Year 9

2026 CURRICULUM

Year 9 is a key transition point between Middle School and Senior School. Students study a number of core subjects whilst they are given higher levels of agency with more elective choices than in previous year levels.

The signature learning program in Year 9 is the 9@Scotch program where students explore self identity, intercultural understanding, social entrepreneurship and participate in Odyssey, a 2 week camp program encapsulating key themes.

Core subjects:

- English
- Humanities
- Mathematics
- Physical Education and Health
- Science
- Wellbeing
- 9@Scotch

Elective subjects:

Students select four elective subjects:

- Agriculture
- Art and Design
- Chinese (First Language)
- Chinese (Second Language)
- Cross-Curriculum Studies (CCS)*
- Dance
- Design, Technology and Engineering
- Digital Technology – Game Design
- Drama
- English as an Additional Language (EAL)
- Film Making
- Food Technology
- French
- Music
- Music Technology
- Photography
- Science and Technology
- Textiles

Cross Curriculum Studies may be available to students with an identified individual learning plan and can only be chosen in consultation with our Head of Inclusivity and Learning Enhancement.

AGRICULTURE

Learning Area: Science

Course Length: One semester

Content:

Students have the opportunity to study Agriculture for 1 semester only.

This course focuses on the production of plant and animal fibres, as well as cropping systems relevant to Australian agriculture. Students explore key enterprises including sheep production, wool as a unique and valuable natural fibre, and sustainable cotton production. Through theoretical learning and hands-on experiences, students develop a deeper understanding of the challenges and opportunities within these industries. The cropping component of the course develops students' practical capabilities and encourages critical thinking through hands-on experiences in crop management and production. Separately, students also focus on improving key livestock skills, including sheep selection, animal handling, and wool classing, essential for success in fibre-based enterprise. Students are encouraged to evaluate current practices and consider sustainable and innovative approaches to fibre and crop production.

Selected from a range of course topics:

- Plant enterprises (Cereal, Legume and Pulses)
- Animal enterprises (Merino Wethers)
- Animal ethics
- Sustainable Cotton Production
- Farm Business Management

In addition to the core curriculum, students have the opportunity to participate in the co-curricular Led Wether Show Team, where they can develop advanced sheep handling skills and represent the school at the Royal Adelaide Show. This experience fosters teamwork, responsibility, and a deeper appreciation of the livestock industry.

Scientific recording across a variety of plant and animal trials is a core aspect of the field activities undertaken. These activities also promote problem-solving and informed decision-making within the context of a seasonal farming calendar.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- Agriculture Reports
- Application Tasks

ART AND DESIGN

Learning Area: The Arts

Course Length: One semester

Content:

This course allows students to explore and develop skills across both Visual Art and Design. It is structured to support creativity, personal expression, and critical thinking through a range of hands on and digital making experiences.

In Art, students will work with media such as drawing, painting, printmaking, sculpture, and mixed media to create expressive artworks. In Design, students will be introduced to core areas including architecture, product design, and graphic design, using both traditional drawing techniques and industry relevant digital tools. Students will engage in the complete creative process, including researching themes, generating ideas, developing concepts, and refining and presenting outcomes. Creative projects are designed to encourage experimentation and the development of a personal aesthetic, while also building practical and analytical skills.

Throughout the course, students will be introduced to a range of historical and contemporary art and design movements and practitioners, including local, national and international examples. Technology will be integrated where appropriate to support both traditional and modern practices.

This subject aims to:

- Support the development of students' personal artistic and design styles
- Build knowledge and skills across a range of art and design media and techniques
- Introduce diverse styles, movements, and practitioners in both fields
- Promote safe work practices and respectful use of materials and tools
- Encourage creative confidence, independence, and collaboration

Students will develop:

- Practical skills in creating resolved artworks and design solutions
- Experience in hand drawing, painting, sculpting and using digital design software
- An understanding of how visual ideas are developed and communicated
- The ability to interpret, evaluate and reflect on their own work and that of others

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

CHINESE (FIRST LANGUAGE)

Learning Area: Languages

Course Length: One year

Content:

Chinese at the First Language level is organised around several contemporary topics. These topics are selected to enhance students' communication skills in Chinese, covering speaking, listening, reading and writing. In addition, they enable students to deepen their understanding of Chinese language systems and intercultural dynamics.

The course aligns with the Australian Curriculum and is designed to:

- Exchange information: Facilitate discussions where students share and explain ideas and opinions in Chinese.
- Express perspectives: Allow students to create texts that articulate their views on current issues.
- Evaluate content: Provide opportunities to analyze and respond to texts, gaining deeper insights.
- Explore cultural dynamics: Help students examine how language, culture, and identity are interconnected and reflect on these relationships.

ASSESSMENT:

Assessment includes formative and summative assessment tasks using the Achievement Standards as specified by the Australian Curriculum.

The following assessment types enable students to demonstrate their learning in Chinese at the First Language level:

- Interaction
- Reading comprehension
- Listening comprehension
- Writing a text
- Research project

CHINESE (SECOND LANGUAGE)

Learning Area: Languages

Course Length: One year

Subject Prerequisites:

Satisfactory completion of Year 8 Chinese.

Content:

Our Year 9 Chinese program follows the Australian Languages Curriculum, focusing on the strands of Communicating and Understanding. This course is designed to equip students with the ability to comprehend written and spoken Chinese texts while developing accurate writing skills in Chinese characters.

Key focus areas:

- **Language Skills Development:** Students will strengthen their ability to understand and interpret written and spoken Chinese texts. Emphasis will be placed on accurate writing in Chinese characters.
- **Speaking Fluency:** Fluency in spoken Chinese is a key focus, with extensive opportunities for oral practice. Students will engage in drills, role-plays, and dialogues to enhance their conversational skills.
- **Intercultural Interaction:** Intercultural understanding is fostered through mentoring by Chinese international students, who support second language learners of Chinese. This mentoring enhances cultural exchange and language proficiency.

Educational Approach

- **Interactive Learning:** The curriculum is structured to encourage active participation through interactive activities that simulate real-life language use scenarios.
- **Cultural Integration:** Cultural understanding is integrated throughout the curriculum, enriching students' appreciation of Chinese language and traditions.

Our goals:

Our goal is to provide students with a comprehensive learning experience that enhances their proficiency in Chinese language skills, fosters cultural awareness, and prepares them for effective communication in Chinese-speaking contexts.

ASSESSMENT:

Formative and summative assessment, including vocabulary and skills in speaking, listening, reading, writing, conversation and formal grammar.

CROSS-CURRICULUM STUDIES (CCS)

To be chosen only after consultation with the Head of Inclusivity and Learning Enhancement.

Course Length: One year

Content:

The aim of the Cross-Curriculum Studies course is to provide students with identified learning needs time to consolidate their learning from all curriculum areas. Additionally, they will receive support to independently work on their literacy, numeracy and executive functioning skills. Students are expected to be proactive in using time management and organisational techniques explicitly taught in prior Cross-Curricular Studies classes. Students additionally have time to complete homework and assignments with the scaffolding of assignments.

ASSESSMENT:

There is no formal assessment. However, students do receive an effort rating based on their use of class time and approach to learning.

DANCE

Learning Area: The Arts

Course Length: One year

Subject Prerequisites:

Previous experience and prior tuition in Dance is desirable.

Course Requirements:

Each student is required to take part in at least one Dance@Scotch class during our after-school schedule. Students can choose from Contemporary, Ballet or Jazz.

Content:

Students are involved in making and responding to dance. Students learn how to create their own movement individually and in small groups. During the year, students will watch dance as a live performance and learn how to write about what they see. Students study dance techniques in practical classes after school. These practical classes are vertically grouped according to ability. Students are assessed on their performance twice throughout the year.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

DESIGN, TECHNOLOGY AND ENGINEERING

Learning Area: Technologies

Course Length: One semester

Content:

Students use the design and realisation process to develop a unique solution to a design brief presented. The students are provided with a flexible brief that enables creativity, innovation and problem solving. Students design their projects through the using of sketches and computer aided design (CAD) programs to develop and create 3D models and engineering drawings that can be used to better understand and communicate their ideas. Students are encouraged to use different techniques and materials including timber, metal, acrylic and anything else applicable, to solve these problems and are encouraged to test the limits of what has been achieved previously. The following criteria are used for assessment: Research & Investigation, Planning & Development and Production & Evaluation.

The course is broken into two categories Theory and Practical. The Theory assessment type deals with the development of understanding through reflection on and the evaluation of, Design, Technology & Engineering processes. Students acquire knowledge about the design process and develop their ability to describe and evaluate such knowledge in an ongoing portfolio format.

The practical assessment type deals with the exploration, generation and development of ideas, skills and techniques in a practical environment. Each student develops, through experimentation, risk-taking and trialling, the ability to create and present a new product by reworking and transforming existing ideas.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Digital and Design Technologies.

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DIGITAL TECHNOLOGY – GAME DESIGN

Learning Area: Technologies

Course Length: One semester

Content:

This course aims to develop student knowledge and skills in the creation of digital solutions with a focus on digital game design. Through the framework of computational thinking, students will learn the principles of object-oriented programming to define, generate, implement and evaluate their own software for digital systems. Students will analyse game design elements and manage projects using an interactive and collaborative approach, identifying risks and considering safety and ethics. This course has a focus on learning the fundamental skills and techniques of a general-purpose programming language.

Topics covered include:

- Problem-solving with computational thinking
- Effective user interface design
- 3D graphics
- Game physics
- Working with an integrated development environment
- Programming in C#
- Algorithm design
- End-user testing and distribution

Learning Outcomes:

- Apply computational thinking to break down problems and develop algorithmic solutions for digital systems.
- Design and develop user interfaces that are functional, intuitive, and appropriate for the intended end-user experience in digital games.
- Demonstrate foundational programming skills in C#, including the use of variables, data structures, control structures, and object-oriented programming concepts.
- Apply game physics principles to create interactive and visually engaging digital game environments.
- Use an integrated development environment (IDE) effectively to write, debug, and manage code for digital solutions.
- Design, implement, and evaluate algorithms that drive game mechanics and player interactions.
- Plan and manage software development projects collaboratively, using interactive tools and strategies to identify risks and ensure project timelines are met.
- Apply ethical and safety considerations in the design and development of digital games, including responsible data use and inclusive design.
- Test and refine digital games through end-user feedback and usability testing to improve functionality and user engagement.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Digital and Design Technologies.

DRAMA

Learning Area: The Arts

Course Length: One or two semesters

Content:

Drama Course Overview

At its core, Year 9 drama is about taking on roles, imagining different perspectives, and communicating with the world. This involves using imagination to empathise and understand others. By assuming roles in various contexts and times, students develop personal, cultural, and social understandings through experiential learning. The course allows students to work individually and collaboratively as artists and audiences, creating, performing, and responding to dramatic works. This subject is active, embodied, and rich in aesthetic value, engaging students both cognitively and emotionally. The course involves performing live plays and performances, learning about the techniques of live and filmed theatre and solving problems in groups. Students may act or take on backstage roles.

Key units include:

Students may undertake one or two semesters of Drama. The semesters do not cover the same topics and units of work on:

- Elements of improvisation
- Voice and text analysis
- Performance assignment linked to studies, such as popular culture, soap operas, modern comedies, children's theatre and tragedies
- Stage combat and or stunt optics
- Reviewing live performances
- Performance analysis
- Production – live and filmed performances

Learning Outcomes:

By the end of the Year 9 Drama course, students will have developed:

- The ability to explore and depict human experiences, take creative risks, and challenge their creativity.
- The skills to control, apply, and analyse the elements, processes, forms, styles, and techniques of drama to engage audiences and create meaning.
- A sense of curiosity and enjoyment through exploring roles and imagining different situations as both drama makers and audiences.
- An understanding of traditional and contemporary drama, enabling them to be critical and active participants and audiences.
- The ability to work effectively in teams and articulate ideas clearly.
- The capacity to develop empathy by imagining different perspectives.
- The skills to analyse and evaluate dramatic works.
- The experience of engaging in devising, writing, rehearsing, presenting, and performing.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

ENGLISH

Learning Area: English

Course Length: One year

Content:

As part of the Australian Curriculum, students engage with a variety of texts. Students develop a critical understanding of contemporary media and the differences between media texts. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Students create a range of imaginative, informative and persuasive types of texts, including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

By the end of Year 9, students listen to, read and view a range of spoken, written and multimodal texts. Students recognise how events, situations and people can be represented from different perspectives, and identify stated and implied meaning in texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences.

Students prepare for the Year 9 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments and oral presentations.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Learning Area: English

Course Length: One year

Content:

Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. There are listening and written comprehensions, exercises on letter writing, creative writing and both formal and informal oral presentations.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments and oral presentations.

FILM MAKING

Learning Area: The Arts

Course Length: One semester

Content:

The course aims to develop essential skills and knowledge relating to the use of a range of digital cameras and other digital technologies, and then apply these within a context of the creative arts. Particular areas of focus include producing a range of short films, learning about camera techniques, the use of green screens and editing with industry-standard software.

Students will investigate how other filmmakers create, present and communicate ideas and respond to these in a series of short film explorations. They will develop their own practical film-making skills and then apply these to create short media presentations working in groups, collaborating with other year levels and also as individuals.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

FOOD TECHNOLOGY

Learning Area: Technologies

Course Length: One semester

Content:

This course aims to develop the students' range of food preparation skills and nutritional knowledge.

Through the use of the design cycle, students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate the `Food of Today' and how an adolescent's health can be influenced by the wider society they engage within. Food Technology and its role in food production and distribution in the 21st Century is also investigated.

Topics covered include:

- Food technology – tips and tricks of a blow torch, Thermomix, waffle maker and more
- Food- and diet-related diseases and disorders
- Sustainable/local food production and consumption
- Recipe modification and adaptation
- Snacking – fat, salt, sugar and fibre
- Yo Chi Making - yoghurt and cheese making and fermentation as a cookery process
- Breakfast, lunch and brunch for everyday and café style eating
- Food styling, photography and filming for food promotion

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written and practical assignments.

FRENCH

Learning Area: Languages

Course Length: One year

Subject Prerequisites:

Satisfactory completion of Year 8 French.

Content:

Our Year 9 French program aligns with the Australian Languages Curriculum, focusing on the strands of Communicating and Understanding. This course caters to students with varying levels of proficiency in French, including those with native or background speaking experience, extended in-country exposure, or documented enrichment in primary years.

Key focus areas:

- Language Skills Development: Students will enhance their ability to comprehend written and spoken French texts while developing accurate writing skills in French.
- Speaking Fluency: Emphasis is placed on fluency in spoken French, with extensive opportunities for oral practice through role-plays and dialogues.
- Use of Resources: Students will utilize a variety of purpose-developed resources, including online textbooks, video clips, and online articles. They will increasingly have the autonomy to choose materials that interest them, using these resources to create their own spoken, written, and multimodal texts.

Educational Approach

- Interactive Learning: The curriculum encourages active engagement through interactive activities that simulate real-life language use.
- Cultural Integration: Cultural understanding is integrated throughout the curriculum, enriching students' appreciation of French language and culture.

Our goals:

Our goal is to provide students with a dynamic learning experience that enhances their proficiency in French language skills, promotes cultural awareness, and fosters effective communication in French-speaking contexts.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary and skills in speaking, listening, reading, writing and formal grammar.

HUMANITIES

Learning Area: Humanities and Social Sciences

Course Length: One year

Content:

Students study both subject disciplines of Geography and History, with units being interlaced to provide a more meaningful and engaging exploration. Units of Civics and Citizenship and Economics and Business are also integrated into the course throughout the year.

Geography:

The course has two themes, which determine course content. Biomes and Food Security, explores the interaction of human need for food with the restraints and opportunities provided by diverse environments. Starting with Australia and then building to a global perspective, the unit encompasses agricultural innovation and moves to achieve a sustainable food supply for an overcrowded planet. Geographies of Interconnections, is a fascinating exploration of the way travel, trade, technology, and tourism have formed bonds (and zones of exclusion) between nations

History:

This course investigates increasing interaction within our modern world and explores the way cultures have been influenced by internal and external factors that drove momentous and long-lasting change. It starts with the Industrial Revolution and the movement of peoples (1750-1900) and the notion that it was the most important event in the last three thousand years of human history. The course explores the Making and transforming of the Australian Nation through the key social, cultural, economic, and political changes and their significance in the development of Australian society during the period. Students explore Asia and the world through a case study on Japan to understand how rapid industrialisation occurred, after contact with the wider world and how it was forced by Western powers. The course concludes with the first truly global conflict, the Great War, and has a particular focus on how Australia was brought into a world war.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments, multimodal presentations, and group work, which reflect research and understanding. A focus upon the integration of digital technologies to provide valid evidence through research.

MATHEMATICS

Learning Area: Mathematics

Course Length: One year

Content:

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands – number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding.
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.

Set 1: Classes follow the mainstream course and cover topics in greater depth.

Set 2: Classes consolidate concepts of the mainstream course.

Topics at Year 9 include:

Indices, measurement, linear equations and inequalities, congruent and similar triangles and proofs, Pythagoras' theorem and trigonometry, probability, algebraic techniques, financial mathematics, linear relations, coordinate geometry, quadratic graphs (introduction).

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including skills and applications tasks and mathematical investigations. Students prepare for the Year 9 NAPLAN test through revision of their numeracy skills, with reference to the minimum standards as described on the NAPLAN website.

MUSIC

Learning Area: The Arts

Course Length: One or two semesters

Subject Prerequisites:

Students must have one-on-one vocal or instrumental lessons on a chosen instrument to undertake this subject. Students may already be learning an instrument, or may choose to undertake tuition on a new instrument at the beginning of the course

Content:

This course focuses upon students as active music makers. Students will rehearse and perform as soloists and ensemble members with the aim of refining technical and expressive skills on instruments and/or voice. Students will explore and analyse inspirational music and artists and apply concepts to their own work. Students will compose their own music through song writing, notation and music technology activities.

All students are expected to play one or more instruments as part of the practical rehearsal and performance aspects of the course.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including;

- Solo and ensemble performances
- Musicianship (aural and theory)
- Listening/score analysis
- Composition

MUSIC TECHNOLOGY

Learning Area: The Arts

Course Length: One semester

Content:

Music Technology is a subject catered to students who want to learn to make hip-hop, electronic, dance, pop and other modern genres of music using specialised digital music software and equipment. No prior instrument experience is required, as students will learn to edit and manipulate audio files, loops and samples and develop skills on the MIDI keyboard to create and compose with.

Students will learn to:

- Sample, edit and manipulate audio and loops to create music in different genres.
- Explore Hip Hop, Trap, EDM and other modern music genres, and how to create them in music technology software.
- Make video and film soundtracks with sound effects and loops.
- Compose beats with drums, chords, basslines and melodies.
- Use a MIDI keyboard to record chords and lines into digital software.
- Record and edit vocals, and apply to hip hop and pop music tracks.

Students will learn to navigate digital audio workstations (DAWs) such as GarageBand, Ableton Live, or Logic Pro, mastering the essentials of recording, editing, and mixing audio tracks. The course also covers MIDI sequencing, sampling, film scoring and sound synthesis, allowing students to create and manipulate their own musical compositions. Through hands-on projects and collaborative assignments, students will develop a portfolio of work that showcases their technical skills and creative talents.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

PHOTOGRAPHY

Learning Area: The Arts

Course Length: One semester

Content:

This course offers students creative opportunities to develop, expand and polish their knowledge and skills as practising photographers in their own right. They will record and share their personal aesthetic as artists, designers and avant-garde thinkers through a range of scaffolded studio and out of class activities. Students are provided with skilled teacher demonstrations and individual in class mentoring, tailored to each student. Students will develop and refine their expressive and analytical vocabulary and engage in creative problem solving and innovative thinking. Photography is explored as an art form and as part of a designer's creative process. Themes are inspired by studio and natural lighting opportunities.

Students explore photographic composition and operation with the use of traditional photographic techniques, such as cyanotypes and 35mm Film, contrasted with digital SLR cameras. Editing is taught in line with current industry standards with the use of the Adobe suite, with a focus on Photoshop.

This subject aims to:

- Develop and refine each students' personal aesthetic as artists, designers and innovators.
- Develop and refine students' knowledge and skills in a variety of approaches to digital photography.
- Expose students to relevant styles, art and design movements and key photographers.

Students will be given the opportunity to acquire the following knowledge and skills:

- Initiative in seeking out information, exploring and refining art and design skills.
- Knowledge and understanding of traditional and contemporary art and design practice.
- Skills developed through experimentation and practice and self-exploration.
- The ability to discuss, understand, interpret, evaluate and respond to works of traditional and contemporary art practice.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

PHYSICAL EDUCATION AND HEALTH

Learning Area: Health and Physical Education

Course Length: One year

Content:

This course aims to develop the knowledge, understanding, and skills to ensure students:

- Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan.
- Develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
- Engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Education:

- Alcohol and Drug Education
- Relationships, Identity and Consent Education
- Physical Fitness and Health
- Mental Health

Physical Education:

Students explore a range of movement types through themes including Athletics, Community fitness, Aquatics, Court-divided, Space and movement, Field-invasion, Court-invasion and Striking and fielding.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

SCIENCE

Learning Area: Science

Course Length: One year

Content:

The Australian Curriculum – Science contains the following content strands:

Science Understanding:

- Body Systems and Negative Feedback
- Reproduction in animals and plants
- Carbon Cycle and Processes
- Wave and Particle Models
- Conservation of Energy
- Atoms and Radioactivity
- Chemical Reactions

Science as a Human Endeavour:

- Nature and development of science
- Use and influence of science

Science Inquiry Skills:

- Questioning and predicting, planning and evaluating
- Processing and analysing data and information
- Evaluating
- Communicating
- STEM task – project-based learning including solving a problem, engineering a solution and creating a working model

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- Topic tests
- Practical investigations
- Research investigations.

SCIENCE AND TECHNOLOGY

Learning Area: Science and Mathematics

Course Length: One semester

Subject Prerequisites:

Students who choose this subject will need to have A or B grades in Science at Year 8.

Content:

Science and Technology is a STEM-based subject to prepare students for further study in the fields of science, technology, engineering and mathematics (STEM). In addition to subject-specific learning, the aim is to foster inquiring minds, logical reasoning and collaboration skills.

This interdisciplinary subject will cover topics such as:

- Criminalistics
- Immunology
- Electronics
- Using technology
- 3D modelling
- Robotics

Assessment includes project-based learning requiring problem-solving, engineering a solution and creating a working model.

There are two types of assessment tasks:

- Collaborative inquiry
- Inquiry folio work

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Science and Technologies.

Assessment tasks are all project based with a problem set, and students develop their own solutions in different formats, such as info graphics, investigations and projects.

TEXTILES

Learning Area: Technologies

Course Length: One semester

Content:

The purpose of this course is to develop design and sewing skills with a specific focus on fashion design. The Sewing Studio is equipped with a range of sewing machines and overlockers suitable for use with a variety of textiles used in garment construction.

Students will develop a basic understanding of the principles and processes of fashion design, including general sewing knowledge and practical and decorative sewing skills. They will develop skills in the design, presentation and construction of their ideas as they communicate through the Design Realisation process.

Complementing the practical process, students will produce a multimodal folio documenting their progress as they explore individual interests, build on their knowledge and skills in fashion design and garment construction.

Topics covered include:

- Fast fashion and the impact on the world around us
- Basic sewing machine, overlocker and hand-sewing techniques
- Tie-dyeing and block printing on fabric
- Short or skirt construction

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

WELLBEING

Course Length: One year

Content:

The Year 9 Wellbeing program is aimed at developing and supporting students social, psychological and academic fitness. One of the key focuses at Year 9 is to cultivate student agency and empowerment in the cohort.

The purposes of the dedicated wellbeing lessons with House peer groups and their Heads of House include:

- Strengthening student connection and sense of belonging within their House and House peer group.
- Developing and strengthening relationships between students and their Head of House as a key wellbeing leader in the student's journey through Years 8 to 12.
- Engaging students in understanding and developing key wellbeing concepts that are appropriate to their age and stage.
- Respond pro actively and reactively to the Wellbeing opportunities and challenge faced by individual Year levels.

ASSESSMENT:

There is no formal assessment. However, students do receive an effort rating based on their use of class time and support.

9@SCOTCH

Program Structure: 9@Scotch is delivered as a timetabled double lesson twice a week for the entire school year.

Content:

Based on the Australian Curriculum, 9@Scotch is a unique and dynamic subject designed to help students explore and develop key life skills across the following areas:

- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- Global awareness
- Personal and social capability
- Sustainability
- Social entrepreneurship
- Reflection on personal growth and development

A central feature of 9@Scotch is Odyssey — an immersive 12-day residential and outdoor education experience. This powerful program is designed to foster independence, resilience, and a deep sense of connectedness — to self, others, and the environment — through hands-on, experiential learning.

During Odyssey, students live in small cottage groups, developing essential life skills such as collaboration, responsibility, and adaptability as they navigate daily challenges together. After eight nights of communal living, they embark on a four day Outdoor Education expedition, where they are encouraged to approach new experiences with courage and curiosity.

Reflection is a key part of the journey. Students participate in regular journaling and group debriefs to reinforce the lessons and personal growth that occur throughout the experience.

ASSESSMENT:

Assessment is both formative and summative, with a strong emphasis on personal capability development. Students are encouraged to demonstrate real-world understanding, to apply innovative thinking, and to reflect meaningfully on their learning and growth.

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