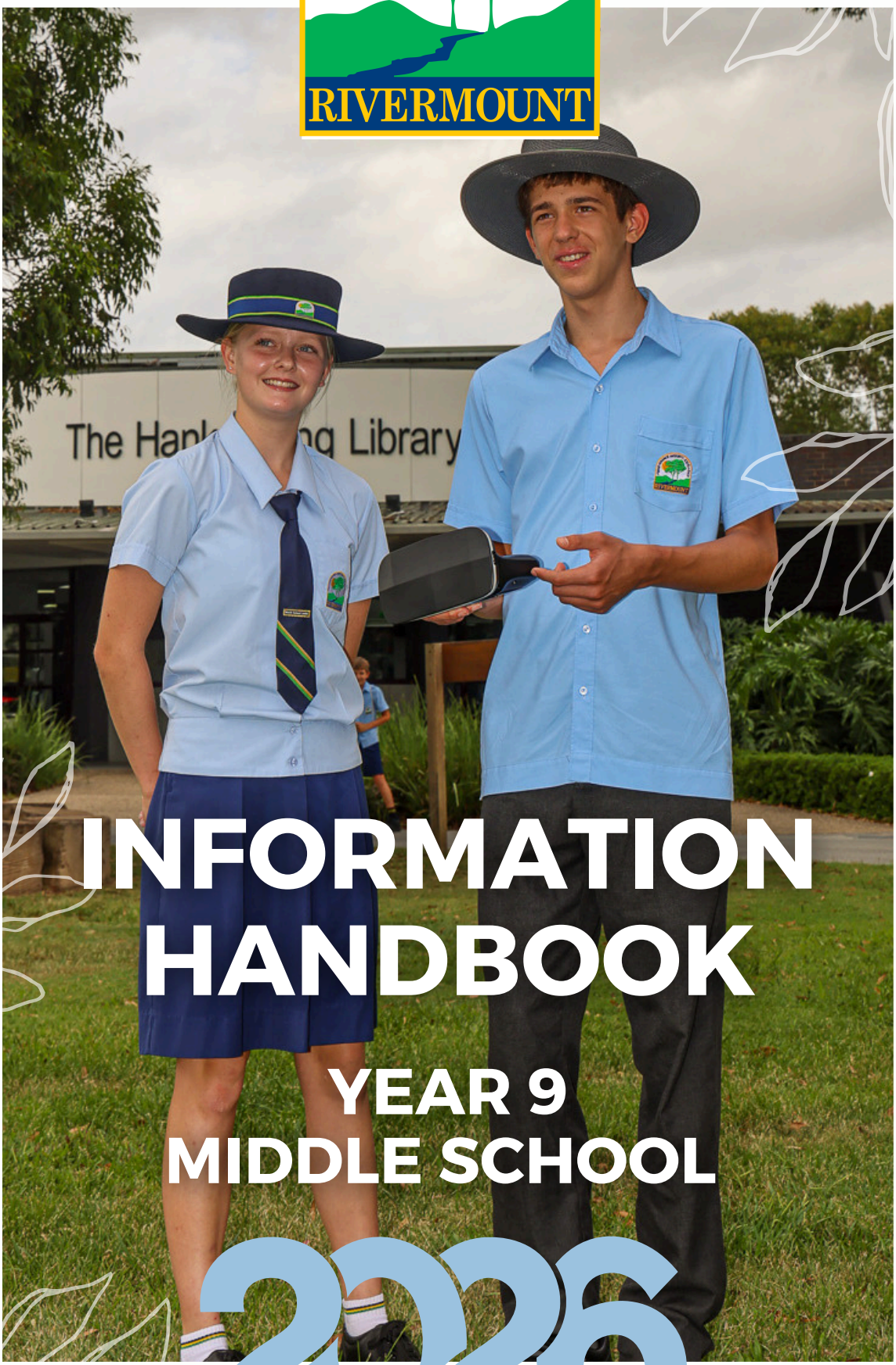
RIVERMOUNT COLLEGE

PERSEVERANCE • INTEGRITY • EXCELLENCE

RIVERMOUNT



INFORMATION HANDBOOK

YEAR 9 MIDDLE SCHOOL

2026

CONTENTS

CONTENTS 1
FOREWORD 2
CURRICULUM FRAMEWORK 3
SUBJECT SELECTION 5
1 TO 1 LAPTOP PROGRAM 6
ENGLISH 7
MATHEMATICS 8
SCIENCE 11
HUMANITIES 13
HEALTH AND PHYSICAL EDUCATION 15
BUSINESS / LEGAL STUDIES 16
DANCE 18
DESIGN 19
DIGITAL SOLUTIONS 20
DRAMA 22
ENGINEERING 23
HOME ECONOMICS 25
JAPANESE 27
MUSIC 28
VISUAL ART 29

FOREWORD

Young adolescents, in the middle years of their development, experience a range of significant physical, cognitive, emotional, social and moral changes. During puberty, young adolescents also experience more hormonal fluctuations than at any other period in their life. The sequence of physical change is generally similar from one person to another, although the onset, rate, and timing of these changes are highly individual, often creating stress and feelings of insecurity for the adolescent.

Recent clinical research also indicates that changes to brain and cognitive developments peak during this period. Apart from the first five years of life, at no other time does the capacity and functioning of the brain undergo such an overhaul. This change affects the learning ability of young adolescents and their success in managing the emotional, social and moral challenges of this stage.

At Rivermount College we recognise the significance of this crucial stage of development and the importance of providing a challenging curriculum within a supportive learning environment. Our teachers in the Middle Years work collaboratively to ensure that recognised practices associated with this phase of learning enhances the quality of education for all students. This is achieved by using a variety of curriculum, pedagogical and assessment strategies including:

- Cooperative learning and collaborative teaching
- Emphasis on strong teacher-student relationships through contact with a number of teachers and a consistent student cohort
- Authentic and reflective assessment with high expectations
- Higher order thinking strategies

In developing a challenging and rewarding curriculum, the College has identified the following key needs that underpin curriculum planning and development.

- providing students in the Middle Years with a clear identity and purpose
- guiding students in the development of positive relationships and strategies for dealing with peer pressure
- empowering students to actively engage in the learning process and to experience success across the curriculum
- providing a rigorous but safe academic program
- setting clear boundaries and expectations for students
- assisting students to constructively use time
- providing rich learning tasks which are multi-disciplinary and have explicitly stated outcomes
- clearly focussing on students gaining mastery of core competencies, especially in the realm of literacy and numeracy
- aiding students to become autonomous learners
- providing students with time for silence and reflection

CURRICULUM FRAMEWORK

All Year 9 students will study the following subjects:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Christian Studies

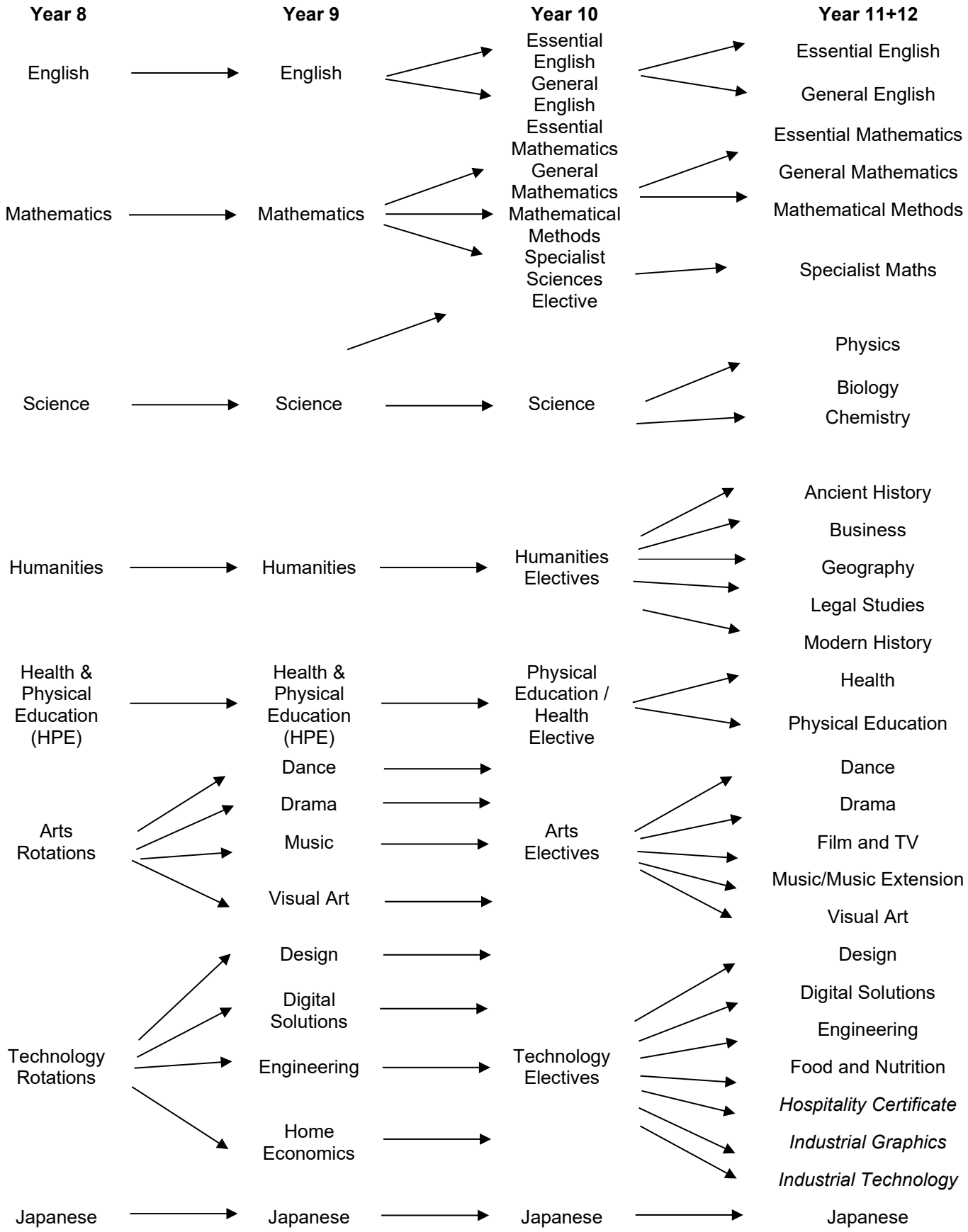
Core/Compulsory Key Learning Areas

These core subjects enable all students to keep their options open for any future study. These subjects are seen to be of value to all students and combined with their elective choices, provide a well-balanced education for students in Years 9.

In addition, students study subjects from the following list:

- Business
- Dance
- Design
- Digital Solutions
- Drama
- Home Economics
- Japanese
- Music
- Visual Art

These subjects will be offered, provided that there is adequate interest to warrant including the subject in the timetable.


Year 8
Year 9
Year 10
Year 11+12
English
English
Essential English
General English
Essential English
General English
Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Sciences Elective
Mathematics
Mathematics
Specialist Maths
Science
Science
Science
Physics
Biology
Chemistry
Humanities
Humanities
Humanities Electives
Ancient History
Business
Geography
Legal Studies
Modern History
Health & Physical Education (HPE)
Health & Physical Education (HPE)
Physical Education / Health Elective
Health
Physical Education
Arts Rotations
Dance
Drama
Music
Visual Art
Arts Electives
Dance
Drama
Film and TV
Music/Music Extension
Visual Art
Technology Rotations
Design
Digital Solutions
Engineering
Home Economics
Technology Electives
Design
Digital Solutions
Engineering
Food and Nutrition
Hospitality Certificate
Industrial Graphics
Industrial Technology
Japanese
Japanese
Japanese
Japanese

SUBJECT SELECTION

The choice of subjects is an important educational decision, as it can influence the continuation of or development of new skills and interests. Appropriate course selection increases student enjoyment of school. It is important to consider factors in two general areas:

a) the student
b) the subjects offered

THE STUDENT

Parents and students should consider the following:

Achievement Levels: Students are advised to choose subjects that they enjoy and in which they should be able to achieve personal success. The results gained across subjects in prior years are one of the important indicators in choosing subjects.

Interests/Aptitude: Personal success and/or satisfaction with a subject is highly correlated with interest and enjoyment in a subject. A student's 'best' subjects are normally those in which he/she is interested and enjoys. Many students also have special talents in some areas e.g., good with their hands, art, music, foreign languages or an appreciation of people, places and events.

Ambition: Most students of this age do not have specific career aspirations, nor do they need to, so the best idea is to choose subjects that keep most options open. If there are specific career aspirations, it would be worth discussing with the Careers Coordinator which subjects could best lead to those particular careers. More definite choices leading to possible career pathways can be made as students approach the end of Year 9.

THE SUBJECTS

At Rivermount College the subjects are divided into two categories – core or compulsory subjects and elective subjects. The core subjects are the essential Australian Curriculum requirements and compulsory pre-requisites for future study and pathways in the Senior Phase of Learning. When selecting elective subjects, a detailed look at the assessment and requirements of each subject may assist in making a decision.

Remember that subjects such as Design, Engineering, Dance, Music and Languages in the Senior years can benefit from previous study. It is important that both parents and students read all the relevant subject descriptions in this booklet thoroughly before any subject choice is made.

Although this handbook outlines the subjects traditionally offered, The College reserves the right to withdraw subject offerings dependent upon student interest. More detailed information about courses and/or subjects can be obtained from:

- Dean of Middle School
- Head of Curriculum
- Careers Advisor
- Heads of Department
- Subject Teachers

1 TO 1 LAPTOP PROGRAM

The Rivermount College 1 to 1 Laptop Program is a **compulsory** program for students which allows students the opportunity to use consistent laptops and associated software during lessons to further aid in the educational process. This allows for efficient access to information and development of associated skills.

Students commencing in Year 7, 8 and 9 will be provided with a laptop inclusive of the software and licences required to undertake the suite of subjects on offer. The laptop will be provided for a period of 3 years for Year 7 students and 2 years for Year 8 students, upon which time an updated device will be issued to continuing students, in Year 10.

Having a uniformed device that students can use with confidence enables greater support from teachers to achieve advanced learning outcomes. The laptops will receive unlimited help desk services provided by the College for the duration of the program. The costs associated with this program can be accessed through Parent Lounge, as well as the Administration Office.

ENGLISH

COURSE OUTLINE
The general aim of the English course is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of contexts and genres. This is achieved by developing their understanding of how language works and encouraging an appreciation of language and its use.

During Year 9 students develop their narrative and persuasive writing skills. They complete a novel study and examine different elements of film texts. As part of these studies, students will examine elements such as plot, theme, characterisation and setting and produce a wide range of genre types. They will build upon their prior learning and extend their knowledge, understanding and control of texts and language.

Sample Units

Year Level	Unit	Unit Description
Year 9	Novel Study	Students analyse plot, language, characterisation, symbolism and themes within a selected novel.
	Narrative Writing	Students examine the structure of a range of short stories and develop their narrative writing skills.
	Persuasive Speech	Students research Australian and global social issues and present a persuasive speech on their chosen topic.
	Film Study	Students study a selected film, examining plot, characterisation and cinematography.

Although students will engage with a wide range of both literary and non-literary texts, it is essential that they appreciate the importance of reading; students must be prepared to devote a considerable amount of time on this necessary activity. Such effort is usually well rewarded, as those students who read widely, will often see improvement in their writing skills.

The remainder of the English program focuses on grammatical and language development skills. To assist with their learning, students utilise the online program Writers Toolbox.

Units of work are assessed through a variety of written and spoken tasks. With written pieces, there is a balance between assignment-based tasks and tasks supervised under examination conditions.

The Australian Curriculum achievement standards outline the expected depth of understanding, extent of knowledge, and sophistication of skills that students should typically demonstrate by the end of each year.

ASSESSMENT
Students are assessed using the following criteria:

Evidence of Listening, Speaking, and Creating
Evidence of Reading, and Viewing
Evidence of Writing and Creating

MATHEMATICS

The Australian Curriculum: Mathematics syllabus focuses on the nature and application of Mathematics in the world around us. The subject investigates the applications of Mathematics in real-life situations, and the use of Mathematics in problem solving.

Australian Curriculum: Mathematics is organised into two sets of strands. Proficiency strands describe the skills, or 'how', of Mathematics and content strands describe the knowledge and understanding, or 'what', of Mathematics.

Proficiency strands			
Understanding	**Fluency**	**Problem Solving**	**Reasoning**

Content strands		
Number and Algebra	**Measurement and Space**	**Statistics and Probability**
▪ Number and place value (P-9) ▪ Additive strategies (P-8) ▪ Multiplicative strategies (P-10) ▪ Interpreting fractions (2-9) ▪ Proportional thinking (5-10) ▪ Number patters and algebraic thinking (P-10) ▪ Understanding money (1-10)	▪ Understanding units of measurement (P-10) ▪ Understanding geometric properties (P-10) ▪ Positioning and locating (P-8) ▪ Measuring time (P-9)	▪ Understanding chance (3-10) ▪ Interpreting and representing data (P-10)

The strands are introduced at Prep and build sequentially and cumulatively to Year 9. However, not all sub-strands are represented in each year level of the curriculum. As concepts grow in complexity they are subsumed by other more sophisticated sub-strand concepts (for example, the sub-strands of Number and place value and Fractions and decimals contribute to students' understanding in the sub-strand of Real numbers).

COURSE OUTLINE – Year 9

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Achievement standard: Year 9

By the end of Year 9, students recognise and use rational and irrational numbers to solve problems. They extend and apply the exponent laws with positive integers to variables. Students expand binomial products, and factorise monic quadratic expressions. They find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.

They apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. Students solve problems involving ratio, similarity and scale in two-dimensional situations. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation. They apply the enlargement transformation to images of shapes and objects, and interpret results. Students design, use and test algorithms based on geometric constructions or theorems.

They compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.

ASSESSMENT

Each semester students in Year 9 are assessed with topic tests, examinations and problem-solving tasks.

Students are assessed using the following criteria:

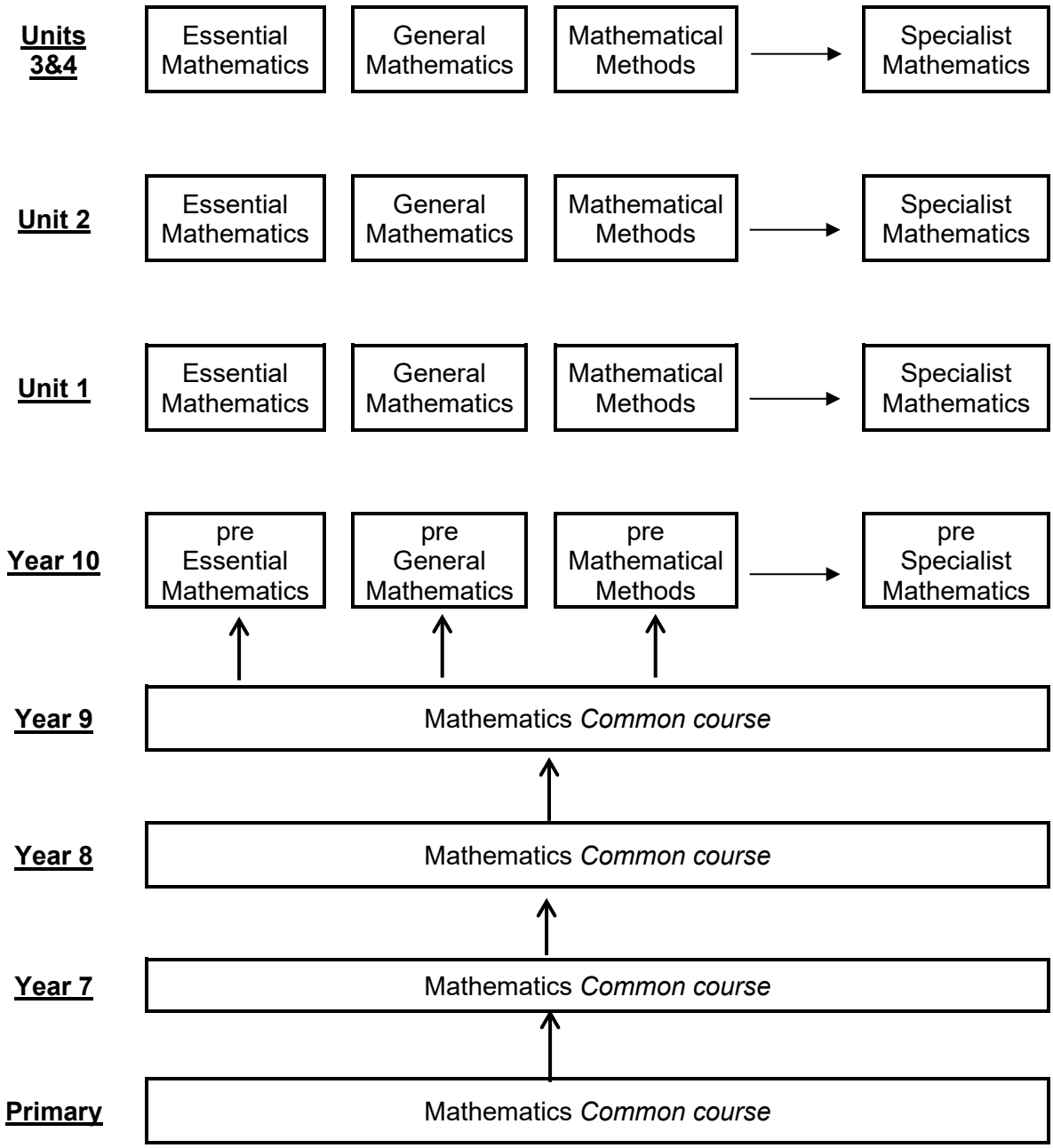
Understanding: The ability to demonstrate, adapt and transfer knowledge and make connections between related concepts, facts and procedures.

Fluency: The ability to use specific techniques, strategies and processes. The ability to demonstrate application of mathematical processes to generate solutions and check for reasonableness.

Reasoning: Analysing, proving, evaluating, explaining, inferring, justifying and generalising.

Problem Solving: The ability to make choices, interpret, formulate, model and investigate problem situations and communicate solutions effectively.

Current Pathways in Mathematics at Rivermount College



SCIENCE

COURSE OUTLINE
Years 7 and 8 provided a firm grounding in a variety of scientific disciplines from which students were shown how to investigate the Universe in which we live. Year 9 progresses on from this developmental stage to specialise more in specific areas of Science.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, the contribution Science to our culture and society and its applications in our lives. The curriculum allows students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Year 9: Under the Australian Curriculum, Science is now considered as four discrete disciplines of Understanding during the compulsory years of schooling. These are linked by two interwoven ideas, Science as a Human Endeavour and Science Inquiry. The disciplines of Science Understanding are Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Year 9 Science will continue to cover these disciplines in order to allow opportunity for students to start considering which disciplines they may like to continue studying when Science becomes elective following the completion of the Australian Curriculum at the end of Year 10.

Three Interrelated Science Strands
Science Understanding: is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. This strand provides the content through which the key ideas of science and skills are developed within contexts appropriate to the learners. It is split into four sub-strands; Biological, Chemical, Earth and Space and Physical sciences.

Science Inquiry: aims to train students to formulate questions that can be investigated scientifically through well conducted investigations. Students will experience appropriate methods and equipment to investigate these questions both in the laboratory and in the field, and then process and analyse that data and communicate this data to an appropriate audience.

Science as a Human Endeavour: helps show students that scientific models have developed over long periods of time, often through the influence of significant individuals. Students will also learn that while science can create solutions to problems, an increased knowledge, understanding and control of our world may create moral issues that need to be considered.

Year 9 units may include:

Semester One	Semester Two
Energy (Waves and Light)	Atomic Structure and Nuclear Radiation
Energy Transformations & Heat Transfer	Chemical Reactions
Homeostasis and Reproduction	Global Systems and Interactions

ASSESSMENT:
This takes the form of:

- Progressive assessment (which may include mini-projects, practical reports, topic tests and class worksheets).
- Projects/Assignment Tasks (one per semester)
- Written Tasks (two per semester)

Students are assessed using the following criteria:

Understanding: The ability to describe, explain examine and use scientific knowledge to generate solutions and explanations in a range of situations and contexts. This includes the ability to examine the effect of Science on our lives and evaluation of current scientific models.

Skills: Investigating: The ability to identify questions and problems and to carry out scientific investigations. This includes the ability to reason, plan and conduct investigations, accurately collect, analyse and review data, review of the validity of experiments and develop justified conclusions.

Skills: Data Processing, Evaluating and Communicating: The ability to evaluate, communicate, explain and reflect upon investigations or scientific issues. This includes the ability to develop reasoned explanations, identify trends in data, evaluate knowledge, propose areas of uncertainty and communicate methods and findings using appropriate language.

HUMANITIES

COURSE OUTLINE

Humanities introduce young people to a world of ideas and experiences which will enhance their knowledge and assist them to participate in their world. Young people need to understand how people's life experiences are the result of particular social, cultural, economic and environmental relationships which characterise communities at particular times and places. If they can see how their own lives are influenced in this way, and if they can develop the processes, skills and values needed to sustain and improve these relationships, they are better able to participate effectively in society, and contribute to the creation of positive social and environmental futures for themselves and others.

The values, concepts and skills of the learning area are drawn from a range of traditional areas of inquiry. These include the disciplines of history, geography, politics, sociology, anthropology, law, psychology and ethics, as well as fields such as futures, the environment, peace, gender, Indigenous, Asian and other cultural studies.

HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

History is organised into two interrelated strands:

1. Historical Knowledge and Understanding
   This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

2. Historical Skills
   This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

CIVICS AND CITIZENSHIP

Civics and Citizenship ensures students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society

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.

Focus questions for investigation:

- 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?

ASSESSMENT
Assessment typically consists of examinations, projects, assignments and verbal presentations.

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

In a contemporary society where issues such as adolescent health concerns, particularly overweight and obese teenagers related to sedentary leisure pursuits are causing concern, Year 9 Health & Physical Education at Rivermount College focuses on experiences that foster positive lifestyle choices.

In this compulsory subject, students will also experience a diverse range of sports and activities. As a result, the attainment of skills and knowledge will assist your teenagers to value active and healthy lifestyles.

The program is also designed in such a way that both seasoned competitors and beginners in various sports are provided with a pathway to enter the extensive sporting co-curricular program of the Secondary School.

Units of work are selected from core programs in pursuits such as Hockey, Tennis, Netball, Basketball, Softball, Volleyball, Soccer, Touch, Futsal and Cricket and will include units on Aquatics, Cross-country and Athletics.

ASSESSMENT

Students are assessed using the following criteria:

Performance and Practical Application**:** The ability to perform individual movement skills, movement sequences and strategies and promote fair play and inclusivity within a sporting environment.

Investigating: The ability to plan, collect, interpret, draw conclusions and make justified recommendations about data and information in a health and sporting context.

BUSINESS / LEGAL STUDIES

COURSE OUTLINE

Business activity affects the daily lives of all people, as they work, spend, save, invest, travel, and play. Business influences jobs, incomes, and opportunities for personal enterprise and development. The primary aim of any business is to make a profit and this is completed under the umbrella of being a "good corporate citizen." Businesses look to the future, live in the present and learn from the past. The entrepreneurs of the future need to be able to be problem solvers, creative thinkers and innovators.

The Business course at Rivermount College incorporates these philosophies in the context of the academic program. Business in the 21st Century integrates a number of practical and theoretical disciplines. The business practices of Business fundamentals, financial literacy, business communication and business technology will be investigated. The students will have the opportunity to put their theoretical academic skills into a practical context with the development of a Marketing Plan and then incorporating this plan into an overall Business Plan. Students will also have contact with the Office of Fair Trading workshops, Investment with ASX Share market game, case studies and the Money Smart teaching program.

The Business course also incorporates elements of Legal Studies, examining the court system and the rule of law in Australia. Students will also investigate the role of the media and the issues involved in sustaining and supporting an impartial legal system.

Business is organised in two related strands:

- Knowledge and Understanding - Students will explore the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They will examine the interdependence of participants in the global market and the effect on economic decision-making. Students will investigate the reasons for trade and Australia's pattern of trade with Asia. They will use this to explain why businesses seek to create and maintain a competitive advantage. Students will explain how individuals and businesses manage consumer and financial risks and rewards.

- Skills - Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.

Legal studies incorporates elements of the Year 9 Civics and citizenship strands:

- Knowledge and understanding - students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia's democracy. They identify the key features and jurisdictions of Australia's court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.

- Skills - Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.

ASSESSMENT

Assessment typically consists of examinations, projects, assignments and verbal presentations.

DANCE

COURSE OUTLINE

Dance is expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and motivating students to reach their creative and expressive potential. Using the body as the instrument of expression and movement as the medium, students represent, celebrate, question and communicate personal, social, emotional, spiritual and physical human experience. Dance is a vibrant and dynamic subject developing both physical performance and creative skills, while improving self-confidence and communication.

Middle School Dance focuses on modern and popular dance styles to develop students' understanding of current trends dominating stages, film and social culture. Activities are both practical and theoretical in nature and explore a wide range of dance performance styles and languages.

The Middle School Dance curriculum gives students the opportunity to develop their:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills, and skills for responding to their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance as active participants and informed audiences.

Students in Year 9 will study Popular Dance throughout the ages, Hip Hop, Cheerleading, and Contemporary Dance. In each unit, students develop and practice various skill sets, including creative exploration, choreographing, and performing. Students will also extend their literacy skills by analysing, evaluating and responding to dance in written and practical contexts.

While confident performers naturally enjoy Dance, this course benefits all students willing to participate, not just those who identify as 'performance' students. Students complete a variety of learning experiences and assessment tasks, both individually and in groups, that relate to the studied units of work.

ASSESSMENT

Through a mix of choreography projects, performances, extended responses and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse how choreographers and performers use elements of dance, choreographic devices, genre/style techniques, and production elements across cultures and times, including First Nations Australian dance that challenges perspectives of Australian identity.
Creating and making: Students communicate ideas and intentions by creating dance works that employ elements of dance, choreographic devices, and genre-specific forms, potentially incorporating multi-arts approaches or immersive technologies.
Presenting and performing: Students perform dance works using technical control, expressive skills, and genre-specific techniques to communicate artistic intentions to audiences in live or streamed contexts.
Developing practices and skills: Students extend their creative and critical practices by refining genre-specific techniques, safe dance practices, and reflective capabilities to evaluate their own work and artistic development.

DESIGN

COURSE OUTLINE

A study of Design aims to:

- Introduce students to the practical experience of applying design to real-world design problems. Students are introduced to the breadth of the design profession and asked to create design briefs in response to design problems
- Students will explore and develop both virtual and real-world modelling skills through the use of rapid prototyping equipment and CADD programs
- Expose students to different design styles and different design mediums and allow them the exploration of knowledge and design skill as they solve a real human need
- Students will seek out individual design problems and create a tailored brief to solve the problem using the design process. Students will create a physical solution and an evidenced folio of learning will accompany their practical work
- Students will engage with emerging technology and look for application in individual design problems

Year 9 Design may include the study of:

- Design process
- Problem solving
- 3D printing
- Laser cutting
- CNC Machining
- Mechanical watch technology
- Safety

Practical projects may include:

- Marble Mayhem **-** Students will have the opportunity to create their own marble run while exploring the functions of different mechanisms, cogs and gears.
- Personalised wristwatch

ASSESSMENT

Students are assessed using the following criteria:

Knowledge and understanding: The ability to analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments.

Processes and production skills: The ability to critique needs or opportunities for designing and investigating, analysing and selecting from a range of materials, components, tools, equipment and processes to develop, communicate and safely make and evaluate design ideas.

DIGITAL SOLUTIONS

COURSE OUTLINE

Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies. In Digital Solutions, students learn about algorithms, code, and user interfaces through generating digital solutions to simple problems. They engage with data, information and applications to visualise digital information and investigate new and emerging fields in digital technologies. Students learn creative problem-solving, critical thinking, effective communication skills and collaborative techniques. They understand the personal and global impact of computing and the issues associated with ethically integrating technology into our daily lives.

Students engage in practical problem-based learning that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, inputs, processes and solutions. They understand that solutions enhance their world and benefit society. Students analyse and critique problems, and apply computational, design and systems thinking approaches to structure and model digital solutions. Students apply a user-centred approach to the development of digital solutions, appreciating that progress is driven by people and their needs.

Course content may include:

Website Development
Students learn how to make and enhance an interactive website using cascading style sheets.

Computer Fundamentals
Students learn all about how computers work, from the basics of computer components to interacting with each other across networks.

Databases
Students learn how to plan and develop relational databases. They investigate how SQL works and interacts with databases.

Game Design
Students learn the ins and outs of becoming a game designer. They will use C# to program a 2D game of their own design.

ASSESSMENT

The primary skill of Digital Solutions is problem solving. Technology is utilised to solve many problems. The students are encouraged to analyse scenarios, develop skills, generate solutions and evaluate outcomes.

The subject is project based with students producing both a practical and research component in a final folio of work.

Students are assessed using the following criteria:

Processes and production skills (Manage and Analyse)

The ability to analyse and visualise data interactively using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends and outliers

Processes and production skills (Generate and designing)

The ability to validate algorithms and programs by comparing their output against a range of test cases.

DRAMA

COURSE OUTLINE

Drama is a unique and powerful art form that explores and communicates the human experience through the creation and performance of real and imagined stories. It draws on the human instinct to play, pretend, and explore different perspectives, fostering empathy, creativity, and communication. Through role-play and performance, students engage with the world around them, interpreting and expressing personal, cultural and social experiences in rich and meaningful ways.

Middle School Drama is both an individual and collaborative pursuit, offering students a vibrant and diverse range of practical and theoretical learning experiences. It encourages students to explore their imagination, take creative risks, and develop performance and production skills through a range of drama forms, styles and techniques.

The Middle School Drama curriculum gives students the opportunity to develop their:

- confidence, imagination and creativity through playing roles and exploring dramatic contexts
- ability to work collaboratively and think critically to devise, shape and perform original and scripted works
- knowledge and control of dramatic elements, forms, and conventions to engage and communicate with audiences
- appreciation of drama traditions and innovations, including the significance of First Nations Australian storytelling and performance practices
- understanding of the cultural, historical and contemporary significance of drama as both artists and audiences

Students in Year 9 may study a variety of units, tailored each year to student interest, cohort size, staffing, and opportunities to attend professional performances. Possible units include Scripted Drama, Physical Theatre, Clowning, Screen Acting, Performance Poetry, Melodrama, Narrative Audio, Theatre for Young People, Animation and more. In each unit, students explore devising, rehearsing, performing and reflecting on drama in both practical and written forms.

Drama welcomes all students, not just confident performers. It provides a supportive environment where students can grow their communication, collaboration and expressive abilities. Students participate in a range of assessment tasks individually and in groups, reflecting their skills and understandings across the studied units.

ASSESSMENT

Through a mix of devised drama projects, performances, extended responses, and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse drama works, performances and practices from various cultures and times, including how First Nations Australian drama celebrates and challenges perspectives of Australian identity.
Developing practices and skills: Students build creative and critical practices using elements of drama (role, situation, language, movement, character, etc.) across various styles, while reflecting on and evaluating their own and others' work.
Creating and making: Students create drama through improvised, devised and scripted forms such as process drama, puppetry, play building, and script interpretation, exploring historic, contemporary and hybrid styles.
Presenting and performing: Students present drama in formal and informal settings, demonstrating acting skills and ensemble work to communicate effectively to both familiar and unfamiliar audiences.

ENGINEERING

COURSE OUTLINE

A study of Engineering aims to:

- Introduce students to the role of an engineer within society by solving global and local problems in order to improve human conditions. Students will learn the fundamental applications of mechanics and material science through specific application to an engineering problem
- Explore the history of engineering through ancient civilisations and their role in shaping our modern society
- Introduce students to the importance of technical engineering drawing to communicate to technical and non-technical audiences
- Engage in practical engineering activities using engineering concepts to demonstrate understanding
- Discover new and emerging technologies as applied to biomedical, space, energy and electrical and apply these to real-world engineering problems
- Expose students to machines and mechanisms and the concepts of statics and dynamics of structures including the distribution of force

Year 9 Engineering may include the study of:

- Force
- Materials
- Structures
- Engineering communication
- Control systems
- Sustainability
- Environmental
- Safety
- Drone Technology

Practical projects may include:

- Structures
- Drones
- Autonomous programmable battle bot

ASSESSMENT

Students are assessed using the following criteria:

Knowledge and understanding: The ability to investigate and analyse the ways in which products, services and environments evolve and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

Processes and production skills: The ability to create, adapt and refine comprehensive design ideas, processes and solutions based on analysis of needs or opportunities

GEOGRRAPHY

Geography is the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there
- the ecological dimension, which considers how humans interact with environments

Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change as an integral part of geographical understanding. Geography is organised into two interrelated strands: One - Geographic Knowledge and Understanding. Two – Geography Inquiry Skills

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographic Inquiry Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Year 9 Geography

Year level focus	**Biomes and Food Security**
Overview	Causes and consequences and implications of change. Interconnections and interdependencies of places and environments.
Depth Studies -General	**Human Geography**
Biomes and Food Security	Biomes Biomes and food production. Food security Feeding our world Mapping-Choropleth maps

ASSESSMENT

Assessment typically consists of examinations, projects, assignments and verbal presentations.

HOME ECONOMICS

COURSE OUTLINE

Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and social wellbeing. We recognise the importance of a practical approach to solving everyday living problems and provide students with the opportunity to develop the practical and managerial skills involved in the selection and planning, and execution of complex practical tasks. Home Economics provides balance between theoretical understandings and practical capacities. The units of the course of study are built around the underpinning theme of the well-being of individuals and families and encompass the broad areas of health and nutrition, food specialisation, and textile and design. Units include:

Year 9 Units of Work include:

Textile Studies

- Review of sewing processes and textiles equipment
- Fabric enhancement and embellishment
- Functional fibre production
- Fashion ideation – boxer shorts, hoodie jumper

Food Studies

- Basic cookery skills
- Safety
- Hygiene
- Basic Nutrition
- Foods around the world
- Planning events
- Evaluation of events

ASSESSMENT

Assessment includes:

- Practical examinations and reflections
- Design projects
- Written assignments
- Theory examinations

Students are assessed using the following criteria:

Knowledge and Understanding: The ability to analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments.

Processes and Production:

Processes and production skills (Investigating and defining)

The ability to analyse needs or opportunities for designing, investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions

Processes and production skills (Producing and implementing)

The ability to select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions

Processes and production skills (Collaborating and managing)

The ability to develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions

JAPANESE

Languages are windows to different cultures, allowing us to connect with others from around the world and thus learning a new language can expand a students' horizons and opportunities as national and global citizens. By studying Japanese, students can develop knowledge, understanding and skills that enable successful participation in a global society and also improve their brain's executive function.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

In Japanese for Year 9, example topics are as follows:

- Money and shopping
- Restaurants and food etiquette
- Describing people and personalities,
- Directions and Travel

(Katakana, Hiragana and Kanji script are integrated into the Year 9 course).

The course requires students to learn/revise the Hiragana, Katakana and Kanji script to enable them to read and write the language. Vocabulary and sentences are explored in themes for effective learning. Students are involved in a variety of written and oral activities including development and presentation of short speeches, listening/reading activities and creating their own written pieces of communication.

The aim of the Japanese program is to provide students with the knowledge, skills, communication strategies and confidence to start using a second language in real life situations. Communication is through the four macro–skills of listening, speaking, reading and writing.

The lessons also include cultural elements. This gives students a wider perspective from which they may view the world, and promotes an appreciation of the diversity of one's own culture and the feeling of being participants in the global community.

Japanese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

PREREQUISITES FOR YEAR 9

Students are **strongly** recommended to have undertaken previous study of Japanese, and be competent in using the Hiragana script.

ASSESSMENT

Students are assessed using the following criteria in line with the Australian Curriculum guidelines:

Understanding language and Culture: The ability to analyse language and culture as resources for interpreting and shaping meaning in intercultural exchange

Communicating meaning in Japanese: The ability to use language for communicative purposes in interpreting, creating and exchanging meaning.

MUSIC

COURSE OUTLINE

Music is a universal language that combines sound, structure and expression to communicate and evoke ideas, feelings and identity. It is found in every culture, both past and present, and provides a unique medium for understanding and sharing the human experience. Music brings people together, creating connections across time, place and community. Through listening, composing and performing, students build empathy, cultural understanding and a deep appreciation of musical diversity.

Middle School Music is a practical and creative subject that allows students to explore a wide range of musical genres and approaches. Students engage with music as performers, composers and critical listeners, developing their skills in both solo and group contexts. Music learning is hands-on and student-centred, encouraging creativity, collaboration and expression.

The Middle School Music curriculum gives students the opportunity to develop their:

- confidence, creativity and musical skill through active engagement with performance, composition and listening
- ability to use the elements of music in meaningful and expressive ways
- knowledge of music technologies and contemporary music practices
- appreciation of musical styles and traditions from different cultures, times and places, including the music of First Nations Australians
- understanding of music as an evolving art form that shapes and reflects identity and community

Students in Year 9 study a variety of units, including Contemporary Popular Music, Composition, Rock, Reggae, Funk, Blues, Jazz, and Music Technology. Each unit incorporates opportunities for students to develop core musical skills. Students also have opportunities to learn a musical instrument and play in a contemporary ensemble, with a strong focus on student choice and musical interest.

Performance instruments include vocals, drums/percussion, guitar, bass, keyboard/piano and some orchestral instruments. This course supports students of all experience levels, offering the chance to explore, create and perform music in a supportive and inclusive environment. Students do not need prior instrumental experience, as basic technique is taught during lessons.

A genuine interest in music and a willingness to perform are essential.

ASSESSMENT

Through a mix of composition projects, performances, extended responses and examinations, students are assessed in the following strands:

Exploring and responding: Students analyze music and music practices from various cultures and times, including how First Nations Australian music celebrates and challenges perspectives of Australian identity.

Developing practices and skills: Students develop creative and critical practices in listening, aural skills, performance and composition across various genres and styles, manipulating elements of music (duration, pitch, dynamics, form, timbre, texture) and evaluating their own and others' work.

Creating and making: Students compose music in various genres including songwriting, instrumental music, arranging and music production, using aural skills and digital tools to develop and interpret solo and ensemble works.

Presenting and performing: Students present musical performances to targeted audiences, demonstrating technical proficiency and stylistic understanding appropriate to the context.

VISUAL ART

COURSE OUTLINE

Visual Art is a dynamic and expressive subject that nurtures students' creativity, imagination and personal voice through practical and conceptual engagement with the world around them. It provides opportunities to communicate ideas, tell stories and explore perspectives using a wide variety of visual forms, styles and materials. Visual Art enables students to make meaning as artists and audiences, building confidence, critical thinking, and cultural awareness through creative exploration.

Middle School Visual Art offers a broad and engaging curriculum where students investigate and respond to visual culture, experiment with techniques and materials, and develop their own resolved artworks. They are introduced to the creative process as a cycle of inquiry, exploration, making, reflecting and refining. Artmaking is linked with critical and historical study, giving students insight into both traditional and contemporary practices.

The Middle School Visual Art curriculum gives students the opportunity to develop their:

- conceptual and perceptual skills through the exploration of visual elements and principles of design
- technical skills and confidence in using a wide range of art materials, tools, techniques and technologies
- understanding of the roles, practices and innovations of artists, craftspeople and designers across cultures, times and locations
- ability to research, plan and evaluate visual ideas, responding to a range of stimuli with creativity and personal expression
- respect for cultural traditions and practices, including the artistic expressions of First Nations Australians and artists of the Asia region
- awareness of sustainability, safe studio practices and responsible use of materials in visual art

Students in Year 9 explore both 2D and 3D media, engaging in projects that may include drawing, painting, printmaking, sculpture, mixed media, and digital art. Emphasis is placed on experimentation, developing visual language, and applying the elements and principles of design in meaningful ways. Through hands-on studio practice, students learn to generate ideas, make decisions within creative constraints, and reflect critically on their work and the work of others.

Visual Art encourages students to work independently and collaboratively, building valuable skills in problem-solving, communication and decision-making. The course prepares students to become visually literate, confident thinkers—whether pursuing further study in the arts or applying creative thinking in a wide range of future pathways.

ASSESSMENT

Through a mix of projects incorporating development, making and/or displaying artwork/s, extended responses and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse artworks and visual arts practices across cultures, times and contexts, including how First Nations Australian artworks celebrate and challenge perspectives of Australian identity.
Developing practices and skills: Students build creative practices by developing ideas, creating representations, and refining techniques in specific visual arts processes, while extending critical practices through reflection and evaluation.
Creating and making: Students create artworks to communicate ideas and intentions in 2D, 3D, 4D and/or multi-disciplinary forms, effectively selecting and applying appropriate visual arts materials and practices.

Presenting and performing: Students present artworks to audiences through curating exhibits individually or collaboratively, designing appropriate spaces and developing supporting materials such as artist statements.