 体), and important grammar structures, such as linking adjectives with the て-form, using comparatives and superlatives, and employing the particle より for comparisons.	
Assessment	Students will complete a range of assessment types, including: • Short Response Comprehension Examination (Comprehension skills) • Extended Response tasks (Multi-modal) • Examination – combination response			
Future Subject Pathways	Japanese			

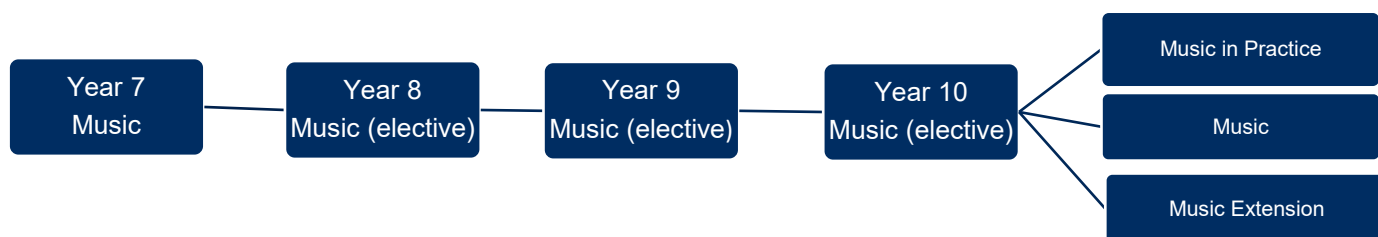


* Students **must** complete the Japanese pathway from **Year 7 to 10** to be eligible for study in this subject in Senior.

Course Overview	Step into an exploration of justice and civic engagement with our "Law and Order" elective. You'll dissect legal foundations, analyse landmark cases, and tackle ethical challenges. Uncover your rights, simulate debates, and discover global legal perspectives. Hone critical analysis, engage with legal professionals, and shape your future in law, advocacy, politics and beyond. Elevate your understanding of the legal world while preparing for an impactful role in society. Join us in the "Law and Order" elective as we embark on a transformative educational odyssey, empowering you to be informed, engaged, and responsible citizens while unravelling the fascinating tapestry of law and justice. Your journey starts here, where knowledge meets action, and understanding meets impact.	
	Unit 1	Unit 2
Learning Focus	In this unit, students develop their understanding of Australia's court system, explaining the key features and jurisdictions of court systems and their operations. Students will explore the role of courts, judges, lawyers and juries in trials and the rights of the accused and the rights of the victims. Students will develop their understanding of the Australian Legal system, reporting on the processes and roles used in real life legal proceedings and investigating 'How just is the Australian Justice system?'	In this unit, students will investigate a current issue in the Australian legal system – juvenile justice and young offenders. They will analyse information from a range of perspectives on young offenders and the justice system in order to explain the different perspectives and challenges surrounding the issue. Students will create an evidence-based explanation of the various perspectives on juvenile justice and young offenders in Australia.
Assessment	Students will complete a range of assessment types, including: • Examination - written • Investigation – written	
Future Subject Pathways	Civics and Citizenship, Cert IV Crime & Justice	

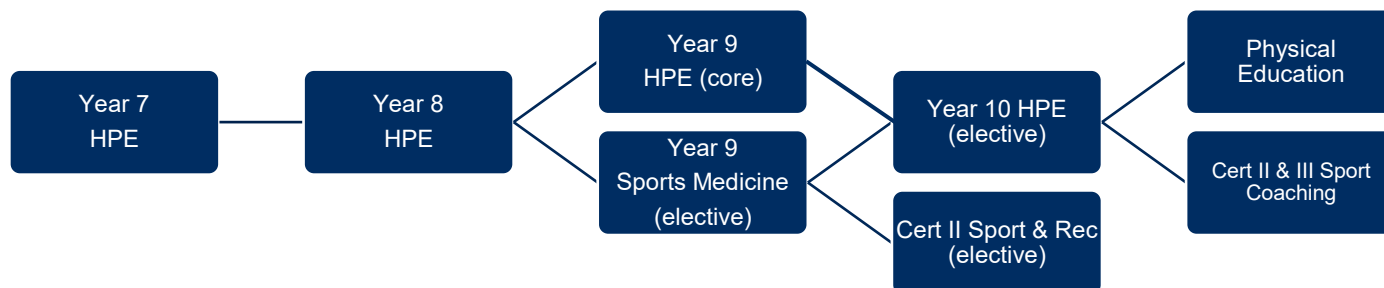


Course Overview	The Year 9 Music curriculum is organised under four interrelated strands. These include exploring and responding, developing practices and skills, Creating and making; and presenting and performing. In Music, students engage in listening to, composing, and performing music from a wide variety of styles, cultures, traditions, and contexts. They create, organize, manipulate, and share sounds in both time and space, critically analysing the music they encounter. Music practices are primarily aural, focusing on the development and application of knowledge and skills through sustained musical engagement and experiences. Active participation in music, through continuous and developmentally sequential learning, fosters skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops unique capabilities that cannot be acquired through any other means. Students will develop their skills in the areas of Analysing, Composing and Performing through the exploration and learnings about numerous musical styles such as World Music, Jazz, Contemporary, Classical, Music Theatre, Film and Game music and many more. As both independent and collaborative learners, students integrate listening, composing, and performing activities, utilizing both established and emerging technologies. Music learning enhances students' ability to perceive and understand musical concepts, recognizing music's role in shaping their identity and their capacity to explore personal, local, and global issues and ideas. Through the study of music, students increasingly appreciate the transformative power of music to touch the heart, soul, mind, and spirit of individuals and communities.	
	Unit 1	Unit 2
Learning Focus	In this unit, students analyse ways composers and/or performers use the elements of music to engage audiences and present memorable performances that inspire audiences from around the world. They will evaluate how music in a range of styles and from a variety of cultures, times and places, communicate ideas, perspectives and meaning. Students will evaluate how music is used to celebrate and challenge perspectives of Australian identity. They will demonstrate listening and aural skills and manipulate the musical elements to communicate ideas. Students will apply knowledge of styles and forms when performing their showstopper pieces and demonstrate appropriate technique on their instrument of choice.	In this unit, students investigate how music is shaped by cultural exchange, migration, and global influence. Through listening, analysis and practical composition tasks, students explore how composers draw on musical traditions from different countries and cultures to create hybrid and cross-cultural works. Students analyse musical elements, stylistic features, and production techniques used in music that blends styles such as world music, contemporary fusion, popular music, and culturally influenced soundscapes. Using this understanding, students experiment with and refine their own compositions, combining ideas from multiple musical traditions to communicate intent. The unit emphasises creative decision-making, analytical listening, and compositional skill development, enabling students to create original music that reflects global influences while developing their individual musical voice.
Assessment	Students will complete a range of assessment types, including: • Project - Composition and short response • Project - Performance and short response	
Future Subject Pathways	Music, Music Extension	



Sports Medicine | [Health and Physical Education | V9 Australian Curriculum](#)

Course Overview	Students will explore current and emerging procedures and techniques for administering sports medicine. They will investigate the prevention, assessment, management of and recovery from sports injuries. Students will engage in both theoretical and practical workshops aimed at promoting competence in the safe and accurate delivery of sports medicine.	
	Unit 1	Unit 2
Learning Focus	In this unit, students will explore current and emerging procedures and techniques for administering sports medicine. They will investigate the prevention, assessment, management of and recovery from sports injuries. Students will engage in both theoretical and practical workshops aimed at promoting competence in the safe and accurate delivery of sports medicine.	In this unit, students analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance. demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups. Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information.
Assessment	Students will complete a range of assessment types, including: - Examination – written response to stimulus - Extended response - written	
Future Subject Pathways	HPE, Physical Education, Cert II Sport & Recreation, Cert II & III Sport Coaching	



* Senior subjects are **indicative only** and are **subject to change** due to student interest and changes in courses. They should not be read as the subjects that will be offered and are **provided as a guide** only to assist in subject progression and potential selection.



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