



Assisi
Catholic College

Curriculum Guide

Year Nine 2025

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 formalising a curriculum that allows each student to grow and learn uniquely within a community. As a College, we develop learning experiences that are enjoyable and engaging to meet our young adolescents' needs based on the principles of Middle Schooling.

This handbook is designed to support our Year 8 students make best decisions when selecting elective courses of study for Year 9. It contains relevant information pertaining to curriculum structures and courses that will be offered in 2025. Throughout Year 9, students will begin to consider their future directions and pathway options for Senior Years curriculum, by acknowledging their personal strengths, skills and past successes. Subjects studied in Year 9 should enable such future decisions to be made in confidence.

YEAR 9 CURRICULUM

In Year 9 all students will study a total of nine (9) courses each semester (6 core + 3 elective). The structure of the subject offerings for Year 9 2025 will be as follows:

These courses will all be delivered within the guidelines of the ACARA National Curriculum and Brisbane Catholic Education syllabus documents.

Core Subjects

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

Elective Subjects

- Textiles
- Food Specialisation
- Design and Technology – Workshop
- Design
- 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 Elective Subjects over two semesters (3 each semester). Students who select Italian or Futsal will study these electives for the duration of the year, with all other electives Semester based.

Students are required to choose eight (8) preferences for their Elective Subjects for 2025. This is made up of six (6) preferred courses and two (2) reserve choices.

Every effort is made to accommodate students' subject choices; however, some subject combinations may not be possible. It is for this reason that we ask students to select two extra choices as reserves.

Although all subjects are offered, on occasions there may not be viable numbers for a class (or a second class) to run within the timetable structure of the College. In such instances, we will refer to students' seventh and eighth preferences – therefore, it is imperative to only select subjects as preferences that you wish 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 and associated prerequisites
- Pre-requisites for Year 10 (English: C- in English; Literature: B in English; General Mathematics: C in Math; Mathematical Methods: B in Math; Specialist Mathematics: B in Math; Biology: B in Science; 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 hate it and haven't 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

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ENGLISH

7



MATHEMATICS

8



SCIENCE

9



HISTORY AND CIVICS & CITIZENSHIP

10



HEALTH & PHYSICAL EDUCATION

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RELIGIOUS EDUCATION

Course Description

In Year 9, the Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to the specific 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 1750CE-1918CE)

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

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

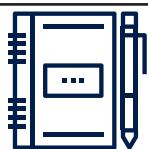
Christian Life: Moral Formation (Good and Evil); Mission and Justice (Catholic Social teaching); Prayer and Spirituality (Catholic and wider Christian traditions)

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

Course Description

In Year 9, students engage with a variety of texts for enjoyment; interpreting, creating, evaluating, discussing and presenting spoken, written and multimodal texts. They will develop skills to entertain, inform and persuade an audience through creating of a range of texts. Their learning experiences relate to the school curriculum, local community, regional and global contexts. Year 9 students are supported and extended to read literary texts more independently. These texts explore themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas, within real-world and fictional settings, and represent a variety of perspectives.

In Term 1, students read an anthology of short stories and will recognise the purpose and features of a narrative. Following experimentation with their own creative passages, students will apply their understanding through the creation of their own story in response to stimulus.

During Term 2, students will study the allegorical text 'Animal Farm' and use persuasive language to respond to the novel. An analysis of 'The Greatest Speeches of All Time' will also be undertaken and students write their own speech in response.

In Term 3, students will investigate Australian Identity and World War 1 through the analysis of a feature film and a poetry anthology. They will respond in written mode, analysing and interpreting the texts and sharing their views through discussion and reflection.

Finally, in Term 4, students will read and study the novel, 'Tomorrow When the War Began' which presents personal and societal issues of relevance to an adolescent audience. They will prepare short multi-modal responses for 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

- Persuasive Writing and Speaking
- Narrative Writing
- Poetry Circles
- Analytical Essay
- Media Articles
- Extended Response Exam

Pathways to Senior Subjects

- An "at standard" achievement in English is a pre-requisite for a number of subjects in the Senior Years.
- Essential English
- English
- Literature



MATHEMATICS

Course Description

Apply Index Laws to numerical expressions with integer indices and Scientific notation.

Investigate the simple interest formula and its application. Using transformation to explain similarity in shapes and explore scale factor. Measurement: Investigating surface area and volume. Calculating the area of composite shapes and the surface area and volume of prisms. Using the distributive law to extend and expand algebraic expressions including binomials. Investigating Pythagoras and applying trigonometry to solve problems.

Investigating linear and non-linear relationships. Finding the midpoint and gradient of a line segment and solving linear equations. Calculating probability of two-step experiments

Using statistics to analyse everyday questions and issues using primary and secondary numerical and categorical data, constructing back-to back and stem and leaf plots and histograms to describe data.

Examples of Activities and Assessment

- Exams
- Research assessment

Pathways to Senior Subjects

- Essential Mathematics
- General Mathematics
- Mathematic Methods
- Specialist Mathematics



SCIENCE

Course Description

Year 9 Science at Assisi Catholic College aims to give students the opportunity to continue to develop their critical thinking and inquiry skills, whilst remaining curious and having the opportunity to answer interesting and important questions about the scientific and technological world in which they live.

They will have the opportunity to develop their scientific understanding of the Biological, Physical, Chemical, and Earth and Space Sciences. They explain how interactions within and between Earth's spheres affect the carbon cycle, focussing on the need for management and sustainability of resources. In Biology, students will explore the requirements for life and how the various body systems work together in a coordinated and specialised way. They will investigate the history and structure of an atom and learn how to draw diagrams to represent different elements and isotopes in the Chemistry Unit. A study of Physics will allow them to explore energy transfer through different mediums and how to use the particle and wave models to explain this movement.

Students will also have the opportunity to develop their science inquiry skills by questioning and predicting, as well as planning and conducting experimental investigations. They will learn how to analyse patterns and trends in data, as well as describing the relationship between variables. Students will also evaluate claims, solve problems, develop evidence based arguments and draw conclusions. They will explore Science as a Human Endeavour by investigating the development and role of science in decision making and problem solving, as well as looking at how advances in scientific understanding often rely on advances in technology and scientific discoveries.

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 AND CIVICS & CITIZENSHIP

Course Description

Year 9 History begins by exploring just how the world was changed by the Industrial Revolution. We then move chronologically to the colonisation of Australia. We look at the impact that this had on the First Peoples of Australia and then explore many of the diverse minority groups who have significantly contributed to the making of our nation including; Chinese immigrants in the Gold Rush, South Sea Islanders in QLD, the role of women in building a nation. We do this by learning to deeply analyse historical sources while assessing them for bias and perspective.

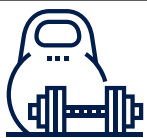
Semester 2 begins with a deep dive into the many facets of World War I. Students lead their own inquiry into any topic of their choosing and the unit culminates with an evening of commemoration where parents can experience the hard work of the students. Finally, with Year 9s on the cusp of voting age, we learn the ins and outs of Australia’s democracy and investigate the governmental achievements of our past politicians.

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

Course Description

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement concepts. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities through a coaching unit.

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

- 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

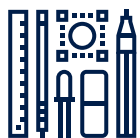
Examples of Activities and Assessment

- Performance critique/evaluations
- Reports
- Ongoing observation of practical performances 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



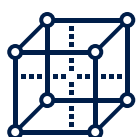
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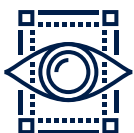
ECONOMICS AND BUSINESS

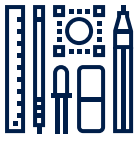
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DESIGN

Course Description

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students learn about and experience design through exploring, developing and refining ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating proposed solutions. Students present and communicate their design proposals to suit different target audiences through a visual folio and/or PowerPoint presentations.

Design supports the development of critical and creative thinking and prepares students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies such as laser cutting/etching, 3D printing and sticker reprographics. A course of study in Design can establish a basis for further education and employment in a range of professions 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
- Prototyping

Pathways to Senior Subjects

- Design
- Engineering



FOOD SPECIALISATION

Course Description

The study of Food Specialisation provides students with a broad knowledge and understanding of the impact of food on society, food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. They will also investigate the food science behind the preparation of food end products. Students will undertake practical cooking lessons each week to develop and refine their culinary skills. Practical activities may include mustard chicken, chocolate brownies, chocolate self-sauce pudding, home-made ice-cream, chicken in white sauce vol-au-vents etc

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food. Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students will study one of the following units:

Unit 1: Food and Nutrition “What about me”

Students will explore the nutrient needs of a healthy teenager for the 21st century. Students will then examine a range of adolescent diets; vegetarians, sport conscious, fitness, healthy take-away/snack foods, why breakfast is important, as well as adolescent nutritional problems: anaemia, obesity, dental caries. Students will then develop, produce, and evaluate a meal for the teenager consumer market.

Unit 2: Food for Entertaining “Let’s Party”

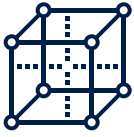
Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family. They will examine the elements of planning a birthday party and preparing a wide variety of foods that can be served at this event. 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
- Cert II Kitchen Operations
- Cert II Hospitality



DESIGN AND TECHNOLOGY - WORKSHOP

Course Description

The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment. Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies. Students will be able to confidently transfer their skills and problem-solving abilities to future life situations. Design Technology also aims to assist in the development of fine motor coordination, confidence and self-esteem through achievement orientated tasks.

Students will be challenged by researching, designing and creating their own personalised projects, making use of laser technologies to enhance decorative appearance. Typically, students work with timber, metals, plastics, tiles and other associated hardware. They will also have the opportunity to make use of 3D printing technologies to create a prototype ear pod cable organiser, keepsake box or toy maze. Throughout the course, students will evaluate all design solutions against their own devised criteria.

Examples of Activities and Assessment

- Journaling
- Design Folios
- Ongoing observation
- Practical Expertise

Pathways to Senior Subjects

- Industrial Technology Skills
- Certificate 1 in Construction
- Certificate 2 in Engineering



TEXTILES

Course Description

Students will engage in hands-on project work aimed at exploring the characteristics and performance attributes of various fibres and fabrics, with the objective of creating textile products. Through this experiential process, students will acquire skills in techniques such as sewing open seams, operating an overlocker, sewing both knitted and woven fabrics, adhering to patterns, utilizing a diverse array of sewing machine stitches, crafting pockets, employing the Cricut machine for fabric embellishment, experimenting with fabric colouring, and conceptualizing purpose-specific designs. These practical inquiries will empower students to conceptualize, generate, and assess high-quality textile items.

Throughout the practical assembly phase, students will adhere to the design process, systematically documenting their concepts, researching body silhouettes, conducting experimentation, researching, testing hypotheses, and evaluating outcomes within their design journal. This holistic approach encourages students to critically reflect upon and assess the choices made during the fabrication of their textile creations, while considering the implications for individual consumers, the environment, and society.

Unit of Study “Sweet Dreams”: Students will create pyjamas inspired by Peter Alexander’s signature style. Throughout the design process, learners will develop and illustrate their fashion concepts, drawing inspiration from Peter Alexander’s playful and luxurious aesthetic.

The final product will consist of two main components:

Embellished Top: Students will apply a combination of skills such as using the Cricut machine, fabric colouring, applique, embroidery, felting, or other embellishment techniques.

Pyjama Pants: The pants will be crafted using production skills including open seams, buttonholes, overlocking, top-stitching, and creating an elastic casing.

To complete their designs, students will also produce a swing tag and product labels.

Practical Focus:

As this is a hands-on subject, over 60% of classroom lessons 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

Course Description

Learning in Digital Technologies focuses on developing understanding and computational thinking. You will be engaged in a variety of activities to broaden your experience, such as: exploring the basis of digital hardware, creating simple hardware applications, controlling hardware with code, organising information, creating of web-based information displays, creating a solution through object-oriented programming, cybersecurity and analyse scenarios to create workable solutions to challenges.

Projects include developing a game through Object Oriented Programming, developing webpages, creating a database and accessing it through webpages, using digital solution management cycles to create a DT solution; and relevant progress tests for required knowledge.

Examples of Activities and Assessment

- Simple circuits
- Coding and Programming
- Creating digital solutions
- Formal tests

Pathways to Senior Subjects

- Digital Solutions



DRAMA

Course Description

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

Working with Scripts

This unit re-introduces students to the subject of Drama, exposing them to the idea of roles, relationships and tension within Dramatic action. Students will learn basic stagecraft techniques and beginning acting skills. Students will work towards a polished performance based on a published Australian script.

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.

Class Production

This unit will build on prior skills; giving students the opportunity to collaborate to devise and perform a piece of theatre targeted for a junior primary audience. Students will learn how theatre can be used as a tool to both educate and entertain.

Examples of Activities and Assessment

- Devising original work
- Script analysis and interpretation
- Cooperating and collaborating
- Script writing
- Viewing and critiquing live theatre
- Performance of different theatre styles

Pathways to Senior Subjects

- Drama
- Drama in Practice
- Film, Television and New Media
- Media Arts



ECONOMICS AND BUSINESS

Course Description

Wealth in Motion: Exploring the Forces of Economics

The Year 9 curriculum presents students with a valuable opportunity to expand their understanding of economics and business concepts through an exploration of how different parts of the world's economy connect. This journey starts by introducing the concept of an 'economy' and examining what it means for Australia to be a part of both the Asia region and the global economy. Students will gain insights into how the Australian Government manages resources and money, and the interdependence of participants in the global economy; including the implications of decisions made by individuals, business, and governments. This understanding extends to the collaborative dynamics of a global work environment. Furthermore, the students will delve into the reasons why businesses strive to gain a competitive edge, which can involve innovative approaches. This exploration now expands to include how businesses can use open innovation and social media to their advantage.

Journey into Business: Expedition into Finance

In Year 9 Business, students will explore essential finance concepts and gain insights into the workings of businesses. The curriculum encompasses an in-depth study of the functions of banks, credit unions, and building societies within our economic framework. Students will delve into various investment strategies and develop an understanding of debt management. Moreover, students will acquire the skills to identify and mitigate financial risks, including scams and identity theft, and to implement safeguards for both consumers and enterprises. The course extends to a global perspective, examining how economic trends, technological shifts, and differing viewpoints shape the international financial landscape and the impact this can have on businesses in Australia. Students will develop an imaginative new business idea, tapping into the realms 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 Business
- Economics



FUTSAL

Course Description

The Futsal High Performance Program is offered to Assisi students who have shown (or intend to show) ability and a commitment to play Futsal or any of the associated games that share Futsal skills (e.g. Football, Fut-volley, Fut-tennis and Beach Soccer). The program operates as an "Elective" subject but students applying for a position in the program must meet criteria regarding demonstrated ability and proven or declared commitment.

Students wishing to choose this elective must fill out an official 'Futsal High Performance Program' Application Form and submit it for consideration by the Director of Futsal. Successful applicants will be asked to attend a trial before acceptance is granted into the course.

The overall objectives of the Futsal Program are threefold:


- To develop the Futsal skills, tactics and strategies of students to a high level;
- To use Futsal as a "tool" for educating students in life and curriculum matters;
- To prepare students for employment in aspects of the Sports/Event Management industry.

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is essential to understand the progression the studies intend to follow. Students in the Middle Years Program (Years 7 to 9) will learn the skills, tactics and strategies of the game in order to subsequently use them in the Senior Years Program (Years 10 to 12), which will focus on the Senior students coaching these skills, tactics and strategies to students in the Junior Years Program (Years 4 to 6).

Senior Students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Year students to compete against other schools in the local community.

All Units of Work in the Middle Years (Years 7-9) are built around 5 Key Components:

- **Practical Component:** understanding and applying the skills, tactics and strategies of the game
- **Physiological Component:** improving all components of fitness, emphasising the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity) as well as learning about the prevention and management of injuries.
- **Analytical Component:** analysing and evaluating to identify weaknesses of individual and team play (using video footage, statistics, computer databases or by observing games live) and then proposing and implementing strategies (e.g. a training program) to strengthen the identified weaknesses.
- **Event Management:** preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and externally in the local community.
- **Psychological Component:** studying and applying the mental aspect of the game, including Sports Psychology and the processes of dealing with positive and negative social situations arising from involvement in playing, coaching and organising Futsal (e.g. coping with the contrasting situations of losing and winning, dealing with the various challenges of coaching young children, handling the general public when managing events).

	FUTSAL	
Examples of Activities and Assessment	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ Futsal is an ATAR Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus.	



GEOGRAPHY

Course Description

Year 9 Geographers study two units; Biomes and Food Security and Geographies of Interconnections.

Firstly, in the Biomes and Food Security units, students investigate the different ecosystems in the world and how humans have altered these biomes for their own purposes. They then explore the availability of food in different parts of the world and examine how we try to combat poverty and feed a hungry world. Additionally, we look at the inequities that arise in the food industry in different parts of the world.

In the Geographies of Interconnections unit, students look at the mounting global issue of e-waste and just how many resources are consumed in the process of consumption in a throwaway digital society. Finally, we explore the problems that occur in the travel industry such as child labour, environmental degradation, and economic issues that are related to the industry, including the impact of Covid19.

Examples of Activities and Assessment

- Exams
- Field trips
- Research assessment
- Digital portfolio
- Data representation
- Data interpretation
- Infographic creation

Pathways to Senior Subjects

- Geography



HEALTH

Course 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 habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community and their own health and wellbeing.

In this Year 9, elective students will explore concepts and strategies to evaluate and refine their own and others' health and wellbeing. Students 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 in demonstrating leadership, teamwork and collaboration and identifies support networks within our local area.

The focus areas to be 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

Course Description

Students have prior experience of learning Italian from Years 7 and 8 and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

IT03 – La Dolce Vita

Students will engage in an investigation of the concept of “La Dolce Vita” or “The Sweet Life” in Italian. They will expand their knowledge of vocabulary and grammar to exchange and compare ideas and experiences about their own and others’ personal world. In particular, they will participate in a range of speaking, listening, reading and writing activities to demonstrate their understanding of the Italian language and culture.

IT04 – Buon Viaggio

This elective is a continuation from “La Dolce Vita” and will enable students to explore Italy as a tourist destination. The Italian lifestyle, art, food, fashion, sporting events, architecture and scenic beauty attract some 40 million tourists to Italy each year. Students will develop their language skills to access and exchange information on their journey through Italy. They will also learn about social and cultural practices. Written, aural and oral activities will assist students to develop their communicating and understanding skills, in preparation 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

Course Description

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, 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 all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

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

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students will evaluate the Superhero Universe and analyse how and why media arts concepts are manipulated to construct representations in film and media they experience or produce. They will evaluate how and why production companies use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning. Students will design, pitch, and develop their own Superhero adventure for a Social Media platform, evaluating and applying 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

Course Description

MU02 – ‘Exploring Australian Music’

Students will explore contemporary Australian music and its development since the 1950's. They investigate music of the Aboriginal and Torres Strait Islander peoples to gain an appreciation and understanding of Australia's unique musical heritage. The fundamental elements of music (rhythm, dynamics, tempo, instrumentation, melody, harmony, pitch, form, style and timbre) will be studied and students will experience singing, playing instruments, listening to various musical styles and examples, improvisation and composing. Students will collaborate in groups to research, analyse and perform popular Australian repertoire, further developing their artistry and musicianship. They will also investigate musical anthems and learn how music can be purposefully composed to reflect and represent the identity of various people, places and cultures.

MU03 – ‘I've Got The Blues’

Students will be exposed to the Blues as a powerful form of musical expression. They will study the stylistic features and development of this genre over the past century, identifying and applying characteristics of the style to their own music making and performing. The musical concepts (pitch, duration, expressive devices, structure, timbre and texture) are studied and students will analyse the way these techniques are creatively utilised in popular Blues repertoire to communicate meaning to audiences. Students will be given the chance to compose a Blues composition of their own using modern recording technologies. They will also demonstrate their understanding of the musical concepts associated with the Blues in a live performance task in front of an audience of their peers.

Please note – it is recommended that students choosing Music as a Year 9 elective have some prior experience singing and/or playing an instrument.

Examples of Activities and Assessment

- Exams
- Ongoing observation of practical performances and application
- Research assessment

Pathways to Senior Subjects

- Music



STEM

Course Description

STEM is a 21st Century curriculum that involves teaching Science, Technology, Engineering and Mathematics in a holistic environment, using project-based activities. STEM uses an interdisciplinary and applied approach to learning, that aims to engage students and give them clearer meaning and purpose to these disciplines. STEM involves a real-world problem solving and inquiry-based approach, where students develop and apply their knowledge and skills through project-based challenges. Year 9 Students will study the STEM elective over a period of two terms. The major theme of the learning unit will be addressing social justice issues in Rural Cambodia.

In alignment with catholic social teachings around the dignity of the human being, students advocate for solutions to problems of inequity in the region, of particular interest are the issues facing displaced refugees and migrants in Cambodia, such as energy poverty. The impacts of climate change are also projected to have a disproportionate impact on poorer communities in the region and this global issue will form a major focus of the unit.

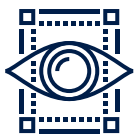
The energy poverty unit provides an opportunity for Year 9 students to apply content knowledge from the Year 8 Science Curriculum in a new context. Knowledge about energy transfers and transformations are applied to the problem of energy poverty. This links to the Global Systems content from Year 10, as well as Senior Biology content on the Carbon Cycle. Students will Apply knowledge of energy transfers and transformations to provide an alternative energy source for cooking in rural Cambodian communities. Students will collect data on the most appropriate biomass fuel to use as an alternative fuel source and will perform statistical tests on experimental data to determine association between biofuel type and energy efficiency. Students will propose a solution to the problem in an open-ended manner, developing their ideas through pitch sessions and extended research. Students will develop and modify prototypes of their solution until they reach a design that they are satisfied meets the design matrix. Expected solutions to the problem include, but are not limited to, a Bio Briquette System, Solar Ovens, a Biogas System, CO2 Sensors and Ventilation Systems.

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

Course Description

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Examples of Activities and Assessment

- Visual Diary
- Research assessment
- Artist Statement
- Resolved Art work/ 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

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