



# CURRICULUM GUIDE

## YEAR 9

2025

# WELCOME

The curriculum and teaching practice at The Lakes College is designed to foster an outstanding commitment to learning and deliver a broad and liberal education through access to a wide range of subjects and disciplines. Our teaching, learning and curriculum philosophy is guided by our pedagogical framework, The New Art and Science of Teaching and a focus on a Growth Mindset; it is underpinned by each students' needs, abilities and interests. Through each of these approaches, we can deliver a teaching and learning program that best facilitates a student's capacity to achieve while empowering them to focus on the process and passions that will enable them to fulfil their potential.

The Lakes College knows that a person's wellbeing is the foundation for them to become a mindful, engaged, connected learner and a leader in their own learning journey. Wellbeing for learning at TLC is explored through the Find Your North wellbeing program and pastoral care program. These programs support students in identifying and nurturing their individual character strengths. Furthermore, the programs foster mindfulness, connection, curiosity, purpose, emotional and social intelligence and gratitude through their exploration of the science of wellbeing. These understandings enable students to realise the importance of metacognition (learning how to learn), motivation and self-discipline in reaching their personal and academic goals. Learning how to develop a consistent approach to mindset, self-regulation, time management, organisation and goal setting will build an agile, perceptive and change-ready student with a highly developed sense of learner agency. The unique culture of the TLC community, combined with our dedicated, innovative educators and the diverse learning pathways, nourish the hearts of our students which leads to flourishing minds.

The introduction of the Australian Tertiary Admission Rank (ATAR) in 2019, combined with the continued rollout of the Australian Curriculum, has given our College the scope to redefine how our teachers teach and how our students learn. Consequently, there has been greater attention given to how students study, the skills and abilities required to be successful in a constantly evolving 21st-century landscape, and the mindset needed to negotiate life at school and beyond successfully. As your child moves into the next phase of their education, it is essential to remember that they should choose subjects that:

- They enjoy
- They will achieve in
- Reflect their future aspirations
- Provides the kind of educational program the student and the family value.

As a Uniting Church school, our curriculum, teaching and learning approach is underpinned by our Christian values. We believe that the most effective instructional program appeals not only to the mind, but also to the heart; encouraging and inspiring students to enquire, to analyse and to act. The basis for sound teaching and learning is a respect for the exercise of those capacities of feeling and thought which enhance the dignity of all men and women and an application of the uniqueness and potential of each human being.

The Alice Springs (Mparntwe) Education Declaration (2019) sets out the national vision for education, promoting excellence and equity, emphasising the development of young Australians becoming confident and creative individuals, successful lifelong learners, and active and informed members of the community. In Year 9, students are taught the skills to prepare for senior school and life after school successfully. In this phase of their schooling, students will be supported to become successful learners through the core subjects of English, Mathematics, History, Geography, Science, Health and Physical Education, and Faith and Values Education. Students will also have the opportunity to study an exciting array of elective courses, including Chinese, Digital Technologies, Food and Textile Technology, Visual Arts, Media Arts, Music, Industrial Arts, Dance, STEM (Science, Technology, Engineering and Mathematics), Drama, ICT, (Information and Communication Technology), and Business Studies.

We believe that the development of enquiring minds demands an environment of freedom, opportunity and support, established and sustained by a commitment to thoughtful participation in a rigorous and varied educational program. We encourage our students to nurture their skills and talents, develop respect for hard work and a love of learning that will endure for a lifetime.

**Mr Mathew Stein**  
**Deputy Principal | Curriculum, Professional Practice & Transformation**

# LAKES LEARNER CAPABILITIES

A Lakes Learner is first and foremost a spiritual being, uniquely gifted and created by God; they are a person of unwavering faith. Through careful consultation with students, teachers and the community, we are proud to affirm that, from this spiritual foundation, a Lakes Learner embodies the capabilities of being Knowledgeable, Connected, Curious and having a depth of Character.

As our school motto reminds us, "To Your Faith add Knowledge" - and now, we also emphasise the significance of Connection, Curiosity, and Character.



A Lakes Learner is a critical and creative thinker who diligently connects new information with what they already know. Through the acquisition of knowledge and skills, they aspire to be responsible global citizens, equipped with an ethical frame of reference and intercultural awareness. Digital literacy and real-world learning experiences empower a Lakes Learner to be a well-rounded thinker who is poised to embrace lifelong learning with enthusiasm and passion.



Lakes Learners value inclusivity, acceptance and a sense of belonging. They embody these values by showing compassion and empathy towards others. Through these personal and social capabilities, a Lakes Learner builds authentic, just, and genuine connections within the school community and beyond. They aim to create meaningful connections with First Nations Peoples, seeking to learn more about 'truth telling' and extend their understanding on contemporary Aboriginal and Torres Strait Islander communities. In addition to their connections with people, they are also mindful of their relationship with the environment and the world around them. A Lakes Learner is a responsible steward of local, regional, and global environments and cultures.



A Lakes Learner holds a curious and innovative mind that sparks with wonder as they extend their learning. With a natural inclination towards divergent thinking, they use the power of inquiry to solve problems, test hypotheses and work collaboratively. As a future-focussed thinker with an internal drive to create, the Lakes Learner is constantly ideating and crafting innovative solutions.



A Lakes Learner embodies resilience, leadership, and strong character in times of change. They prioritise relationships and community to make a positive impact on the world through passion and respect. They understand that taking risks is a path towards growth, fulfilment and innovation, and they understand that failure can be an opportunity for lifelong learning. A Lakes Learner is a self-directed and self-aware individual who values emotional intelligence and knows that great courage can be shown through vulnerability. Through evidence-based wellbeing and outdoor education programs, Lakes Learners develop and maintain good emotional and mental health strategies and learn to cultivate the skills needed to support their own wellbeing, as well as the wellbeing of those around them.

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# STUDENT WELLBEING

The Lakes College knows that a person’s wellbeing is the foundation for a student to become a mindful, engaged, connected learner, and a leader in their own learning journey. The Lakes College focuses on enhancing contextual wellbeing within the community through providing opportunities:



Wellbeing is further amplified for students through the Find Your North Wellbeing program and Pastoral Care program. Each program is evidence based and has a specific role providing opportunities to build the resilience of adolescents. According to Dr Helen Street (2022), ‘Resilience is:

- Related to our social identity, our ongoing creation and recreation as a person
- About fluidity, flexibility, and the ability to live according to the deepest sense of who we are
- A deep knowing that everything changes (connect really deeply but also being able to let go)’.

*Or simply put* ‘Resilience is our capacity to embrace strong, deep connections within the context of our lives, while knowing and accepting that they are temporary.’ And to do this, an individual needs to recognise and understand their own emotions and others and take a metacognitive approach emotional self-regulation.



Student Wellbeing at The Lakes College is researched based and integrated into all aspects of College life: Pastoral Care, teaching and learning, and connection and belonging within the community, to support students to find their north so their minds are nourished and then hearts may flourish. Students are nurtured through their individual character strengths and encouraged to lead with their virtues, and to respect other students’ and staff unique strengths. The Wellbeing framework at the College has been developed and divided into four Wellbeing domains: social, emotional, intellectual and physical. The Wellbeing program ‘Find your North’ is delivered to students as weekly 45-minute lessons and the Pastoral Care lessons are delivered across three 25-minute lessons per week, from Monday-Wednesday.

# CURRICULUM OVERVIEW

Students in Year 9 study in each of the curriculum areas of the Queensland Curriculum and Assessment Authority (QCAA) P-10 curriculum framework. Work programs are based on the Australian curriculum.

In Year 9, students must study English, Mathematics, Science, Humanities, Wellbeing Health and Physical Education, Religious and Values Education. Of the elective units, students must choose **three** to study for the full year.

Subject	Number of Lessons / Week
English	5
Mathematics	5
Science	4
Humanities	4
Wellbeing Health and Physical Education (WHPE)	4
<b>Electives:</b> Business and Economics, Legal Studies, Dance, Drama, Music, Media Arts, Visual Art, Chinese (LOTE), Digital Innovation, Creative Coding, STEM, Industrial Arts, Food Technology.	3 X 3 Lessons
Faith and Values Education	1
Assembly/Chapel	1
Sport/NISSA	3
<b>Total</b>	<b>3</b>

## Subject Progression Sequence - Year 7-12

KLA		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11/12
	English	English	English English Horizons^^	English English Horizons^^	English Literature^^	EALD English English & Literature Essential English* Extension^^ Literature
	Mathematics	Mathematics	Mathematics Mathematics Horizons	Mathematics Mathematics Horizons	General Mathematics Mathematics Horizons^^ Introduction to Specialist Mathematics	Essential Mathematics* General Mathematics Mathematical Methods Specialist Mathematics
	Science	Science	Science	Science	Biology Step Up Chemistry Step Up Physics Step Up Psychology Step Up Science in Practice*	Biology Chemistry Physics Psychology Science in Practice*
	Humanities & Social Sciences	Humanities Business & Economics	Humanities Business & Economics Legal Studies	Humanities Business & Economics Legal Studies	Business & Economics Geography History Legal Studies	Business Economics Geography Legal Studies Modern History
	The Arts	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Drama Music Visual Art	Drama Music Music Extension^^ Visual Art
	Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM	Construction Skills** Digital Solutions Engineering Food and Nutrition Information & Communication Technology (ICT)*	Digital Solutions Engineering Food and Nutrition Information & Communication Technology (ICT)*
	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Physical Education	Health Physical Education
	LOTE	Chinese	Chinese	Chinese	Chinese	Chinese

Applied

^some additional costs apply

^^some conditions apply

Elective subjects require minimum student numbers to ensure they are viable. The final decision regarding class feasibility remains with the Head of Secondary

# BUSINESS & ECONOMICS

Through the study of Economics and Business, students explore the Australian economy. They will be working towards understanding the position we have in the global economy, what imported products are in our local shops, supply chains and the importance of transnational companies. They look at the importance of managing financial risk. Making financial decisions can be risky but those risks can be minimised. A wise money manager knows that making financial decisions requires balancing the financial risks against the rewards through appropriate risk-management strategies. Students will consider the concept of competition in the marketplace.

## How are students assessed?

In Year 9 Business & Economics, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Skills

## What is studied?

The following is an overview for Economics & Business in Year 9:

YEAR 9			
Semester 1 (Economics)		Semester 2 (Business)	
<b>Participants of the Global Economy</b> <ul style="list-style-type: none"> <li>• Impacts of global trade</li> <li>• Global supply chains</li> <li>• CSR</li> <li>• Benefits of global trade</li> </ul>	<b>Trade patterns with Asia</b> <ul style="list-style-type: none"> <li>• Investigation into an Asian trade partner</li> <li>• Data Collection</li> <li>• Interpretation of findings</li> <li>• The triple bottom line</li> </ul>	<b>Financial Risks and Rewards</b> <ul style="list-style-type: none"> <li>• Role of Banks</li> <li>• Investments</li> <li>• Consumer protection</li> <li>• Budgeting</li> <li>• Buying an asset (House or car)</li> </ul>	<b>Business planning and marketing (Entrepreneurship)</b> <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Costs and Finances</li> <li>• Business planning</li> <li>• Run a small business</li> </ul>

# CHINESE

Through the study of Chinese, students use their existing understandings about languages and cultures to further develop their repertoire to communicate in intercultural situations. They develop a deepening understanding of how culture is reflected in modern Chinese language, and become more competent in using functions, conventions and structures in Chinese. They continue to appreciate the complexities of cultures, particularly in relation to the less visible dimensions, and their dynamic and flexible nature. They further develop their understanding of the role of proficiency in other languages in the contemporary world of work, intercultural contact and globalisation. Students learning Chinese further expand their understanding and appreciation of cultural diversity expressed in Chinese and the influence of language on material and non-material elements of culture.

How are students assessed?

In Chinese, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Understanding language and culture
- Communicating meaning in Chinese

## What is studied?

The following is an overview for Chinese in Year 9.

YEAR 9			
Semester 1		Semester 2	
<ul style="list-style-type: none"> <li>• Festivals and Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• School Timetable and Daily Routine</li> </ul>	<ul style="list-style-type: none"> <li>• The World Around Us: Weather, seasons, and clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Student Exchange and Global Education</li> </ul>

# CREATIVE CODING

The Creative Coding course provides students with the knowledge, skills, processes and understandings of the systems that support digital technology. Through the study of Creative Coding students will use their understandings of the relationships between technology and society to consider the roles people play in shaping products and processes. They use their imagination and creativity to investigate and identify needs, wants, design specifications and constraints. Creative Coding is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of technology, and to be responsive to emerging technologies and trends. Creative Coding involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions. The Creative Coding course provides students with the knowledge, skills, processes and understandings of the systems that support technology.

This will be achieved by a combination of theory and practical work, with more emphasis on the latter.

## How are students assessed?

In Creative Coding, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Project
- Folio of Work

## What is studied?

The following is an overview for Creative Coding in Year 9.

YEAR 9	
Semester 1	Semester 2
<p><b>Coding with a Micro:bit and Python</b></p> <ul style="list-style-type: none"> <li>• Students explore how digital systems and data are used to solve real-world problems. Using Micro:bit microcontrollers and coding in Python, students will design and build their own smart technologies – like automatic lighting, sensors, or traffic systems.</li> </ul>	<p><b>Game Design &amp; Cyber Security</b></p> <ul style="list-style-type: none"> <li>• This unit challenges students to think creatively and critically as they design and develop their own Python-based computer game. Students will learn how to use variables, loops, conditionals and functions to build engaging, interactive gameplay while exploring key design processes and user experience principles. In the second half of the term, students dive into the world of Cyber Security, investigating how personal and organisational data can be protected online.</li> </ul>

# DANCE

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance. They extend their aesthetic understandings of dance elements and languages. They create their own performances and present and respond to their own and others' performance works, considering intended audiences and intended purposes. They investigate how dance is used to celebrate and challenge perspectives of Australian identity.

Students will select and use tools and technologies, in purposeful ways. They will make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

## How are students assessed?

In Dance, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

## What is studied?

The following is an overview for Dance in Year 9:

YEAR 9			
Semester 1		Semester 2	
<b>Dance My Way</b> <ul style="list-style-type: none"> <li>• Create and perform a devised dance sequence that communicates aspects of personal identity.</li> <li>• Develop understanding of choreographic intent by exploring how meaning is communicated through the elements of dance (space, time, dynamics, and relationships).</li> </ul>	<b>Fusion Dance</b> <ul style="list-style-type: none"> <li>• Learn and perform a hip hop dance sequence taught by a visiting artist or external dance practitioner, demonstrating safe dance practices and technical skills.</li> <li>• Experiment with dance fusion by combining the learned hip hop sequence with original contemporary movement, applying choreographic devices to create a cohesive composition.</li> </ul>	<b>World Dance</b> <ul style="list-style-type: none"> <li>• Learn and perform a culturally significant dance sequence, exploring movement practices from diverse world cultures.</li> <li>• Refine technical and expressive dance skills, applying the elements of dance to enhance performance quality.</li> <li>• Analyse and respond to a live dance performance.</li> </ul>	<b>Celebration Dance</b> <ul style="list-style-type: none"> <li>• Choreograph dance movement sequences for junior dancers that reflect various celebrations.</li> <li>• Develop a Dance Project in collaboration with primary students, integrating their ideas and creativity.</li> </ul>

# DIGITAL INNOVATION

In *Digital Innovation*, students explore how digital technologies can be used to solve problems, communicate ideas, and design solutions that make a difference in the real world. Across the year, students will learn how to think critically, design creatively, and work both independently and in teams to create digital products that meet specific needs.

This course is split into two main focus areas: App Design and Data Collection, Analysis and Data Visualisation.

Throughout the year, students will:

- Generate and communicate design ideas.
- Develop and evaluate digital solutions.
- Select and apply appropriate tools, techniques, and technologies.
- Use data and information creatively and ethically.
- Reflect on their learning and make recommendations for improvement.

Students will work through a combination of theory and hands-on practical tasks, with a strong focus on project-based learning and real-world applications.

## How are students assessed?

In Digital Innovation, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Project
- Folio Task
- Demonstration

## What is studied?

The following is an overview for Digital Innovation in Year 9:

YEAR 9	
Semester 1	Semester 2
<b>App Design</b> <ul style="list-style-type: none"> <li>• User interface and user experience (UI/UX) principles.</li> <li>• Planning and wireframing tools to design app screens and functionality.</li> <li>• Basic programming and logic for app development.</li> <li>• Evaluation of apps against user needs and feedback.</li> </ul>	<b>Data Collection, Analysis and Data Visualisation</b> <ul style="list-style-type: none"> <li>• Collect and analyse real-world data.</li> <li>• Use spreadsheets and data analysis tools.</li> <li>• Create visual representations of data such as charts, infographics, and dashboards.</li> <li>• Reflect on how data visualisation supports decision-making.</li> </ul>

# DRAMA

In an enjoyable class, students are taken beyond what they know, and are empowered to advance their skills, knowledge and abilities. Students will select and use tools and technologies, including information and communication technologies (ICT), in purposeful ways. Students will take risks and solve artistic problems, whilst comprehending the dramatic elements, skills and processes. They will consider purpose and context to create and present art works, and to communicate their own arts practice and that of others. They investigate how drama is used to celebrate and challenge perspectives of Australian identity.

Students are given opportunities to devise, direct, create, choreograph, write, act and critique in a range of practical and cognitive activities. Students are taught to challenge themselves and their peers as they prepare for adulthood. They are provided with authentic audiences, risks, support and the chance to creatively express themselves as an individual. Students express ideas about social, cultural, historical and spiritual contexts within drama.

## How are students assessed?

In Drama, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

## What is studied?

The following is an overview for Drama in Year 9:

YEAR 9	
Semester 1	Semester 2
<p><b>Magical Realism</b></p> <ul style="list-style-type: none"> <li>• Confidence, retaining information and stage presence</li> <li>• Monologue performance</li> </ul> <p><b>Contemporary Theatre</b></p> <ul style="list-style-type: none"> <li>• Convention breakdown, analysis and written communication</li> <li>• Dramatic meaning communicated through an extended response</li> </ul>	<p><b>Greek Theatre</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance and teamwork</li> <li>• Skills of acting, gesture and non-verbal communication</li> <li>• Introduction to Greek Theatre and History</li> </ul> <p><b>Realism</b></p> <ul style="list-style-type: none"> <li>• Clear communication, facilitating a team and problem solving</li> <li>• Practical Directing and the creative process</li> </ul>

# ENGLISH

Through the study of English, students use their imagination, creativity, and personal views of the world to make sense of significant issues and events that are of interest to them. They identify how people, characters, places, events, concepts, and issues are represented in texts to position audiences. They recognise how English relates to their own lives and to cultural issues within the wider community.

Students will individually and collaboratively interpret and construct texts by understanding the audience, subject matter, and purpose, and by applying their knowledge of language elements and texts. They will develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing, and designing, and how they see themselves as users of English. They reflect on language choices and how they can apply their learning to future applications.

## How are students assessed?

In Year 9 English, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Listening, speaking, and creating
- Reading and viewing
- Writing and creating

## What is studied?

The following is an overview for English in Year 9:

YEAR 9	
Semester 1	Semester 2
<ul style="list-style-type: none"> <li>• Reading Between the Lines: Adolescents in texts -novel study</li> <li>• Game Over: Values in video games - examining blog texts and how video games offer valuable lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing the Boundaries: Poetry and songs as social commentary – poetry study</li> <li>• The Power of Persuasion: Advocating for change – persuasive speaking to advocate</li> </ul>

# ENGLISH HORIZONS

The English Horizons program is an extension and acceleration program that provides an alternative horizon for high-achieving English students which nurtures and stretches their talents. Underpinned by a model of philosophical inquiry, students deeply engage with the Australian Curriculum while also stretching their imagination, creativity and personal views of the world through critical and creative thinking. Students collaboratively develop and test deep philosophical questions relating to the texts they are studying to gain a broader understanding of how people, characters, places, events, concepts, and issues are represented in texts to position audiences and how this connects to both their lives and the wider community. In doing so, English Horizons empowers students to engage with reality and challenge it.

Students will individually and collaboratively interpret and construct texts by understanding the audience, subject matter and purpose, and by applying their knowledge of language elements and texts. They will develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on language choices and how they can apply their learning to future applications.

## How are students assessed?

In English Horizons, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Listening, speaking, and creating
- Reading and viewing
- Writing and creating

## What is studied?

The following is the core structure for English Horizons in Year 9. Please note, while there is a base text per unit, students collaboratively develop philosophical inquiry questions that guide the direction of the unit, and the texts studied; there are some example questions below.

YEAR 9	
Semester 1	Semester 2
<ul style="list-style-type: none"> <li>• Media study: Documentary films and news media texts               <ul style="list-style-type: none"> <li>○ How does art imitate life?</li> <li>○ What are truth and reality?</li> </ul> </li> <li>• Novel study: <i>The Book Thief</i> by Markus Zusak               <ul style="list-style-type: none"> <li>○ How does war affect individuals and society?</li> <li>○ How do unconventional narratives appeal to readers and create layers of meaning?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Film study: Student-selected Australian film               <ul style="list-style-type: none"> <li>○ How do texts challenge societal issues?</li> <li>○ How do biopics reflect lived experience?</li> </ul> </li> <li>• Playscript study: <i>The Crucible</i> by Arthur Miller               <ul style="list-style-type: none"> <li>○ How are we impacted by our sense of social justice?</li> <li>○ How does gossip and fake news lead to cancel culture?</li> </ul> </li> </ul>

## Who can be involved?

Involvement in the Horizons program is via invitation from the Head of Faculty – English who considers a student's:

- Year 8 English results
- NAPLAN and PAT data
- passion for English
- qualities of being self-regulated, self-driven, and curious.

# FAITH AND VALUES EDUCATION (FAVE)

**Religious Literacy:** Faith and religion contribute to the fabric of Australian Culture. Individual communities and Australian culture as a whole are more likely to construct a tolerant society when their members are literate in their own faith traditions and understand the faith traditions of others. Religious literacy can be defined as the flexible mastery of a repertoire of practices related to the discourse of religion. To achieve this literacy, students will use spoken, written and multimedia texts of traditional and new communications technologies as part of the subject Faith and Values Education (FAVE). Students will be encouraged to think critically, creatively and constructively in developing their religious literacy. <sup>1</sup>

**Making Meaning:** The search for meaning to life is an important part of the human condition. The study of Faith and Values Education (FAVE) seeks to enable students from various cultural, social, linguistic and economic backgrounds to learn about and reflect upon the meaning of human life. It is intended that students will gain knowledge and understanding of the influence that values, belief systems or faith traditions have on their own and other people's meaning making. FAVE encourages students to develop ethical attitudes and behaviours required for their effective participation in the human community. <sup>1</sup>

## What is studied?

The following is an overview for FAVE in Year 9:

YEAR 9			
Semester 1		Semester 2	
<b>Religious Literacy</b> <ul style="list-style-type: none"> <li>• Forgiveness</li> <li>• Sin &amp; Grace</li> <li>• Serving self &amp; Others</li> <li>• Gifts and Skills</li> <li>• Made in the image of God</li> <li>• Easter</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Life &amp; Death</li> <li>• Healing and wholeness</li> <li>• Our bodies and God</li> <li>• Free will</li> <li>• Using Possessions</li> </ul>	<b>Religious Literacy</b> <ul style="list-style-type: none"> <li>• New &amp; Old Testament</li> <li>• Uniting Church perspectives</li> <li>• Enlightenment perspectives</li> <li>• Human nature</li> <li>• Christmas</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Life and Death</li> <li>• Forgiveness</li> <li>• Doubt</li> <li>• The Justice of God</li> <li>• Suffering</li> <li>• Resurrection/Reincarnation</li> <li>• Mercy</li> </ul>

# FOOD TECHNOLOGY

Food Technology encompasses the core concepts of the Design and Technologies curriculum in the contexts of Food Specialisations and Food and Fibre Production. Food Technology subjects engage students in creating quality designed solutions for identified needs and opportunities, by considering a range of factors that contribute to sustainable futures. The core concept of Food Technology is teaching students to become innovative change-makers as they apply design and systems thinking and problem-solving processes to real-world problems.

How are students assessed?

In Food Technology, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding (Concepts)
- Processes and Production Skills (Practical)

## What is studied?

The following is an overview for Food Technology in Year 9:

YEAR 9	
Unit Overviews	Assessment
<b>Unit 1 – Around the World</b>	
In the Year 9 Food Technologies unit " <i>Around the World</i> ," students embark on a culinary journey that explores the rich diversity of global food cultures. Through hands-on cooking experiences and cultural investigations, students examine traditional ingredients, cooking methods, and the social significance of food in various regions across the globe. This immersive unit encourages students to think creatively, develop practical culinary skills, and deepen their understanding of cultural traditions and global perspectives.	Folio Practical Performance
<b>Unit 2 – Food for Thought</b>	
Students investigate the social, economic, and environmental factors that influence access to nutritious food. Through real-world scenarios and practical activities, students explore the rising cost of living, develop personal and household food budgets, and design affordable, nutritious meals. They also examine the impact of food insecurity and food waste on individuals and communities, learning strategies to reduce waste and make sustainable food choices. This unit empowers students with the knowledge and skills to make informed and sustainable decisions about food, while developing a deeper understanding of equity in the food system.	Folio Practical Performance
<b>Unit 3 – Styled to Serve</b>	
With a focus on food presentation and styling, students explore the art of making food look as good as it tastes. Through hands-on activities and visual inspiration, students learn key principles of plating, colour balance, texture contrast, and creative styling techniques used in both home kitchens and the food industry. They experiment with garnishing, arrangement, and modern presentation trends to elevate everyday dishes into visually appealing creations. This unit encourages attention to detail, creativity, and an appreciation for the visual impact of food.	Project Practical Performance

# GEOGRAPHY (AS PART OF THE HUMANITIES COURSE)

The Year 9 Geography curriculum will be delivered as part of the Humanities course. Through the study of Geography, students develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world by providing students with a sound geographical knowledge of their own place, of Australia, and of the world. Geography enables students to explore and gain a good understanding of geographical thinking including perspectives, concepts and ways of explaining. It encourages students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places. It can develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways.

## How are students assessed?

In Geography, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Skills

## What is studied?

The following is an overview for Geography in Year 9:

YEAR 9	
Depth Study 1: Biomes and Food Security	Depth Study 2: The Geography of Interconnectedness
<ul style="list-style-type: none"> <li>• Forests</li> <li>• Deserts</li> <li>• Grasslands</li> <li>• Polar Regions</li> <li>• Climate and Food Security</li> <li>• Soil and Food Security</li> <li>• Where our food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• How people impact interconnections</li> <li>• Culture</li> <li>• Field study of a local area:               <ul style="list-style-type: none"> <li>○ Observations</li> <li>○ Methodology</li> <li>○ Mapping</li> <li>○ Findings</li> </ul> </li> </ul>

# HISTORY (AS PART OF THE HUMANITIES COURSE)

The Year 9 Geography curriculum will be delivered as part of the Humanities course. Through the study of History, students develop their knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future. Students will develop a critical perspective on received versions of the past and learn how to compare different accounts so that the conflicts and ambiguities are appreciated. Through comparative historical analysis and critical appraisal of evidence, history contributes to an active and informed democratic citizenship. Factual knowledge is essential to historical understanding. Without knowledge of chronology, geography, institutional arrangements, material circumstances and belief systems, no student inquiry on a past period — however well intended — will lead to understanding.

## How are students assessed?

In Year 9 History, students demonstrate evidence of their learning over time in relation to the following National Curriculum standards:

- Knowledge and Understanding
- Skills

## What is studied?

The following is an overview for History in Year 9:

- Making A Better World: The Industrial Revolution (1750 – 1914)
- World War One (1914 – 1918)

YEAR 9	
Depth Study 1: The Industrial Revolution	Depth Study 2: World War 1
<ul style="list-style-type: none"> <li>• Britain's place in the Industrial Revolution</li> <li>• Population growth</li> <li>• Children during the Industrial Revolution</li> <li>• Luddites</li> <li>• India's De-industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline of events</li> <li>• Cause of WW1</li> <li>• The rise of imperialism</li> <li>• Assassination of Franz Ferdinand</li> <li>• Why Australia joined the war</li> <li>• The Western Front</li> </ul>

# INDUSTRIAL ARTS

Students will be exposed to a workshop environment where they will explore and develop practical skills with hand tools, basic workshop machinery, and develop critical problem-solving skills through implementing the design process with computer assisted drawing skills. Students will learn to identify hazards and employ control measures to ensure safe workshop practices. Safety will be embedded in all aspects of practical work.

In Year 9 students will participate in a two-semester program as an elective subject. During this stage students will be introduced to different timber joining techniques and to multiple materials. This program focuses on the design process as required to design and develop aspects of project work.

## How are students assessed?

In Industrial Arts, students must demonstrate evidence of their learning over time in relation to the following assessment techniques:

- Folio of Work.
- Practical Projects

## What is studied?

The following is an overview for Industrial Arts in Year 9:

YEAR 9		
Subject Content	Assessment	Duration
<ul style="list-style-type: none"> <li>• Workshop Safety – Hazard Identification</li> <li>• Introduction to Timber Joining Techniques</li> <li>• Introduction to the Design Process and Sustainability</li> <li>• Hand Tool Skills</li> <li>• Machine Operation</li> </ul>	2 Practical Projects 2 Project Folios	2 Semesters

# LEGAL STUDIES

Through the study of Civics and Citizenship, students explore Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

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

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

## How are students assessed?

In Civics and Citizenship, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Skills

## What is studied?

The following is an overview for Legal Studies in Year 9:

YEAR 9	
Semester 1	Semester 2
<b>Choosing a Government:</b> <ul style="list-style-type: none"> <li>• Different political parties</li> <li>• Voting and the federal electoral process</li> <li>• Political campaigns</li> <li>• Formation of government</li> <li>• Role of the Prime Minister and Cabinet</li> </ul>	<b>The Court and the Justice System:</b> <ul style="list-style-type: none"> <li>• The court hierarchy</li> <li>• The roles of particular courts</li> <li>• Different courts, different jurisdictions</li> <li>• The making of laws</li> <li>• Australia's justice system</li> </ul>

# MATHEMATICS

By the end of this year of study, students will have deepened their understanding of mathematical concepts and processes, equipping them to tackle real-life problems. They will have built a strong set of problem-solving strategies and skills by engaging in challenging tasks and projects. With guidance from their teachers, students will also develop the resilience to persist through challenges and learn from their mistakes.

## How are students assessed?

In Mathematics, students demonstrate evidence of their learning over time:

- Examinations (end of semester)
- Problem solving and modelling project

## What is studied?

The following is a list of topics based on ACARA Mathematics Version 9.0. Please note the teaching sequence may not follow the sequence given in the list provided.

YEAR 9	
Content to be covered	
<ul style="list-style-type: none"> <li>• Number skills and index laws</li> <li>• Algebra</li> <li>• Congruence and similarity</li> <li>• Pythagoras' and Trigonometry</li> <li>• Linear and non-linear equations</li> <li>• Proportion and rates</li> </ul>	<ul style="list-style-type: none"> <li>• Financial mathematics</li> <li>• Measurement</li> <li>• Probability</li> <li>• Statistics</li> <li>• Quadratic equations and graphs</li> <li>• Algorithmic thinking</li> </ul>

# MATHEMATICS HORIZONS

Mathematics Horizons is an invitation only subject designed at accelerating and challenging students who have demonstrated exceptional mathematical understanding and problem solving. Students will work at an accelerated pace and focus not only on content acquisition but the skills to unpack problems, develop mathematical models and refine these models to produce innovative and creative solutions.

## How are students assessed?

In Mathematics Horizons, students demonstrate evidence of their learning over time:

- Examinations (end of term/semester)
- Problem solving and modelling project

Student formative assessment will support students to learn the skills needed for successful completion of the summative Project and/or Examination in each semester.

## What is studied?

Mathematics Topics in Year 9 Horizons. This is an indicative list of the topics across Year 9 and 10 ACARA Mathematics Version 9.0

YEAR 9	
Content to be covered	
<ul style="list-style-type: none"> <li>• Pythagoras' and Trigonometry</li> <li>• Linear and non-linear equations</li> <li>• Proportion and rates</li> <li>• Statistics</li> <li>• Quadratic equations and graphs</li> <li>• Algebra and equations</li> <li>• Sketching and solving simultaneous equations and inequations</li> <li>• Surface area and volume</li> <li>• Indices</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Representing and interpreting data</li> <li>• Probability</li> <li>• Geometry and congruence</li> <li>• Algorithmic thinking</li> <li>• Financial mathematics</li> </ul>

# MEDIA ARTS

Through the study of Media Arts, students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through media. Students will analyse media samples that they watch, read and hear to become informed and critical consumers of media formats. They will investigate how media arts are used to celebrate and challenge perspectives of Australian identity. By developing multimedia presentation and publication skills in the creation of various projects, students will learn how to manipulate various media to influence a given audience.

Students will select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They will make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present media works, and to communicate their own arts practice and that of others.

## How are students assessed?

In Media Arts, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

## What is studied?

The following is an overview for Media Arts in Year 9:

YEAR 9	
Semester 1	Semester 2
<b>Film Trailer</b> <ul style="list-style-type: none"> <li>• Understanding stylistic features of film trailers</li> <li>• Developing analytical and evaluative writing skills</li> <li>• Refine camera and editing techniques</li> <li>• Presenting and performing to an audience</li> <li>• Gaining collaboration skills</li> </ul>	<b>Promotional Portfolio</b> <ul style="list-style-type: none"> <li>• Independent learning and development of specific genre skills</li> <li>• Poster and Marketing techniques</li> <li>• Programming conventions</li> <li>• Understanding various genres</li> <li>• Enhance sound, camera and editing techniques.</li> <li>• Production advertisements and organization</li> </ul>

# MUSIC

Through the study of Music, students will use their creativity, imaginations and senses to express ideas about cultural, social, historical and spiritual contexts through music. They will explore different genres and styles of music, as well as music from other cultures and eras, including Aboriginal, Torres Strait Islander, and Asian cultures.

Throughout each semester, students will engage in the following strands:

- Creating and making – compose music with reference to the styles and genres studied, using conventional pen and paper, as well as music software on the computer,
- Exploring and responding - analyse and evaluate the use of the elements of music and defining characteristics from different musical styles that relate to their unit of study. Discuss how their interpretations of music from other cultures, times and places influenced their composition.
- Presenting and performing – perform music, on their own instrument and/or keyboard and guitar and sing, as soloists and/or in small groups.

## How are students assessed?

In Music, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

## What is studied?

The following is an overview for Music in Year 9:

YEAR 9	
Semester 1	Semester 2
<p><b>Rock Music</b></p> <ul style="list-style-type: none"> <li>• Students will study the basic characteristics of rock music: the instrumentation, rock song form, improvisation and rock beat.</li> <li>• Using learned knowledge and skills, students will perform as part of a rock band and compose their own rock song.</li> </ul>	<p><b>VGM (Video Game Music)</b></p> <ul style="list-style-type: none"> <li>• Students will discover the different ways composers manipulate the music elements to portray character and storyline in VGM.</li> <li>• Through their learned knowledge, students will deconstruct music used for Video Games and use their findings to perform and compose their own music.</li> </ul>

# SCIENCE

Through science, students use their curiosity and knowledge to explore the world, learning that science is a constantly evolving body of knowledge shaped by human observations. They understand that science is a way of thinking, helping them make informed decisions about real-world issues. Students also recognise the rich history of science and its diverse career opportunities. By engaging in hands-on projects, both individually and collaboratively, they develop scientific skills, identify problems, and conduct investigations. Along the way, they use a variety of tools and technologies, including ICTs, to enhance their learning.

## How are students assessed?

In Year 9, students demonstrate evidence of their learning in Science Understanding, Science as a Human Endeavour and Science Inquiry through investigation, experimental investigation and examination.

## What is studied?

The following is the Science Understanding structure for Science in Year 9. Science as a Human Endeavour and Science Inquiry descriptors are embedded in every unit of student. The order presented may not reflect the teaching order.

YEAR 9			
<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>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 (AC9S9U01)</li> <li>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 (AC9S9U02)</li> </ul>	<p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere) (AC9S9U03)</li> </ul>	<p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>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 (AC9S9U06)</li> <li>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 (AC9S9U07)</li> </ul>	<p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena (AC9S9U04)</li> <li>apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations (AC9S9U05)</li> </ul>

# STEM

STEM is an approach to learning that uses Science, Technology, Engineering and Mathematics as access points for guiding student inquiry, dialog and critical thinking. STEM is a subject that will nurture students' interests and love of learning through a project-based approach that emphasizes thinking skills as well as inspires innovation and creativity. Students develop life-long skills in preparation for the rapidly changing world in which we live.

## How are the students assessed?

Units in STEM are project based, which involves understanding and skills in computational thinking such as decomposing problems and prototyping, and engaging students with a wider range of systems. Due to the nature of this course, the units are flexible.

## What is studied?

The following is the core structure for STEM in Year 9:

YEAR 9	
Semester 1	Semester 2
<p><b>Project 1: Propeller Car</b></p> <ul style="list-style-type: none"> <li>Students research and design a working propeller car. They will have the opportunity to 3D Print a propeller and test their design their prototypes using motors before refining their designs.</li> </ul>	<p><b>Project 2: Roller Coaster</b></p> <ul style="list-style-type: none"> <li>In this unit, students learn about kinetic and potential energy, gravity, and friction, using 3D modeling software to create their own roller coaster designs. After constructing scale models, students will test and refine their coasters, ensuring they are both thrilling and safe.</li> </ul>

# VISUAL ARTS

Through the study of Visual Arts, students acquire the necessary knowledge, understanding, and skills through both responsive and creative tasks. Each semester, students enhance their awareness of how and why artists, craftspeople, and designers realise their ideas. They refine their personal aesthetic by engaging perceptively and conceptually as both artists and audiences. Students will explain the diverse interpretations of artworks from different viewpoints and research the characteristics, qualities, properties, and limitations of materials, technologies, and processes.

Students will develop an understanding of the roles of both artists and audiences, using historical and conceptual frameworks to critically reflect on visual arts. They will adapt and apply ideas and practices from established artists to inform their personal aesthetic, ensuring adherence to safe practices and the use of sustainable materials, techniques, and technologies.

## How are students assessed?

In Visual Art, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

The following is an overview for Visual Art in Year 9:

YEAR 9	
Semester 1	Semester 2
<p><b>Stories through Art</b></p> <ul style="list-style-type: none"> <li>• Study the evolution of stories and ways of communication through visual documentary</li> <li>• Explore and experiment with multiple techniques and processes</li> <li>• Use personal stories and experiences to portray meaning in artworks</li> <li>• Extend thoughts and ideas using innovative approaches</li> <li>• Analyse and interpret relevant artworks</li> <li>• Curate and display resolved artwork series</li> </ul>	<p><b>Creative Wellness</b></p> <ul style="list-style-type: none"> <li>• Create artworks inspired by mental health initiatives as well as their own personal experiences, utilising relaxing art styles to promote emotional wellbeing and self-expression.</li> <li>• Produce an experimental folio of teacher directed artworks</li> <li>• Produce resolved artworks of student led concepts and ideas</li> <li>• Analyse and interpret relevant artworks to inform making decisions</li> <li>• Produce an analytical response under exam conditions</li> </ul>

# WELLBEING, HEALTH AND PHYSICAL EDUCATION

Through the study of Wellbeing, Health and Physical Education in Year 9, students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental wellbeing factors. In Year 9 students investigate how to promote health and wellbeing and enhance personal development. Students will individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, and study health promotion in the context of preventative health issues.

## How are students assessed?

How are students assessed? Students studying Health and Physical Education in Year 9, demonstrate evidence of their practical learning over time in relation to the following assessable elements:

Movement and physical activity	Skills	Reproduction and demonstration of practical skills, rules and strategies.
	Strategy	Ability to reflect and make decisions that enhance physical performance.
	Teamwork	Ability to work collaboratively with others to improve performance.

Demonstration of learning in the theoretical studies in Year 9 in Health and Physical Education is assessed using the following criteria:

Personal, social and community health	Evaluation of personal strategies to manage their identities, emotions and responses to change
	Evaluation of how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.
	Justification of strategies to manage their own or others' health, safety, relationships or wellbeing.
	Justification of strategies to enhance their own or others health through synthesis of health information.

## What is studied?

The following is an overview for Wellbeing, Health and Physical Education in Year 9:

YEAR 9
<ul style="list-style-type: none"> <li>• Australia's health care</li> <li>• Mental Health</li> <li>• Health of Indigenous populations</li> <li>• Drugs and tobacco</li> <li>• Communicating and interacting for health and wellbeing</li> <li>• Identities and change</li> <li>• Making healthy and safe choices</li> <li>• Healthy Relationships</li> </ul>