St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 9

2026

CONTENTS

OUR MISSION

The St John Fisher College Community
is inspired by God's Spirit and
the Catholic faith tradition
to live, to love and to learn
with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive
as we respond with equal dynamism
to society's challenges today and tomorrow.

MESSAGE FROM THE PRINCIPAL

The St John Fisher College learning community has very high expectations of our students and the first of these is that they work to the best of their ability. We expect that all our students will strive to do their best at all times in all they do in this wonderful community.

The John Fisher College learning and teaching framework encourages learners to connect, engage, innovate and reflect. These important approaches to learning will allow you to meet the challenge of an increasingly complex 21st century world. We recognise that members of our community need to be able to create, evaluate, effectively use information and manipulate technology. Your course of study will help you learn these skills.

While you are here in this place of learning, I encourage you to step out of your comfort zone, for it is here that you will have your greatest achievements. I also challenge you to become problem solvers and creative thinkers. As you move into your years of secondary education you also need to become more responsible for the outcomes in your life. Take the initiative and ask the staff at the College to help you with your concerns. Help is available in many forms from our staff.

Our school curriculum, described briefly in this booklet, is designed to enable you to choose the course of study that will allow you to achieve your best, enjoy your learning and to lay the foundation for more extensive studies in the coming years. The emphasis is on each individual taking responsibility for one's own progress.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Goodness, Knowledge and Discipline* in 2026.

Ms Britt Gurnett
Principal

YEAR 9 SUBJECTS

All Year 9 students study core units in:

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- History & Geography (one semester of each)

Students may choose FOUR elective subjects from the list below. Each subject will be studied for one semester, i.e. two electives in Semester One and two electives in Semester Two:

- Design and Technologies – Engineering & Materials
- Design and Technologies – Food and Materials
- Digital Technologies
- Drama
- Economics and Business
- French*
- Music
- STEM
- Visual Arts

*Students selecting French will be studying French in both semesters, therefore will only study three electives in total across the year.

SUBJECT SELECTION ONLINE (SSO)

In Term 3 the Year 8 students will gather information about the curriculum and requirements of each subject offered in Year 9, 2026. Students will be required to select their subjects through the online process:

1. Students will be emailed their SSO (Subject Selection Online) information. This will include a link to the SSO site, username and password. Please note this is the only method that subject preferences will be received.

2. The instructions will include an individual Student Access Code and Password.

3. Students do have the opportunity to change their preferences once entered, but the final selection must be completed by **9.00 pm Tuesday 19th August.**

4. All students are required to print their Selections Report on completion of the online process. This will need to be signed by parents and submitted to Reception **by 9am Thursday 28th August.**

If there are any difficulties with SSO please contact Rebecca England 3269 8188 or rebecca.england@bne.catholic.edu.au

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General (A) – Applied (C) – Compulsory (V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education (C)	Religious Education (C)	Religious Education (C)	Religious Education (C)	Study of Religion (C) (G) Religion and Ethics (C) (A)	Study of Religion (C) (G) Religion and Ethics (C) (A)
English (C)	English (C)	English (C)	English (C) Literature (C) Essential English (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	Mathematics (C) (G) Mathematical Methods(C) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)
Science (C)	Science (C)	Science (C) STEM	Science (C) STEM	Biology (G) Chemistry (G) Physics (G) Psychology (G)	Biology (G) Chemistry (G) Physics (G) Psychology (G)
History (C) Geography (C) Civics & Citizenship (C)	History (C) Geography (C) Civics & Citizenship (C)	History (C) Geography (C)	Legal Studies History	Legal Studies (G) Modern History (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support	Legal Studies (G) Modern History (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support
Economics and Business (C)	Economics and Business	Economics and Business	Economics and Business	Business (G) Diploma in Business (V)	Business (G) Diploma in Business (V)
Digital Technologies (C)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (G)	Digital Solutions (G)

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General (A) – Applied (C) – Compulsory (V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design & Technologies - Food and Materials (C) Design & Technologies – Engineering & Materials (C)	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)
Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)
French (C)	French	French	French	French (G)	French (G) French Extension (G)

Last Updated August 2025

DESIGN AND TECHNOLOGIES – ENGINEERING AND MATERIALS

Why choose Design and Technologies: Engineering and Materials?

As students engage in design challenges, they have multiple opportunities of creative input and innovation, as well as the application of technical skill and conceptual understandings in solving a problem or producing a textile product or 3D printed prototype solution. Students will develop design skills, creativity, enterprise, problem solving, decision making and organisational skills working independently and collaboratively.

The skills developed in Design and Technologies – Engineering and Materials are essential in our ever-changing world. The use of 3D printers is an integral part of the design units, along with producing a textile item which can also provide students with problem solving skills, a great sense of accomplishment and lessons in perseverance.

Students work within a design process of exploring needs and wants; developing ideas; using drawing and practical construction skills and evaluating design ideas. They use divergent and convergent thinking to develop design solutions.

Course Content

Unit 1 – Interior Design Styles This unit actively engages students in creating designed solutions for identified needs and opportunities. The context of the design challenge is interior design, based on a recognised design style. Students will manage projects independently and collaboratively from conception to realisation. They apply design thinking strategies including diverse and converse thinking strategies. Students use the Develop phase of the double diamond design process to generate ideas, test ideas through prototyping possible solutions, refine ideas by iterating and propose designed solutions. Proposed design solutions are presented to an audience. Through this unit students develop a sense of pride, satisfaction and enjoyment from their ability to create a design solution to fulfill a design opportunity and develop innovative design concepts.	**Unit 2 – Australian Fashion Design** This unit actively engages students in creating designed solutions for identified needs and opportunities. The context of the unit is fashion design. Students explore the Australian fashion industry in terms of its relevance in the Australian economy, employment opportunities and predictions of the industry's future growth based on consumer trends on the industry. Students will also explore the emergence of ecommerce - online shopping market. They will identify new opportunities in creating their own career journey into the Australian Fashion Industry. Students will consider how social messages can be shared through fashion. Students will have a range of design challenges including creating their own fashion line that includes clothing and accessories based on a specific market or consumer driver. They will use divergent thinking to generate ideas, synthesise to develop an innovative collection, evaluate, refine ideas by iterating and propose designed solutions. Proposed design solutions are presented to an audience.

Assessment
Students' work will be assessed under two criteria:

- Knowledge and Understanding
- Skills

Students will engage in a range of assessment tasks including:

- Design Projects (written design project and practical components).

Note
As a requirement of the course students are expected to provide fabric, patterns and sewing notions for practical textile items in Unit 1 (requirements will be advised at the beginning of each Semester). The cost is dependent on the student's choice of patterns and materials.

DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS

Why choose Design and Technology - Food and Materials?

Design and Technology - Food and Materials equips students with vital knowledge and understanding to design good food products for their heath and others. It challenges students to think about, respond to, and create solutions for contemporary issues in food and nutrition.

Design and Technology - Food and Materials develops enterprising skills as students design new food products that consider health, nutrition, sustainability and emerging trends in the food industry. It also develops practical food preparation skills to enable students to independently prepare food to enhance their own wellbeing and develop food solutions.

Skills and knowledge attained in Design and Technology - Food and Materials are useful for everyone as food is a daily need and food selection has impacts on our health and our world. Current food habits are not sustainable and require change.

The subject is also useful for pathways into the areas of health (e.g. dietetics, nursing, nutrition, community health) or food science (e.g. food technologist, production manager, food chemist, nutritional therapist, food production designer) or hospitality (e.g. chef, function management, caterer).

Course Content

Unit – Food by Design	**Unit 2 – Eat Well, Be Well**
In this unit, students build on their nutritional knowledge and apply it when designing new food formulations for specific groups. Students engage in creative problem solving and learn how to use seasonal and sustainable ingredients. Students will test and trial formulations and iterate to improve new food products. This will involve learning about the basic functional and nutritional properties of food. Sensory profiling to judge the satisfaction of food products is also covered as another way to respond to consumer needs. Use of the design process to investigate, generate, plan, manage, produce, and evaluate to make a product that best suits consumer's needs will be integral to the unit.	In this unit students will investigate how to live more sustainably to keep the earth healthy for future generations. They will design and make food products for preferred futures with specific emphasis on food trends. Students will make simple food decisions to create their own formulations by modifying set recipes to reduce our carbon footprint. They will investigate the food system and current food trends. Students will critically analyse factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures and apply design thinking as they develop a specialised food product.

Assessment

Students' work will be assessed under two criteria:

- Knowledge and Understanding
- Skills

Students will engage in a range of assessment tasks, such as:

- folio (written and practical components)
- entry into a national recipe challenge competition

Note

As a requirement of the course, students are expected to provide ingredients, trays and containers for practical food preparation (list supplied at start of units). The cost is dependent on the student's choice of recipes.

DIGITAL TECHNOLOGIES

Why study Digital Technologies?
The Digital Technologies Curriculum empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Course Content
Digital Technologies is largely practical but also incorporates some theory elements. Communication is also an essential aspect of the study and involves language education, therefore comprehension and composition skills are developed in various genres.

Semester One – The Web of Life	Semester Two – I am in Control
Game Design – MakeCode Arcade *Design and develop a platformer game and play it on a handheld gaming device.* • Game Design: Basics of mechanics, dynamics, and aesthetics. • Introduction to MakeCode Arcade • Game Design Concepts: Goals, rules, challenges, rewards, and genres. • Creating Game Assets • Programming player controls, collisions, and physics. • Level Design: Using MakeCode Arcade's level editor • Game Testing and Iteration: Playtesting, feedback, and improvements. **Design and Develop a Website** *Develop and use your design skills to come up with a great user experience.* • Designing for accessibility & Usability Principles • Principles and elements of visual design • Designing websites with sketches and wireframes • User acceptance testing • Website Development • HTML and CSS	**Coding Minecraft** *3D Printing buildings is no longer science fiction – use Minecraft to design and code a building.* • Introduction to coding concepts such as variables, conditionals, and loops. • Minecraft API: Exploring Minecraft's API for modding and scripting. • Manipulate Minecraft blocks programmatically. • Building a Home: Creating a program to build a customized home structure in Minecraft. • Utilizing redstone circuits for automation and interactivity. • Event Handling and Triggers • Incorporating design principles to create visually appealing homes. **Microprocessors** *Explore the world of microprocessors and design your own fun use.* • Blinking LED's! • SOS Beacon • Alarm & Temperature Alarm • Servo, Light dimmer and Fan • Ifrared, LED matrix • Design and create your own projects

Assessment
Students' work will be assessed in the following strands: Knowledge and Understanding, Processes and Production Skills. Results will be awarded on a balanced judgement of the student's assessment folio.

Note Students considering an information technology subject (e.g. Digital Solutions) in Senior are encouraged to study Digital Technologies in Years 9 and 10, however it is not a prerequisite.

DRAMA

Why study Drama?
Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in the future.
The Years Nine and Ten Drama course has been designed to immerse students into a safe and supportive environment helping students to develop their creativity, confidence, interpersonal skills and greater self-awareness.

Course Content
The Year Nine course provides opportunities for students to create drama as they examine real life issues and entertainment for young people. In the process, a range of texts are used including fairy tales and scripts written especially for teenagers. The Drama course covers a range of Theatre styles. Students delve into the world of role play, improvisation, children's theatre and working with scripts. Students are encouraged to use their knowledge of the world around them to support connections to the wider world and make meaning of their environment. Studying Drama helps students to develop a wide range of skills that are applicable "outside" of the classroom e.g. communication skills, creative thinking skills, problem-solving skills and the ability to work in a group to name just a few.

Semester Unit
Topic One – Elements of Drama • Introduction to Elements of Drama (in particular, roles, relationships, mood, tension) • Creating role plays which clearly communicate the Elements of Drama • Developing improvisation skills **Topic Two – Fractured Fairytales** • Examine conventions and acting techniques used in children's theatre • Examine well known fairytales focusing on theme, characters and structure • Rewrite well known fairytales • Develop appropriate acting style • Rehearse and present • Analyse a recording of a live theatre production

Please note the above units are currently under review.

Assessment
Students' work will be assessed within three criteria - Presenting (acting skills), Forming (making and shaping drama) and Responding (responding to drama, how and why was it created).

Students will engage with a range of assessment techniques throughout the course including group performance and analytical essays. Although most assessment items require students to work as part of a group they are marked individually. Students may not have strength in all three areas; however, each criterion is weighted equally.

Note
Students considering Drama in Senior are encouraged to have studied a minimum of two semester units in Years 9 and 10.

Due to the physical nature of the subject, theatre blacks are required. Theatre blacks are comfortable black shirt and pants. Blacks should be modest and allow for movement without requiring students to constantly adjust their clothes.

ECONOMICS AND BUSINESS

Why study Economics and Business?

Economics and Business develops knowledge, understanding and skills that enable students to accumulate and manage finances and participate and contribute to the sustainability of the economy, environment and society. It fosters enterprising individuals who think critically and creatively, work with others, show initiative and flexibility, use technology; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students to actively and effectively participate in economic and business activities, now and in the future.

Course Content
Economics and Business involves both theoretical and practical elements. Communication is also an essential aspect of the study and involves language education.

Program	
Option #1 – Economics 101 • Identifying participants in the open Australian economy • Explaining the objectives of the Australian economy to satisfy needs and wants through the production and distribution of goods and services • Identifying Australia's major trading partners in the Asia region and the items of trade • Global events that impact on economic activity **Option #2 – Money makes the world go round** • Exploring Australia's interdependence with other economies • Examining the implications of participating in an interdependent global economy for consumers, workers, businesses and government • Investigating the activities of multinational corporations in supply chains and global business activities	**Option #3 - Girls just want to have funds** • Investigating different types of investment that enable people to accumulate savings for the future • Debating the difference between good and bad debt, how to manage debt, the risks of over-indebtedness, and the importance of having a savings buffer • Identifying ways consumers can protect themselves from risks • ASX School's Sharemarket Game **Option #4 – It's a competitive world** • Identifying the reasons businesses seek to create a competitive advantage • Investigating the different strategies businesses use to create competitive advantage • Exploring emerging techniques businesses can use to gain an advantage

Assessment
Students' work will be assessed in the following criteria – Business Knowledge and Understanding and Business Skills.

Students will engage with a range of assessment techniques throughout the course, including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

Note
Students considering Business in Senior are encouraged to study Business in Years 9 and 10 however, it is not a prerequisite.

ENGLISH

Why study English?

Year 7 - 10 English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future.

The Junior English course is designed to create confident communicators, imaginative thinkers and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. To become effective communicators in Australian society, secondary students need to learn to understand, communicate and build relationships with others and with the world around them.

Course Content
The Year 9 English course challenges students' perceptions and allows them to develop understanding and empathy through an exploration of the themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas.

Unit One *The Art of Storytelling*	In this unit, students read, discuss and analyse a range of poetry addressing contemporary issues. They produce a literary transformation of a poem into a narrative. Students develop an understanding of narrative structure and stylistic features including figurative language devices, characterisation and dialogue.
Unit Two *Utopian Dreams and Dystopian Nightmares*	Students will read the dystopian novel The Declaration and discuss the issues in contemporary society that have been foreshadowed or commented upon by the text. They will consider the type of world and future that awaits the next generation by thinking critically about both the world and the issues it faces, and the nature of humanity that ultimately prevails in times of darkness.
Unit Three *Truth, Voice, Treaty*	Examine representations of First Nations issues through a range of 'rich texts' - historical records, articles, documentary and speeches - with a focus on the importance of voice. Revise persuasive techniques. Develop a persuasive speech in response to stimulus.
Throughout the year students will engage in integrated Literacy lessons which will enable them to further develop their writing, vocabulary and reading comprehension skills. The year will culminate in students completing Reader's Circles.	

Assessment
Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 3 assessment items. Students will engage with a range of assessment tasks. They will present a persuasive speech, create a narrative literary transformation based on poetry and write an analytical essay in response to a novel during a seen exam.

FRENCH

Why study French?
Competence in a language other than English is essential for young Australians who wish to take their proper place in a world where globalisation is the reality of life. Learning a second language develops attributes of a lifelong learner. It fosters the development of the student, not only as a language user, but as a person. It provides students with an alternative way of expressing themselves and an opportunity to participate more fully in the global community.
French at St John Fisher College provides students with opportunities to develop their communication skills and confidence which are useful in all areas of their school life and beyond. It also enables students to approach problems and concepts using different thought processes.

Course Content
Year 9 French continues to develop students' skills in reading, writing, speaking and listening and deepens their understanding of the French culture. The skills of reading, writing, listening and speaking are developed throughout the unit. Students become acquainted with the French speaking people and their cultures in different parts of the world.

Semester One	Semester Two
Unit 1 **Talking about past events and holidays** 1. Develop vocabulary needed to describe a holiday in the past. 2. Read, discuss, and analyse French texts about holiday activities, weather, accommodation, transport, food 3. Listen to French conversations about a holiday or a past event 4. Write an email describing the best or worst holiday experience 5. Investigate francophone countries. 6. Prepare a multimodal presentation describing a holiday in a francophone country. 7. Develop grammar skills in past and imperfect tense. 8. Revise present tense. 9. Research French festivals. **Assessment:** 1. Reading, Writing & Listening Exam 2. Student teacher interview	**Unit 2** **Talking about future, holidays & professions** 1. Develop vocabulary needed to describe a holiday in the future 2. Read, discuss, and analyse French texts about a dream holiday 3. Listen to French conversations about holiday plans 4. Develop vocabulary to talk about professions 5. Develop writing skills with diary entries and job applications. 6. Prepare weekly blogs describing holiday destinations in francophone countries 7. Develop grammar skills in future and conditional tense. 8. Revise all tenses 9. Research Francophone countries **Assessment:** 1. Multimodal presentation 2. Reading, Writing & Listening Exam

Assessment
Students' work will be assessed within five criteria: Reading, Writing, Speaking, Listening, Intercultural Competence. Students will engage with a range of assessment tasks focusing on the four macro skills: reading, writing, speaking and listening. They will demonstrate their interpretative abilities by engaging in listening and reading exams.
Students will also demonstrate their writing skills in various exam contexts and their French speaking skills by participating in role plays and interviews. For some spoken tasks, students will respond to and prepare for unseen questions and scenarios.

GEOGRAPHY

Why study Geography?

Geography nurtures students' curiosity about places and the differences between them. It responds to their wonder about the world and its diversity and teaches them how to explore this world directly through field work and indirectly through other types of investigation. It develops a geographical imagination that enables students to relate to other places and people, and to appreciate the cultures and perspectives of others.

The aims of Geography are to:

- develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of Australia, and of the world;
- enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining;
- enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places;
- develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, particularly through fieldwork and **spatial technologies**, reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways; and
- build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge, make sense of new situations and to solve problems.

Course Content
In Year 9 students will complete ONE semester of Geography**.** The key inquiry questions at this year level are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Semester Course
Topic One - Biomes The Biomes topic focuses on investigating the role of the biotic environment. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges for the future. **Topic Two - Interconnections** Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Assessment
Students will be assessed according to Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Note
An opportunity for an excursion may arise which will be relevant to the students' study. The cost of the excursion is covered by levies. Students will be required to attend.

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?
Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing. Active engagement in physical activity is a major emphasis of this subject. This recognises that participation in physical activity promotes health, and it also acknowledges the unique role of physical activity as a medium for learning. A significant amount of time is allocated to learning experiences that actively engage students in physical activity.

Course Content

Semester One	Semester Two
Unit 1 – Risk Taking: Alcohol, Drugs and Harm Minimisation In this unit, students will focus on risk taking behaviours and harm minimisation in relation to alcohol and other drugs. They will plan, rehearse and evaluate options for managing situations where their own or others' health or safety may be at risk. Students will propose and practice a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks. They will plan and practice responses to emergencies where they may be required to administer first aid to a friend, including CPR. Students will evaluate and apply health information from a range of sources to health decisions and behaviours. They will plan, implement, and critique strategies to enhance health, safety and wellbeing of their friends, families and communities. The practical component of the unit will focus on softball. **Unit 2 – Relationships and Sexuality** In this unit, students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts. The practical component of the unit will focus on Oztag.	**Unit 3 – Sustainable Health** In this unit, students critically analyse and apply health information from a range of sources to health decisions and situations. They will examine actions to take greater responsibility in relation to their own health. They will plan, implement and critique strategies to enhance health, safety and wellbeing of their communities and plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments. The practical component is ultimate disc and small field games. **Unit 4 – PT Yourself!** In this unit, students will use technology to gather primary data about their own fitness using heart rate monitors. They will learn about the relevance of heart rate and health. The unit also includes training methods, fitness exercise (eg. circuits, resistance, interval, boxing, bootcamps), the respiratory and circulatory systems. Students, evaluate of programs and exercise based on their end of term heart rate.

Assessment: Students' work will be assessed in two criteria:
- Knowledge and Understanding
- Skills

Students will engage with a range of assessment tasks including:
- Written Exam
- Research Task
- Practical performance
- Multimodal presentations

Note: Students are required to wear their sports uniform and supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.

HISTORY

Why study 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. It 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.

Course Content
In Year 9 students will complete ONE semester of History. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of First World War?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Semester Course: The Making of the Modern World (1750 to 1918)
Overview - The Making of the Modern World Depth Study: The Industrial Revolution and the movement of people Depth Study: World War One

Assessment
Students will be assessed according to the following criteria: Historical Knowledge and Understanding and Historical Skills. Students will engage with assessment techniques which cater for different learning styles and give them opportunities to demonstrate progress. These techniques include written research task and a short response test.

Notes
An opportunity for an excursion may arise which will be relevant to the students' study. The cost of the excursion is covered by levies. Students will be required to attend.

MATHEMATICS

Why study Mathematics?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The mathematics curriculum provides students with carefully paced in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Course Content
The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

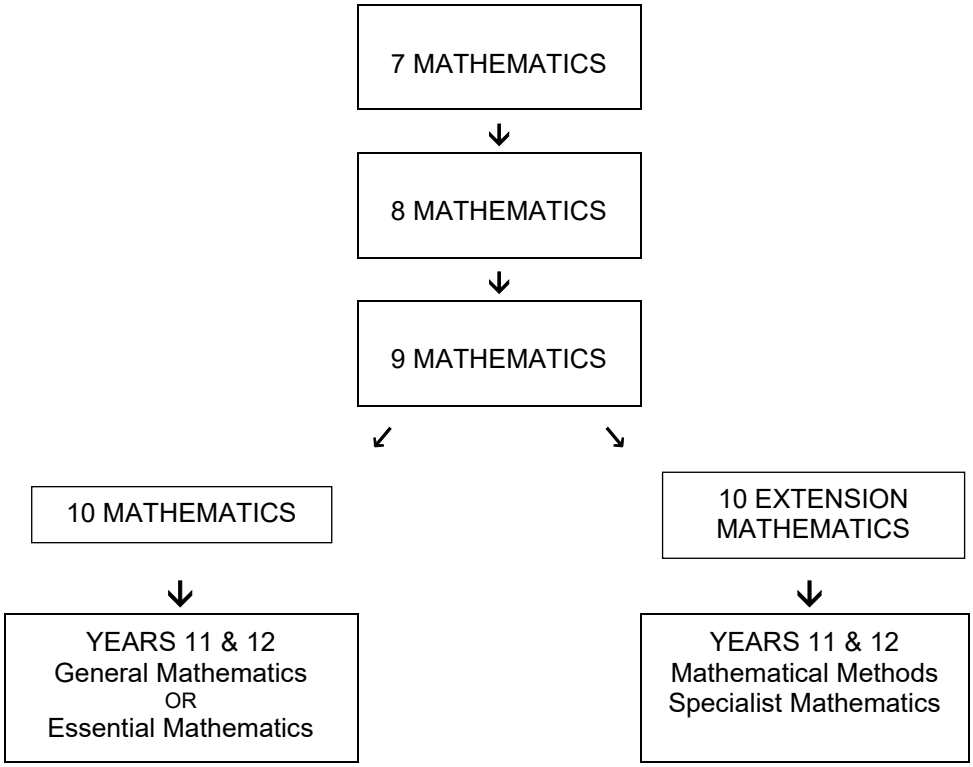
Year 9 Semester One	Year 9 Semester Two
Topic 1: Number and Algebra • Money and financial mathematics – percentages and simple interest **Topic 2: Number and Algebra** • Index laws and their properties • Scientific notation **Topic 3: Measurement and Geometry** • Very large and very small timescales and intervals **Topic 4: Number and Algebra** • Distributive law • Binomial products • Perfect squares • Difference of two squares • Factorisation **Topic 5: Number and Algebra** • Direct proportion • Rate problems **Topic 6: Number and Algebra** • Sketching linear graphs • Linear rules from graphs and table of values • Gradient • Midpoint and distance of a line segment **Topic 7: Measurement and Geometry** • Ratio and scale factors • Similarity of triangles **Topic 8: Measurement and Geometry** • Pythagoras' Theorem	**Topic 9: Measurement and Geometry** • Areas of composite shapes • Surface area and volume of cylinders and prisms • Unit conversions **Topic 10: Measurement and Geometry** • Sine, cosine and tangent ratios • Applications to solve right-angled triangle problems **Topic 11: Measurement and Geometry** • Sketch linear and non-linear relations with and without use of technology • Quadratic relationships • Solve simple quadratic equations • Circle and hyperbolic relationships **Topic 12: Statistics and Probability** • Techniques for collecting data • Back-to-back stem and leaf plots • Histograms, dot plots and frequency polygons • Shapes of distributions • Categorical and nominal data • Compare mean, median and range **Topic 13: Probability** • Two-step chance experiments • Probability with and without replacement • Relative frequency • Probabilities of events involving 'and' or 'or'

Assessment
Students' work will be assessed in the following criteria: Understanding and Fluency, Problem Solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam as well as problem-solving and modelling tasks.

FURTHER STUDY
Students undertake studies in Mathematics as part of their core subjects in Years 7 to 12.

In Year 10 the Australian Curriculum Mathematics has two levels:

- 10 Mathematics is designed to help students make a successful transition from Year 10 to General Mathematics and Essential Mathematics.
- 10 Extension Mathematics is designed to prepare students to make a successful transition from Year 10 to Years 11 and 12 Mathematical Methods and Specialist Mathematics.



MUSIC

Why study Music?
Music is an art which pervades all human life and has a significant role to play in personal, social and cultural identity. Whether actively engaged in music by listening, performing or composing or through incidentally encountering music, students each have their own individual experience on a day-to-day basis. By singing, playing instruments, listening, moving, improvising and composing, students within the music classroom experience satisfaction and enjoyment as they learn. Through aspects such as memory, coordination, concentration and creativity the classroom music program will help the holistic development of the individual.

Course Content
Music in Year 9 will introduce students to the three major components of Music: Creating, Presenting and Responding. Students will study a variety of musical genres focusing on film music. This course focuses upon students making music and developing the ability to think and express themselves in sound.

Through the immersion of repertoire from various cultural and historical contexts, students will learn to aurally and visually identify and respond to the elements of music. Music students in Year 9 will ultimately study music as an art form and develop the ability to hear what is seen and see what is heard.

Film and Video Game Music	

Theory:
• Introduction to the elements of music
• Explore and analyse the role music plays in films and video games, the different types of film and video game music and traditional music clichés
• Explore and evaluate the four main functions of film and video game music:
  ○ evoking a time and place
  ○ creating mood or atmosphere
  ○ conveying character or ideas
  ○ expressing emotions
• Analyse, and compare and contrast film and video game music works from a range of cultures, times and locations using the musical elements
• Complete a listening analysis exam on film and video game music
	Practical:
	• Perform in small ensembles a musical piece from a film, video game or film soundtrack
	• Compose a piece of video game music, incorporating a character motif, to accompany a particular scene in a film
	• Explore recording devices and computer programs to develop their compositional skills
	• Develop vital musicianship and performance skills
	• Work collaboratively to compose Film music to accompany a film trailer and perform the creation to the class

Assessment

Students are assessed within the three dimensions of music in Year 9:
- Creating (creating or arranging a musical piece)
- Presenting (musicianship skills)
- Responding (responding and analysing music and music history using the musical elements)

Students may not have strength in all three areas; however, each strand is weighted equally.

Note
If students are considering choosing Music in Year 10 or Senior, is it strongly recommended that they study music in Year 9.
** This course is currently under review and may differ slightly from the units listed.

RELIGIOUS EDUCATION

Why study Religious Education?

Religious Education is at the heart of the Saint John Fisher College curriculum. It aims to develop students' religious literacy in the Catholic tradition, so that they may participate as active lifelong learners within Church and wider community contexts. Through an engaging Religious Education program, students are encouraged to participate critically and authentically in contemporary culture; they are challenged to live the gospel of Jesus Christ in their everyday lives and to be a religious voice in the world.

Religious Education also requires students to employ a wide range of higher thinking strategies to analyse, synthesise and evaluate information and ideas. It links directly with one of the key goals of the Australian Curriculum that requires students to become "active and informed citizens who are committed to equity and justice, while working for the common good, in particular sustaining and improving social environments." In this sense Religious Education is holistic as its central purpose is to develop the personal and social skills of students in addition to their academic engagement with complex and diverse religious and secular ideas.

Course Content

Topic 1: Making Sense of Jesus
• Different perspectives on the dignity of the human person and human rights and responsibilities • Principles of Catholic Social Teaching to real world examples of scientific and technological advances • Text structures of selected miracle and parable stories using Form Criticism and Narrative Criticism • Personal and communal prayer • Foundational beliefs of Christianity – Incarnation, Resurrection and Ascension

Topic 2: The Church response to the modern world
• Key messages of various religious and lay leaders (c.1750 CE-c. 1918 CE) which inspired others to respond to social justice issues • Examples of good and evil co-existing throughout history • Different historical interpretations about the Church's past (c.1750 CE-c.!918 CE) • Different ways that lay people live their Christian vocation • Catholic Social Teachings – scientific and technological advancement

Topic 3: Learning from the Past
• Selected texts from the Pentateuch including creation, flood, escape from Egypt stories to identify the major themes • The significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers • The understanding of God/Allah/G*d in monotheistic religions • Christian meditation and contemplative practices - Maranatha

Assessment

Students' work will be assessed in the following dimensions: Knowledge and Understanding, Processing Skills and Communication Skills.

Years 9 & 10 Religious Education Assessment is designed to engage students with genres used in Senior subjects, *Study of Religion* and *Religion and Ethics*. Students will engage with a range of assessment tasks including: a research essay, an extended response and short answer examination.

SCIENCE

Why study Science?

Humans are innately curious about their world. Science is a 'way of inquiring' used by people to explore and explain their experiences of phenomena of the universe. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of Science can help students reach deeper understandings and make sense of the phenomena they experience as they investigate, understand and communicate. Science education involves students and teachers working together as they construct new understandings and compare their current ideas with those of the scientific community.

Course Content

The Australian Science curriculum is taught via three strands - Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and are taught in an integrated way.

In Year 9, students will study the four areas of:
Biological Sciences, Earth and Space Sciences, Physical Sciences, and Chemical Sciences.

The units studied across the two semesters include:

Semester One	Semester Two
Topic One - Live and Let Live • Coordinated Body Systems • Disease • Ecosystems **Topic Two – The Changing Earth** • Plate Tectonics	**Topic Three - Investigating Reactions** • The Atom • Important Materials • Reaction Types **Topic Four - Sound and Light** • Electrical energy • Heat, Light and Sound • The Electromagnetic Spectrum

Assessment

Students' work will be assessed under the two criteria:

- Knowledge and Understanding (including Science Understanding and Science as a Human Endeavour strands)
- Skills (including Science Inquiry Skills)

Students will engage in a range of assessment tasks including Data Tests, Student Experiments, Research Investigations (assignments) and Written Exams.

STEM

Why study STEM?
STEM is a course that challenges and inspires students to develop their skills in the STEM disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary approach. Students will undertake a series of connect-based projects that utilise the engineering design and refine cycle and combine mathematical reasoning with the application of technology and scientific understanding. Projects will involve some hands-on components to find practical solutions to real problems through an interdisciplinary approach.

Course Content
In Year 9 students will complete ONE semester of STEM**.** The course is still in development and will be guided by student interest and input. Below is a list of possible content in the course.

Semester Course
Topic One – Physics of Rocketry After learning the physics of rocketry, which plans a vital role in the modern world students brainstorm, construct and launch a rocket of their own in groups. Designs are manufactured using laser cutters and 3D printing. **Topic Two – Environmental Awareness Response System** Students will create a working model of an Environmental Awareness Response Systems. The device developed will detect for example, carbon dioxide levels, earthquakes and temperature levels. **Topic Three – Jiggler** Students follow an engineering design brief to design, build and evaluate a self-powered device which will jiggle a teabag to make a cup of tea. **Topic Four – STEM Olympiad** Students will complete activities including constructing the tallest tower using limited resources, constructing the strongest possible bridge, converting paper bags into parachutes, constructing boxes that hold the most volume. **Topic Five – Astronomy** Students learn about astronomy, conversation, and Aboriginal and Torres Strait Islander peoples' cultural perspectives in astronomy.

Assessment
Students will be assessed on their solution to a problem and their presentation skills.

VISUAL ARTS

Why study Visual Arts?
The arts are core to the development of creative, confident, compassionate and resilient individuals who can think and reflect critically, celebrate and challenge ideas, people and events, and work towards making a difference in sustaining and reimagining their own and their communities' futures.

Students learn to express their ideas, thoughts, questions, understandings and opinions. They are given the opportunity to experience and explore a variety of media to help them understand the possibilities and limitations of the materials used. All students are encouraged to be creative and to solve problems in an atmosphere of acceptance and understanding.

Visual Arts offers students the opportunity to develop skills that are both specific to the subject as well as being valuable to the development of lifelong learning. This is achieved through engagement in art experiences:

- Creativity and critical thinking
- imagine, observe, express, respond to and communicate ideas and perspectives in meaningful ways
- use available resources and materials including digital tools
- empathy for multiple perspectives and understanding of personal, local, regional, national and global histories and traditions through the arts
- engagement with the diverse and continuing cultures, arts works and practices of First Nations Australians
- understanding of local, regional, national and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, art works, audiences and arts professions.

Course Content

Topic One – Into the Wild!
The Natural Environment
- focus on Australian artists who are inspired by the natural world around them
- observe the natural environment as inspiration for artworks
- develop skills in the media areas of drawing, painting, collage, mixed media, and sculpture
- experiment with art media, processes and techniques to create 2D and 3D artworks

Topic Two - Living in a Material World
Book of Memories
- focus on Australian artists who use artists books to communicate their perspective
- use art language to analyse, interpret and evaluate art works
- reflect on their personal experiences as inspiration for artworks
- develop skills in the media areas of printmaking and artists books

Assessment
Students' work will be assessed according to two criteria – Responding and Making. Students will engage with a range of assessment techniques including a folio of work and short responses.

Note
Students considering Visual Arts or Visual Arts in Practice in Years 11 and 12 are required to complete a minimum of two semesters of Visual Arts over the course of Years 9 and 10.

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