Assisi Catholic College

Curriculum Guide

Year 9 2026

Middle Years of Schooling

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community.

ShApe Your Tomorrow

INTRODUCTION

In the Middle Years at Assisi Catholic College, we recognise the needs of young adolescents by providing a curriculum that supports each student to grow and learn in their own unique way within a caring community. As a College, we design enjoyable and engaging learning experiences that meet the developmental needs of young adolescents, guided by the principles of Middle Schooling.

This handbook is designed to support our Year 8 students in making informed decisions when selecting elective courses of study for Year 9. It contains relevant information about the curriculum structure and the courses that will be offered in 2026. Throughout Year 9, students will begin to explore their future directions and pathway options for the Senior Years curriculum by reflecting on their personal strengths, skills, and past successes. The subjects chosen for Year 9 should help students make these future decisions with confidence.

YEAR 9 CURRICULUM

In Year 9, all students will study a total of nine (9) courses each semester, consisting of six (6) core subjects and three (3) elective subjects. The structure of the subject offerings for Year 9 in 2026 will be as follows:

All courses will be delivered in accordance with the guidelines of the ACARA National Curriculum and Brisbane Catholic Education syllabus documents.

Core Subjects

- Religious Education
- English
- Mathematics
- Science
- History
- Health and Physical Education

Elective Subjects

- Design
- Food Specialisation
- Design and Technology – Workshop
- Textiles
- Digital Technology
- Drama
- Economics and Business
- Futsal
- Geography
- Health
- Italian
- Media Arts
- Music
- STEM
- Visual Arts

The Subject Selection Process

Year 9 students will complete six (6) Elective Subjects over two semesters (three each semester). Students who select Italian or Futsal will study these electives for the full year, while all other electives are semester-based.

Students are required to choose eight (8) preferences for their Elective Subjects for 2026. This includes:

- Six (6) preferred subjects
- Two (2) reserve choices

Every effort is made to accommodate students' subject choices; however, some subject combinations may not be possible. For this reason, students must select two reserve subjects that they are genuinely willing to study.

While all subjects are offered, there may be occasions where a class (or an additional class) cannot be run due to insufficient numbers or timetable limitations. In such cases, the College will refer to students' seventh and eighth preferences. It is therefore essential that students only select subjects they are prepared to be considered for.

In selecting Elective Subjects in Year 9, it is important that students consider:

- Areas that are of interest
- Achievement and success experienced in Year 7 and Year 8
- Potential pathways after school — university, TAFE, career options, and associated prerequisites
- Pre-requisites for Year 10: English (C– in English); Literature (B in English); General Mathematics (C in Mathematics); Mathematical Methods (B in Mathematics); Specialist Mathematics (B in Mathematics); Biology (B in Science); and Chemistry/Physics (B in Science).

Students should not choose a subject based on:

- Friends taking it
- The teacher who has taken it in the past
- They've heard it's easy
- They have heard they need to do it even though they dislike it and have not passed it previously

How can parents help?

- Supporting students in the subject selection process by discussing the topics studied in the subject outline provided in this handbook
- Encouraging participation in subjects where students can feel success
- Being aware of the school's expectations and assessment programs
- Taking opportunities to communicate with teachers to discuss their child's options for future pathways

YEAR 9 CORE SUBJECTS

RELIGIOUS EDUCATION

Description

In Year 9, the Religion Curriculum P–12 focuses on four strands: Sacred Texts, Beliefs, Church, and Christian Life. These strands are interrelated, taught in an integrated way, and delivered in ways appropriate to the context of Assisi Catholic College.

Sacred Texts

- Old Testament: Four sources of the Pentateuch
- New Testament: Biblical Criticism
- Christian and Spiritual Writings and Wisdom (Writings 1750 CE – 1918 CE)

Beliefs

- Trinity: God, Jesus Christ, Spirit (Foundational Beliefs of Jesus)
- Human Existence: Good and Evil
- World Religions: Monotheistic understandings of God

Church

- Liturgy and Sacraments: Sacraments of Healing
- People of God: Christian Vocation
- Church History (1750 CE – 1918 CE)

Christian Life

- Moral Formation: Good and Evil
- Mission and Justice: Catholic Social Teaching
- Prayer and Spirituality: Catholic and wider Christian traditions

Examples of Activities and Assessment	• Exams • Research assessment • Journaling • Prayer and Meditation • Critical analysis of source material • Visual representations • Biblical criticism
Pathways to Senior Subjects	• Study of Religion • Religion and Ethics • Certificate III and IV in Christian Ministry and Theology

ENGLISH

Description

In Year 9, students engage with a broad range of texts for enjoyment and learning. They interpret, create, evaluate, discuss, and present spoken, written, and multimodal texts, developing skills to entertain, inform, and persuade through various text types. Their learning connects with the school curriculum as well as local, regional, and global contexts. Students are supported and expected to read literary texts with increasing independence. These texts explore human experience, cultural significance, interpersonal relationships, ethical dilemmas, and global issues across real and fictional settings, offering diverse perspectives.

Term 1 – Short Stories & Narrative Writing: Students study an anthology of short stories, recognising the purpose and features of narrative writing. After experimenting with creative writing techniques, they apply their understanding by producing their own original story in response to a stimulus.

Term 2 – Allegory, Persuasion & Speeches: Students study the allegorical novel Animal Farm and compose a persuasive written response. They also analyse The Greatest Speeches of All Time and craft their own speech inspired by this study.

Term 3 – Australian Identity & World War I: Students explore themes of Australian identity and World War I through a feature film and a poetry anthology. They respond through written analysis and interpretation while engaging in discussion and reflective activities.

Term 4 – Contemporary Issues & Multimodal Responses: Students read and analyse the novel Tomorrow, When the War Began, which presents personal and societal issues of relevance to an adolescent audience. They create short multimodal responses aimed at a public audience to identify specific issues affecting this group, highlight their relevance today and call their readers to action.

Examples of Activities and Assessment	• Narrative • Persuasive speech • Analytical essay • Reading journal • Literary Circles • Podcast • Peer discussions
Pathways to Senior Subjects	• An "at standard" English result is required for several Senior Years subjects • Essential English • English • Literature

MATHEMATICS

Description

Students will apply index laws to numerical expressions involving integer indices and scientific notation. They will investigate the simple interest formula and its practical applications. Using transformations, students will explain similarity in shapes and explore scale factors.

In Measurement, students will investigate surface area and volume, calculate the area of composite shapes, and determine the surface area and volume of prisms.

Students will use the distributive law to extend and expand algebraic expressions, including binomials. They will investigate Pythagoras' theorem and apply trigonometry to solve a range of problems. Learners will explore linear and non-linear relationships, find the midpoint and gradient of a line segment, and solve linear equations. They will also calculate probabilities for two-step experiments.

In Statistics, students will analyse everyday questions and issues using both primary and secondary numerical and categorical data. They will construct back-to-back stem-and-leaf plots and histograms to represent and interpret data.

Examples of Activities and Assessment	• Exams • Research assessment
Pathways to Senior Subjects	• Essential Mathematics • General Mathematics • Mathematic Methods • Specialist Mathematics

SCIENCE

Description

Year 9 Science builds students' critical thinking and inquiry skills while encouraging curiosity about the scientific and technological world. Students explore key questions through hands-on investigations and conceptual learning.

They develop understanding across the Biological, Physical, Chemical, and Earth and Space Sciences. Students explain how interactions within and between Earth's spheres influence the carbon cycle, with a focus on resource management and sustainability.

In Biology, students examine the requirements for life and how body systems work together. In Chemistry, they investigate the history and structure of the atom and draw diagrams representing elements and isotopes. In Physics, they explore energy transfer through different mediums using particle and wave models.

Students develop inquiry skills by questioning, predicting, and conducting investigations. They analyse patterns and trends in data, describe relationships between variables, and use evidence to evaluate claims, solve problems, and draw conclusions.

Through Science as a Human Endeavour, students explore how scientific knowledge develops and informs decision-making, and how advances in technology and discovery shape scientific understanding.

Examples of Activities and Assessment	• Journaling • Written review's • Exams • Experimental Investigations • Student Experiment Assessment • Research assessment • Multimedia presentation • Data Test
Pathways to Senior Subjects	• Biology • Chemistry • Physics

HISTORY

Description

Unit 1: The Industrial Revolution
This unit explores the major technological innovations of the Industrial Revolution and how they transformed production, transport and communication. Students examine the social and economic effects of industrialisation, including urbanisation, working conditions and the rise of factories, as well as environmental impacts. They analyse primary and secondary sources to understand how these changes shaped modern societies and economies.

Unit 2: The First World War
Students study the causes, key events and consequences of World War I, including alliances, nationalism and major battles. The unit examines trench warfare, technological change and the experiences of soldiers and civilians. Students also explore Australia's involvement and the development of the ANZAC legend, considering how the war reshaped global politics and societies.

Unit 3: The Holocaust (including the Assisi Underground)
This unit investigates the causes, implementation and consequences of the Holocaust, including the rise of Nazi ideology and the persecution of Jewish people and other groups. Students examine acts of resistance and rescue, including the Assisi Underground, which protected Jewish refugees. Survivor testimonies and historical sources help students understand the human impact of the Holocaust and the importance of remembrance.

Unit 4: The Making of the Australian Nation
Students explore Australia's development from Federation in 1901, including the reasons for Federation, the Constitution and key contributors. The unit examines early immigration policies, such as the White Australia Policy, and the experiences of Aboriginal and Torres Strait Islander Peoples. Students consider how these developments shaped Australia's national identity and global relationships.

Examples of Activities and Assessment	• Written report • Seen source analysis exams • Source investigation task • Presentation Evening • Speech
Pathways to Senior Subjects	• Modern History • Legal Studies

HEALTH & PHYSICAL EDUCATION

Description

The Year 9 curriculum supports students to refine strategies for maintaining a positive outlook and understanding behavioural expectations across leisure, social, and movement contexts. Students apply health and physical activity information to create and implement personalised plans for healthy and active living. They explore roles that contribute to successful participation in physical activity and propose strategies to develop preventive health practices that support community wellbeing.

Students learn to apply specialised movement skills and more complex movement strategies in a range of environments. They use movement concepts to evaluate and refine their own and others' performances. Students also analyse how participation in physical activity and sport shapes individual identity and influences cultures. Opportunities to build leadership, teamwork, and collaboration skills are provided through a coaching unit.

Focus areas in Year 9 include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships
- challenge and adventure activities
- coaching games and sports
- lifelong physical activities

Examples of Activities and Assessment	• Performance critiques/evaluations • Reports • Ongoing observation of practical performance and application • Research assessment • Performance in a range of sports such as Field Sports, Court Sports, Coaching, Table Tennis and Badminton
Pathways to Senior Subjects	• Physical Education • Health, Recreation and Certificate III in Fitness

YEAR 9 ELECTIVE SUBJECTS

YEAR 9 ELECTIVE SUBJECTS

DESIGN

Description

The Design subject focuses on using design thinking to create products, services and environments that respond to human needs, wants and opportunities. Students learn through exploring, developing and refining ideas; using drawing and low-fidelity prototyping; and evaluating potential solutions. They present their proposals to different target audiences through a visual folio and/or PowerPoint presentations.

Design develops critical and creative thinking and prepares students to be effective problem-solvers as they work with contemporary and emerging technologies such as laser cutting and etching, 3D printing and sticker reprographics. This course also provides a foundation for further study or careers in areas such as architecture, engineering, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Examples of Activities and Assessment	• Visual Journal • Design Folios • Protoyping
Pathways to Senior Subjects	• Design • Engineering

FOOD SPECIALISATION

Description

The study of Food Specialisation provides students with a broad understanding of the impact of food on society, food properties, preparation and processing, and the relationship between nutrition and health. This knowledge enables students to design, manage and implement food solutions safely and hygienically. Students will use appropriate terminology, resources and media to communicate ideas, understanding and skills to a range of audiences.

Students will develop food-specific skills that can be applied in different contexts, allowing them to produce quality food products. They will also investigate the food science involved in producing end products. Students will participate in weekly practical cooking lessons to develop and refine their culinary skills. Practical activities may include mustard chicken, chocolate brownies, chocolate self-saucing pudding, homemade ice-cream and chicken in white sauce vol-au-vents.

Through Food Technology, students gain an understanding of technological developments and their impact on individuals, society, the environment and the food industry. Students develop knowledge and skills in a range of processes, resources and technologies—including computer software—relevant to planning, preparing, producing, experimenting with and plating food. They apply this knowledge and skills practically. Students will study one of the following units:

Unit 1: Food and Nutrition – "What About Me?"
Students will explore the nutritional needs of a healthy teenager in the 21st century. They will examine a range of adolescent diets—vegetarian, sport-focused, fitness-oriented and healthy takeaway/snack options, as well as why breakfast is important. Students will also investigate nutritional issues common among adolescents, such as anaemia, obesity and dental caries. They will develop, produce and evaluate a meal suitable for the teenage consumer market.

Unit 2: Food for Entertaining – "Let's Party"
Food is a key part of many special occasions. Students will explore a range of occasions, including social, cultural, religious, historical and family events. They will examine the elements of planning a birthday party and prepare a variety of suitable foods. Students will design and develop a birthday cake for a celebration.

Examples of Activities and Assessment	• Journaling • Written Evaluation • Weekly Practical Cooking Activities • Individual Practical Exam • Birthday Cake Design Task
Pathways to Senior Subjects	• ATAR – Food and Nutrition • ATAR – Design • Applied – Fashion • Certificate II in Kitchen Operations • Certificate II in Hospitality

DESIGN AND TECHNOLOGY – WORKSHOP

Description

The course provides students with a unique opportunity to experience the challenge and personal satisfaction of undertaking practical work in a safe, engaging and dynamic environment. Students investigate the nature and functions of materials and resources through inquiry, research and problem-solving. They will develop skills and confidence that can be applied to real-life situations. Design Technology also supports the development of fine motor skills, confidence and self-esteem through achievement-focused tasks.

Students will be challenged as they research, design and create their own personalised projects, making use of laser technologies to enhance decorative features. Typically, students work with timber, metal, plastics, tiles and related hardware. They will also have the opportunity to use 3D printing technologies to create prototypes such as an ear-pod cable organiser, keepsake box or toy maze. Throughout the course, students will evaluate their design solutions using criteria they have developed.

Examples of Activities and Assessment	• Journaling • Design Folios • Ongoing observation • Practical Expertise
Pathways to Senior Subjects	• Industrial Technology Skills • Certificate I in Construction • Certificate II in Engineering

TEXTILES

Description

Students will engage in hands-on project work to explore the characteristics and performance of a range of fibres and fabrics, with the goal of producing high-quality textile items. Through this practical experience, students will develop skills in sewing open seams, operating an overlocker, working with knitted and woven fabrics, following patterns, using a variety of sewing machine stitches, constructing pockets, embellishing fabric with the Cricut machine, experimenting with fabric colouring techniques, and designing purpose-specific textile products. These practical investigations will equip students to design, create and evaluate well-made textile items.

Throughout the construction phase, students will follow the design process, documenting their ideas, researching body silhouettes, conducting experiments, testing hypotheses and evaluating outcomes in their design journal. This approach encourages students to reflect critically on the decisions made during production and consider the implications for consumers, the environment and society.

Unit of Study – "Sweet Dreams"
Students will design and create pyjamas inspired by the signature style of Peter Alexander. Throughout the design process, they will develop and illustrate fashion concepts that reflect his playful and luxurious aesthetic.
The final product will include two main components:

Embellished Top: Students will apply a combination of embellishment techniques such as Cricut designs, fabric colouring, appliqué, embroidery, felting or other decorative methods.
Pyjama Pants: The pants will be constructed using core production skills including open seams, buttonholes, overlocking, top-stitching and creating an elastic casing.
To complete their products, students will also develop a swing tag and product labels.
Practical Focus
As a hands-on subject, more than 60% of class time will be dedicated to practical work.
Practical Item
Pyjama pants with an embellished top.

Examples of Activities and Assessment	• Journaling • Written evaluation • Weekly Practical activities • Textile Item Construction
Pathways to Senior Subjects	• ATAR – Design • Applied – Fashion

DIGITAL TECHNOLOGY

Description

Learning in Digital Technologies focuses on developing students' understanding and computational thinking skills. You will participate in a range of activities designed to broaden your experience, including exploring the foundations of digital hardware, creating simple hardware applications, controlling hardware with code, organising information, developing web-based information displays, creating solutions through object-oriented programming, investigating cybersecurity, and analysing scenarios to design workable digital solutions.

Projects include developing a game using object-oriented programming, creating webpages, designing a database and accessing it through webpages, and applying digital solution management cycles to produce a Digital Technologies solution. Students will also complete progress tests to demonstrate required knowledge.

Examples of Activities and Assessment	• Simple circuits • Coding and Programming • Creating digital solutions • Formal tests
Pathways to Senior Subjects	• Digital Solutions

DRAMA

Description

Year 9 Drama combines two units of work which are based around Script Work and Devising Drama.

Working with Scripts
This unit extends students' prior knowledge of Drama; further developing roles, relationships and tension within Dramatic action. Students will learn basic stagecraft techniques and beginning acting skills. Students will work towards a polished performance of a published Australian Play.

Devising Theatre
This unit is based on the concept of creating students' own original dramatic work through a collaborative process and preparing it for performance. The theme for the term is "What Do You Want to Tell the World?" Students will work towards a polished performance of their own work; created collaboratively by the students, for an audience of their choice. Students will create a written Theatre Proposal to coincide with the performance.

Examples of Activities and Assessment	• Devising original work • Script analysis and interpretation • Cooperating and collaborating • Script writing • Performing
Pathways to Senior Subjects	• Drama • Drama in Practice • Film, Television and New Media • Media Arts

ECONOMICS AND BUSINESS

Description

Wealth in Motion: Exploring the Forces of Economics

The Year 9 curriculum gives students the opportunity to build their understanding of economics and business by exploring how different parts of the world's economy connect. The course begins with the concept of an economy and what it means for Australia to participate in both the Asia region and the global economy. Students will examine how the Australian Government manages resources and money, and the interdependence between individuals, businesses and governments in a global setting. They will explore how decisions made by these groups can affect economic performance and how collaboration shapes the global workplace. Students will also investigate why businesses seek a competitive edge and how they can use innovation, open innovation models and social media to their advantage.

Journey into Business: Expedition into Finance

In Year 9 Business, students will develop essential knowledge of finance and gain insights into how businesses operate. They will study the roles of banks, credit unions and building societies in Australia's economy, explore investment strategies and learn the fundamentals of debt management. Students will also develop skills to identify and reduce financial risks, including scams and identity theft, and understand how consumers and businesses can protect themselves. The course extends to a global perspective, examining how economic trends, technological change and diverse viewpoints shape international financial markets and the impact this may have on Australian businesses. Students will apply their learning by developing an imaginative business idea, drawing on concepts of entrepreneurship, innovation and strategic investment.

Examples of Activities and Assessment	• Hypothetical business situations • Create your own business idea • Participation in group work • Infographic creation • Ongoing observation of practical performances and applications • Exam • Business report
Pathways to Senior Subjects	• General Business • Certificate III in Business • Economics

FUTSAL

Description

The Futsal High Performance Program is offered to Assisi students who have shown, or intend to show, ability and commitment to playing Futsal or related sports such as Football, Fut-volley, Fut-tennis and Beach Soccer. Although the program operates as an elective subject, students must meet criteria demonstrating ability and commitment before acceptance.

Students must complete an official Futsal High Performance Program Application Form and submit it to the Director of Futsal. Successful applicants will be invited to attend a trial before acceptance into the course.

The overall objectives of the Futsal Program are to:

- Develop students' Futsal skills, tactics and strategies to a high level
- Use Futsal as a tool for educating students in life skills and broader curriculum concepts
- Prepare students for potential employment within the Sports and Event Management industries

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is important to consider the intended progression of study. Students in the Middle Years (Years 7–9) learn the essential skills, tactics and strategies of Futsal. They then apply this knowledge in the Senior Years (Years 10–12), where the focus shifts to coaching these skills to students in the Junior Years (Years 4–6). Senior students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Years students to compete against other schools in the community.

All Middle Years Futsal Units (Years 7–9) are built around five key components:

Practical Component: Understanding and applying the skills, tactics and strategies of the game.
Physiological Component: Improving all components of fitness, with an emphasis on the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity), as well as learning about injury prevention and management.
Analytical Component: Analysing and evaluating individual and team performance using video footage, statistics, computer databases or live observation, then proposing and implementing strategies such as a training program to address identified weaknesses.
Event Management: Preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and in the local community.
Psychological Component: Studying and applying the mental aspects of the game, including Sports Psychology and processes for dealing with positive and negative social situations arising from playing, coaching and managing Futsal.

FUTSAL

Examples of Activities and Assessment	• Ongoing Assessment of Skill Acquisition and Tactical Awareness • Creating Videos to Analyse and Promote Futsal • Sitting Exams e.g. Rules Tests • Organising small Futsal Events e.g. a tournament
Pathways to Senior Subjects	• Futsal is an ATAR Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus.

GEOGRAPHY

Description

Unit 1: Biomes and Food Security
This unit examines the distribution and characteristics of biomes across the globe and their role in food production. Students will explore how climate, soils, and vegetation influence agricultural practices and food availability. They will investigate the challenges of achieving global food security, including population growth, environmental degradation, and climate change. The unit also considers strategies for sustainable food production and the role of technology in improving agricultural efficiency. Students will analyse maps, data, and case studies to understand the relationship between biomes and human activity.

Unit 2: Geographies of Interconnections
In this unit, students will explore the ways people and places are connected through trade, technology, transport, and cultural exchange. They will investigate how globalisation influences lifestyles, economies, and environments, and consider both positive and negative impacts. The unit also examines the role of tourism and international migration in shaping global interconnections. Students will use digital tools to map global networks and analyse data to understand patterns of interdependence. They will also reflect on how their own choices and actions contribute to global connections.

Examples of Activities and Assessment	• Exams • Field trips • Research assessment • Digital portfolio • Data representation • Data interpretation • Infographic creation
Pathways to Senior Subjects	• Geography

HEALTH

Description

In the Year 9 curriculum, students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active lifestyles. They also experience a range of roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that optimise both their own and the community's health and wellbeing.

In this Year 9 elective, students explore concepts and strategies that help them evaluate and refine their own and others' health and wellbeing. They analyse how participation in physical activity, good nutrition and adequate sleep influence an individual's identity. The curriculum also provides opportunities for students to refine and consolidate personal and social skills through leadership, teamwork and collaboration, and to identify support networks within the local community.

The focus areas addressed in Year 9 Health include, but are not limited to:

- Dimensions of Health
- First Aid
- Health Benefits of Physical Activity
- Lifelong Physical Activities
- Mental Health and Wellbeing

Examples of Activities and Assessment	• Written reviews/reports/articles • Research assessment • Participation in group work
Pathways to Senior Subjects	• Physical Education • Health, Recreation and Certificate III in Fitness

ITALIAN

Description

Students have prior experience learning Italian in Years 7 and 8 and bring a range of capabilities, strategies and knowledge that support their new learning. They are expanding both the range and nature of their learning experiences, as well as the contexts in which they communicate with others. Students are developing a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are also beginning to consider future pathways and opportunities, including how Italian may feature in their personal, academic or career ambitions.

IT03 – La Dolce Vita

In this unit, students investigate the concept of "La Dolce Vita" ("the sweet life") in an Italian context. They will broaden their vocabulary and grammar knowledge to exchange and compare ideas and experiences related to their own and others' personal worlds. Students will participate in a variety of speaking, listening, reading and writing activities to demonstrate their understanding of Italian language and culture.

IT04 – Buon Viaggio

This elective builds on the learning from "La Dolce Vita", allowing students to explore Italy as a tourist destination. Italy's lifestyle, art, food, fashion, sporting events, architecture and scenic beauty attract approximately 40 million tourists each year. Students will develop their language skills to access, exchange and interpret information while "travelling" through Italy. They will also deepen their understanding of Italian social and cultural practices. A range of written, aural and oral activities will support students in developing their communication and comprehension skills, preparing them for Senior Italian.

Examples of Activities and Assessment	• Dialogues • Speeches • Oral presentations • Vocabulary tests • Grammar tests • Writing tasks • Reading comprehension tasks • Listening comprehension tasks • Bilingual research presentations
Pathways to Senior Subjects	• Years 10, 11 and 12 Italian

MEDIA ARTS

Description

Media Arts involves creating representations of the world and telling stories through communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas by exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich students, sparking their imagination and encouraging them to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds, and to investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts empowers students to use existing and emerging technologies as they explore imagery, text and sound. Through this, they create meaning as they participate in, experiment with and interpret diverse cultures and communication practices.

Students learn to be critically aware of the ways media is culturally used, negotiated and continually evolving. They reflect on how media shapes their understanding of the world and of themselves. Through their Media Arts experiences, students interpret, analyse and develop media practices while being inspired to imagine, collaborate, and take responsibility for planning, designing and producing media artworks.

In this unit, students will evaluate the Superhero Universe and analyse how and why media arts concepts are manipulated to construct representations in the films and media they experience or create. They will examine how production companies use media arts concepts to represent or challenge ideas, perspectives and meanings. Students will then design, pitch and develop their own superhero adventure for a social media platform, applying and evaluating responsible media distribution practices.

Examples of Activities and Assessment	• Pitch deck design • Stage combat workshop • Superhero film production • Special Effects Editing workshop • Cinematic Experience • Movie Showing: The Red Carpet Event
Pathways to Senior Subjects	• 10 Film TV and New Media, 11 &12 FTV&NM (General), Media Arts in Practice (Applied)

MUSIC

Description

Throughout Term 1 of Year 9 Music, students identify and analyse a broad range of Australian music, including works by Aboriginal and Torres Strait Islander Peoples. They use aural skills to explore differing viewpoints and enhance their music-making through an in-depth investigation of contemporary, historical and traditional Australian repertoire. Students extend their knowledge of music elements, concepts and compositional devices to research and analyse an Australian song, justifying how meaning is intentionally communicated through the manipulation of musical elements. They also rehearse and perform Australian music, applying technique and expression to interpret repertoire authentically.

In Term 2, students explore the Blues as a powerful form of musical expression. They study the stylistic features and development of the genre over the past century, applying these characteristics to their own performance and composition work. Music elements such as pitch, duration, expressive devices, structure, timbre and texture are examined in detail, and students analyse how these concepts are used creatively in popular Blues repertoire, including Australian examples, to communicate meaning to audiences. Students then demonstrate their understanding of the Blues by composing a piece using notation software or digital recording technologies such as GarageBand or BandLab.

Examples of Activities and Assessment	• Critical listening to repertoire across diverse styles to develop aural skills • Development of live performance assessments in peer groups • Ongoing performance & composition critiques & evaluations • Musicological analysis of Australian & Blues/Jazz repertoire • Use of classroom instruments to explore musical elements through singing & playing • Observation & application of practical performance skills • Music theory & rhythmic dictation activities • Use of digital music technologies & notation software to compose assessment works
Pathways to Senior Subjects	• Music • Music in Practice

STEM

Description

STEM is a 21st-century curriculum approach integrating Science, Technology, Engineering and Mathematics through project-based and inquiry-driven learning. It engages students in real-world problem-solving using an interdisciplinary and applied lens. Year 9 students complete the elective over two terms, with the central theme focused on addressing social justice issues in rural Cambodia. Guided by Catholic Social Teaching on the dignity of the human person, students explore inequities faced by displaced refugees and migrants—particularly energy poverty—and examine the disproportionate impacts of climate change on vulnerable communities.

The Energy Poverty unit enables students to apply their Year 8 Science knowledge on energy transfers and transformations to a real-world humanitarian challenge. This learning links to Year 10 Global Systems and Senior Biology content on the carbon cycle. Students collect experimental data on different biomass fuels, perform statistical tests to identify associations between fuel types and energy efficiency, and use this evidence to justify recommendations for alternative cooking energy sources in rural Cambodian communities.

Students then propose solutions in an open-ended, design-thinking model. Through pitch sessions, research, prototype development and iterative refinement, they work towards a final design that meets an agreed-upon matrix. Potential solutions include bio-briquette systems, solar ovens, biogas systems, CO_2 sensors and ventilation systems, allowing students to combine scientific understanding with creativity, engineering processes and a commitment to global citizenship.

Examples of Activities and Assessment	• Journaling Practical critique/evaluations Ongoing observation of practical activities and • challenges • Problem-solving activities • Research • Portfolio construction • Excursions and/Incursion • Use of computer design software • Project Portfolio, Scientific Report and • 3D Walkthrough will be the summative • assessment tasks for this project.
Pathways to Senior Subjects	• Physics • Biology • Chemistry, Engineering, Design, General • Mathematics, Mathematical Methods, • Specialist Mathematics.

VISUAL ARTS

Description

Visual Arts encompasses the fields of art, craft and design. Through learning in these areas, students create visual representations that communicate, challenge and express their own and others' ideas as both artists and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills as they explore and expand their awareness of their own world and the worlds of others.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning drawn from personal and global perspectives, and from both intrinsic and extrinsic experiences. The subject engages students in a journey of discovery, experimentation and problem-solving, relevant to visual perception and visual language. They undertake this learning by using a range of visual techniques, technologies, practices and processes.

Visual Arts supports students in viewing the world through a variety of lenses and contexts. They recognise the significance of visual arts histories, theories and practices by exploring and responding to the work of artists, craftspeople and designers. Students apply this knowledge to make informed and critical judgements about artworks, including their own, and develop an understanding of world cultures and their responsibilities as global citizens.

Examples of Activities and Assessment	• Visual Diary • Research assessment • Artist Statement • Resolved Artwork / Folio of works
Pathways to Senior Subjects	• Year 10 Visual Art, 11 & 12 Visual Art (General), 11 & 12 Visual Arts in Practice (Applied)

thank you

Get in touch

nstrickland@assisi.qld.edu.au

+61 7 5656 7100
Assisi Catholic College

http://www.assisi.qld.edu.au