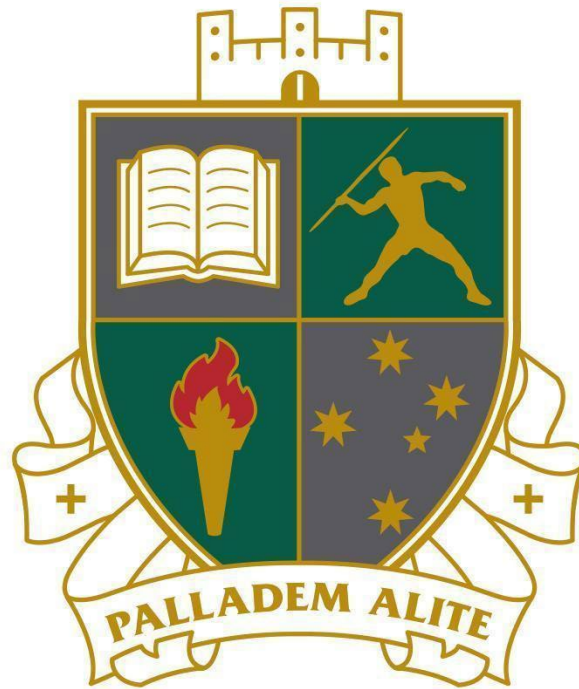




STRATHMORE SECONDARY COLLEGE

YEAR 9 – 2027
Subject Guide

YEAR 9 CORE SUBJECTS

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

YEAR 9 INDIVIDUAL PROGRAM UNITS

LANGUAGES

- Greek
- Italian
- Japanese

VISUAL ARTS

- Art 1: Street Art
- Art 2: Dreams & Distortion
- Snap & Sketch
- Visual Communication Design

TECHNOLOGIES

- Design & Technologies (Timber)
- Design & Technologies (Textiles)
- Design & Technologies (3D Printed Design)
- Digital Technologies (The Internet & You)
- Digital Technologies (Game Development & Design)
- Food Technology

PERFORMING ARTS, MUSIC & MEDIA

- Dance
- Drama
- Media
- Music

ENRICHMENT

- Advanced English
- Advanced Mathematics
- STEAM Project – CanSAT
- Coaching & Fitness

HUMANITIES

- Infamous History
- Ethics, Politics & the Law
- Commerce

Semester 1

Persuasive Writing
Protest Poetry
Reading and viewing – *Nona and Me*

Learning Tasks

Term 1

- Using Language to Persuade – Persuasive Writing
- Creative Writing – Protest Poetry

Term 2

- Analytical Essay – *Nona and Me*

Overview:

Writing: Students analyse authentic persuasive texts and apply rhetorical devices, evaluative language and effective text structures to craft their own writing. In the poetry unit, students study mentor texts before composing an original poem. They accompany this with a written explanation outlining their choices and their intended impact.

Reading and Viewing: Students study the novel *Nona and Me*, analysing how characters, relationships and perspectives are constructed to convey ideas about identity, belonging, guilt, atonement and discrimination. Students explore how language features and narrative techniques shape meaning and influence readers.

Speaking and Listening: Students participate in discussions and activities to explore ideas, explain authorial decisions and challenge interpretations. They use academic and evaluative language to build on others' ideas.

Term 1

Key Skills

- understand how the language of evaluation and substantiation expresses individual views & values through language VC2E9LA02
- explore the ways that text structures and language features can be adapted and altered according to purpose VC2E9LA03
- analyse how vocabulary contributes to style, mood & tone VC2E9LA08
- understand and use punctuation conventions to condense information and for referencing and citing others VC2E9LA09
- create different types of texts, that present a point of view and advance, illustrate or expand ideas VC2E9LY08
- create texts... that experiment with literary text structures, language features and devices, and voice, for purposes & audiences VC2E9LE06
- review and edit their own texts and the texts of others, and reflect on these processes VC2E9LY09

Learning Habits

- *Communication – share ideas with others and listen to those shared*
- *Creativity – use imagination to innovate & create ways to convey ideas*
- *Resilience – use feedback from others to improve writing*

Term 2

Key Skills

- analyse the representations of people & places in texts VC2E9LE01
- explore and develop responses, including personal responses, to literary texts VC2E9LE02
- analyse the effect of text structures, language features and literary devices VC2E9LE04
- analyse and evaluate how language features are used to explicitly represent values, beliefs and attitudes VC2E9LY05
- use comprehension strategies to compare and contrast ideas and opinions in and between texts VC2E9LY07
- use interaction skills to discuss opinions regarding texts that have different purposes and audiences VC2E9LY01

Learning Habits

- *Self-motivation – read independently to build stamina and confidence*
- *Curiosity – investigate how Aboriginal Australian culture and history are represented in literary texts.*

Home Learning:

To consolidate classwork, students should:

- Read and review the set texts
- Discuss texts with others
- Explore current issues in the media
- Practise creating texts and experimenting with structure and language features
- Review and edit their writing and apply feedback

Parents/Guardians can support their student by:

- Discussing current issues in the media and exploring different viewpoints
- Discussing texts and related ideas with the student.
- Supporting the student to read / reread the texts for study.
- Reflecting on feedback provided by the teacher.
- Supporting the student to review and edit their writing.

Resources to access more information:

[English curriculum details](#)
[Behind the News High](#)
[Writing to Persuade](#)
[Writing Poetry](#)
[Punctuation](#)
[Grammar](#)
[Essay Writing](#)
[Resources and Links - Nona and Me](#)

Semester 2

Using Language to Persuade: Advertising
Creative Writing – Of Mice and Men
Reading & Viewing – Bend It Like Beckham

Learning Tasks

Term 3

- Advertising Campaign
- Creative: **Of Mice & Men**

Term 4

- Analytical Essay – **Bend It Like Beckham**

Overview:

Writing: Using **Of Mice and Men** as a mentor text, students present ideas through a narrative. They experiment with structural choices, language features and vocabulary for creative effect. They review and edit their own and others' texts for clarity and control and reflect on these processes.

Reading and Viewing: Students study **Bend It Like Beckham** to explore how film represents cultural identity, values, and belonging. They discuss personal and shifting responses, analyse film techniques, symbols, and sound, and examine how narrative structure and visual language shape audience perspectives.

Speaking and Listening: Students design and present an advertising campaign for a target audience. They plan and deliver structured spoken presentations, selecting appropriate persuasive text types and multimodal elements. Students adapt language, tone, and vocal features to suit purpose, audience, and context.

Term 3

Key Skills

- understand how the language of evaluation and substantiation expresses individual views & values through language VC2E9LA02
- analyse how vocabulary contributes to style, mood & tone VC2E9LA08
- use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways VC2E9LY01
- deliver structured spoken texts for particular purposes, using features of voice and multimodal or digital elements VC2E9LY02
- explore how authors vary sentence structures for effect VC2E9LA05
- analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts VC2E9LE01
- create texts that experiment with literary text structures, language features & devices, and voice, for purposes and audiences VC2E9LE06
- understand that non-standard spelling is used for effect VC2E9LY03
- review and edit texts and reflect on these processes VC2E9LY09

Learning Habits

- Communication – work collaboratively to develop a presentation*
- Creativity - innovate and create new ways to convey ideas*

Term 4

Key Skills

- analyse how symbols in still and moving images and the use of sound augment meaning VC2E9LA07
- understand and use punctuation conventions to condense information and for referencing and citing others VC2E9LA09
- analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts VC2E9LE01
- use comprehension strategies to compare and contrast ideas and opinions in and between texts VC2E9LY07
- explore, develop and compare responses to literary texts VC2E9LE02
- analyse how literary devices and language features, and still and moving images, shape an audience's preference about the social, moral or ethical positions presented in literary texts VC2E9LE03

Learning Habits

- Curiosity - investigate how film is used to convey ideas*
- Resilience – use feedback to improve writing skills*

Home Learning:

To consolidate classwork, students should:

- Read, watch & review the texts
- Discuss texts with others
- Practise delivering presentations
- Practise creating texts and experimenting with language features and structural choices
- Review and edit writing and apply feedback

Parents/Guardians can support their student by:

- Discussing texts and related ideas with the student.
- Supporting the student to read / reread the texts for study.
- Watching the film together
- Reflecting on feedback provided by the teacher.
- Supporting the student to review and edit their writing.
- Listening and offering feedback on spoken presentations

Resources to access more information:

[English curriculum details](#)
[Writing to Persuade](#)
[Of Mice and Men Study Guide](#)
[Bend It Like Beckham: Additional Notes](#)
[Bend It Like Beckham - Film Viewing](#)
[Punctuation](#)
[Grammar](#)
[Essay Writing](#)

Semester 1	Learning Tasks	
	Term 1	Term 2
Linear Equations Geometry Pythagoras and Trigonometry Linear Relations Algebraic Techniques	Linear Equations Test Pythagoras and Trigonometry Test	Linear Relations Test Algebraic Techniques Test

Overview:

In Year 9 Mathematics semester 1, students build on their understanding of number, algebra, measurement and geometry through problem-solving and real-world applications. Students develop confidence in solving linear equations, applying geometric reasoning, using trigonometry and Pythagoras' Theorem, and interpreting linear relationships. Students are encouraged to explain their mathematical thinking, work collaboratively and use technology to strengthen their understanding.

Term 1

Key Skills

- Solve linear equations using a range of algebraic strategies
- Rearrange formulas and substitute values correctly
- Classify shapes and apply angle rules to solve geometric problems
- Use Pythagoras' Theorem to calculate missing side lengths in right-angled triangles
- Apply trigonometric ratios to solve problems involving right-angled triangles
- Interpret and communicate mathematical reasoning using appropriate terminology
- Use digital tools and Mathspace to practise and strengthen mathematical understanding

Learning Habits

Curiosity – investigating patterns, trends and mathematical relationships

Resilience – refining solutions and responding positively to feedback

Term 2

Key Skills

- Interpret and represent linear relations using tables, graphs and equations
- Identify the gradient and intercept of linear graphs
- Solve problems involving algebraic techniques, including expanding and factorising expressions
- Simplify algebraic expressions using efficient strategies
- Substitute values into algebraic formulas and equations
- Apply algebraic reasoning to solve real-world and mathematical problems
- Communicate mathematical thinking clearly using correct working and notation

Learning Habits

Curiosity- investigating connections between algebra and graphing

Communication- presenting mathematical thinking clearly

Home Learning:

To consolidate classwork, students should:

- Complete Mathspace practice regularly.
- Review class notes and worked examples.
- Practise key skills and problem-solving strategies.

Parents/Guardians can support their student by:

- Encouraging regular completion of Mathspace activities.
- Discussing learning goals and progress throughout the semester.
- Monitoring engagement with Google Classroom resources and announcements.
- Encouraging attendance at Maths Help sessions when additional support is required.

Resources to access more information:

Mathspace – Online learning, practice and feedback platform
[Department of Education Arc Year 9 Mathematics Resources](#)

Semester 2	Learning Tasks	
	Term 3	Term 4
Quadratics Measurement Probability Statistics Indices and Scientific Notation	Quadratics Test Measurement Test	Probability Test Statistics Test

Overview:

In Semester 2, students develop their understanding of mathematical concepts across the strands of Number, Algebra, Measurement, Statistics and Probability. Students investigate quadratic relationships, apply measurement formulas to solve practical problems, analyse and interpret data, calculate probabilities, and use indices and scientific notation to represent and work with numbers efficiently. Through these topics, students strengthen their problem-solving, reasoning, modelling and mathematical communication skills in a range of real-world contexts.

Term 3

Key Skills

- Recognise, represent and analyse quadratic relationships using tables, graphs and equations.
- Solve quadratic equations and interpret solutions in context.
- Identify and interpret key features of quadratic graphs, including intercepts and turning points.
- Apply formulas to calculate perimeter, area, surface area and volume of composite shapes.
- Select appropriate mathematical strategies to model and solve real-world problems.
- Use digital technologies to investigate and verify mathematical relationships.

Learning Habits

Resilience- persisting with complex, multi-step problems and learning from mistakes.

Curiosity- investigating patterns and relationships within algebra and measurement.

Self-Motivation- through independent practice and goal setting.

Term 4

Key Skills

- Calculate and interpret probabilities of simple and compound events.
- Conduct statistical investigations by collecting, representing and analysing data.
- Compare and evaluate data using measures of centre and spread.
- Draw conclusions and make predictions based on statistical evidence.
- Apply index laws to simplify numerical and algebraic expressions.
- Represent and perform calculations using scientific notation.
- Use mathematical reasoning to justify solutions and evaluate the reasonableness of results.

Learning Habits

Creativity- selecting efficient methods to solve problems and analyse information.

Communication- presenting mathematical findings and justifying conclusions clearly.

Home Learning:

To consolidate classwork, students should:

- Complete Mathspace skill check ins.
- Review class notes, worked examples and feedback.
- Practise key skills using a variety of questions and problem-solving tasks.
- Access learning resources and information through Google Classroom.

Parents/Guardians can support their student by:

- Encouraging regular completion of Mathspace tasks.
- Encouraging consistent completion of exercise questions and revision activities.
- Encouraging persistence and a growth mindset when challenges arise.

Resources to access more information:

Mathspace – Online learning, practice and feedback platform
[Department of Education Arc Year 9 Mathematics Resources](#)

Semester 1 Thermodynamics Light and Sound Motion and Car Safety Atomic Theory and Periodic Table Chemical Reactions	Learning Tasks	
	Term 1	Term 2
	Test (Thermodynamics)	Test (Atomic Theory and Periodic Table) Experimental Investigation (Chemical Reactions)

Overview:

In Semester 1 students learn about key Physics topics including Thermodynamics; Motion; Light and Sound; and Chemistry through Atomic Theory and the Periodic Table; and Chemical Reactions.

Science in Year 9 involves building upon fundamental science inquiry skills and science content from Years 7 and 8. Across the year students engage with all strands of science – Physics, Chemistry, Biology, and Environmental Sciences alongside a range of units that explore how science is reflected in society. Science understanding of motion is used to explore car safety. Students continue to learn through hands-on practical learning and classroom instruction, developing the skills to address their own questions about the nature of the world around them. Content is embedded with key science skills, including report writing; investigation design; questioning; predicting; evaluating data and investigation design. Students learn to apply critical thinking skills to ask questions of the world around them and consider evidence that backs the content they are learning.

Term 1

Key Skills

- Safety in the lab
- Explain how heat energy is transferred through different mediums
- Calculate speed, distance and time, and interpret data from graphs
- Apply Newton's Laws to car motion and safety

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to undertake research to support explanations in reports and science communication.

Communication – using precise science vocabulary.

Term 2

Key Skills

- Draw and explain models of atoms
- Determine the number of protons, neutrons and electrons using the mass and atomic numbers
- Relate properties of atoms to their arrangement on the periodic table
- Apply the law of conservation of mass to chemical reactions
- Interpret information about a chemical reactions using chemical equations
- Identify factors that influence the rate of chemical reactions

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – presenting learning in a variety of formats, considering the factors that might impact investigations.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

Semester 2 Reproductive System Homeostasis (Nervous and Endocrine Systems) Climate Change Infectious Diseases Forensic Sciences	Learning Tasks	
	Term 3	Term 4
	Case Study (Reproductive System)	Experimental Investigation (Infectious Diseases)
	Test (Homeostasis)	

Overview:

In Semester 2 students learn about Biology, including the Reproductive, Nervous and Endocrine Systems. Students engage with global issues including Infectious Diseases, Climate Change and Forensic Sciences.

Students continue to reinforce key science skills from Semester 1, applying these skills to new content areas. Inquiry skills are further developed through an infectious diseases experimental investigation. Students explore the interplay between science and society by studying relevant global issues from curriculum, including Climate Change, the impact of Infectious Diseases and how science is used to inform Forensic investigations. Students will continue to explore their learning through opportunities for hands-on learning in the laboratory setting throughout the semester.

Term 3

Key Skills

- Define and compare sexual and asexual reproduction
- Explain the role of gametes in fertilisation
- Explain why different animals use different reproductive strategies
- Compare similarities and differences in the nervous and endocrine systems
- Explain why the body needs homeostasis to survive
- Outline negative feedback using both nervous and endocrine systems
- Describe the balance of energy in Earth's atmosphere

Learning Habits

Creativity and Communication – using multimedia presentation formats to communicate in science.

Resilience and Self-motivation – contribute to working in a group and taking responsibility for a given role or task.

Term 4

Key Skills

- Explain the difference between infectious and non-infectious diseases using examples
- Identify common pathogens
- Compare forms of transmission of disease
- Develop arguments based on a variety of forensic evidence
- Describe components of the blood, including blood type
- Discuss the difference between an observation and inference

Learning Habits

Curiosity – using investigations to test questions and hypotheses about forces.

Communication – using science vocabulary when communicating ideas.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom
StileApp (students log in with Microsoft with school credentials)
<https://stileapp.com>

YEAR 9 GEOGRAPHY

Semester 1 Biomes & Food Security Geography of Interconnections	Learning Tasks	
	Term 1	Term 2
	Biomes & Skills Test Globalisation Fieldwork Report	Food Insecurity Research Report

Overview:

Year 9 students develop their geographical skills and knowledge through the study of two areas: biomes and food security, and geographies of interconnection. Biomes and Food Security examine the distribution and characteristics of biomes as regions with distinctive climates, vegetation, and the potential to produce food; as well as the factors that influence crop production in Australia and worldwide and the role of climate change in the world's capacity to sustainably feed projected future global populations.

Interconnections investigates the causes and impacts of globalisation and interconnections through investigating trade, transport, tourism and technology; and how these can be managed.

Term 1

Key Skills

- develop a range of questions for a geographical inquiry related to a phenomenon, issue or challenge
- represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies
- justify responses and develop and evaluate strategies using environmental, economic or social criteria, recommend a strategy and explain the predicted impacts

Learning Habits:

Resilience – Effectively adapts to changed circumstances

Creativity - Use their imagination to innovate and create new ways to do something

Term 2

Key Skills

- collect, process and compare information and data from primary and secondary sources, including fieldwork and secondary research materials, using geospatial technologies
- explain and evaluate proposed actions, using geographical knowledge and concepts and appropriate methods, and incorporating and acknowledging research findings
- interpret and evaluate information and data to make generalisations and predictions, analyse patterns and trends, infer relationships and make forecasts

Learning Habits:

Self-motivation – develop independence in learning

Curiosity – Ask questions to learn from others

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Self-assess understanding and progress

Parents/Guardians can support their student by:

Discussing topics with student.

Watching documentaries or reading articles together.

Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects:

<https://www.nationalgeographic.org>

Geography and Economics & Business Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

YEAR 9 HISTORY

Semester 1

Australia (1750 - 1914)

Australia At War (1914-1945)

Learning Tasks

Term 1

- Source Analysis Test
- Source Evaluation (WWI)

Term 2

- Essay (WWII)

Overview:

In Unit 1, students explore how Aboriginal and Torres Strait Islander Peoples' cultures shaped Australia, the impact of British colonisation, and the experiences of different groups from 1750–1914. They examine major social, political and cultural changes, and consider differing interpretations of events like the Frontier Wars and the idea of Australia as a 'social laboratory'.

In Unit 2, students examine the causes, key events, and impacts of World War I, World War II, and the Holocaust. They explore why Australians fought, including Aboriginal and Torres Strait Islander Peoples, and study experiences on the front lines and home front. The unit also investigates changing warfare, significant turning points, and ongoing debates about the wars' legacies.

Term 1

Key Skills

- analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments
- evaluate the significance of individuals, groups, movements, events, developments and ideas

Learning Habits

Communication – Voice opinions, ideas, and emotions with others

Curiosity – Ask questions to learn from others

Term 2

Key Skills

- evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences
- formulate, refine and use historical questions to inform historical investigations
- construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – develop independence in learning

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Annotate class resources and readings

Parents/Guardians can support their student by:

Discussing topics with student.

Watching documentaries or reading articles together.

Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects

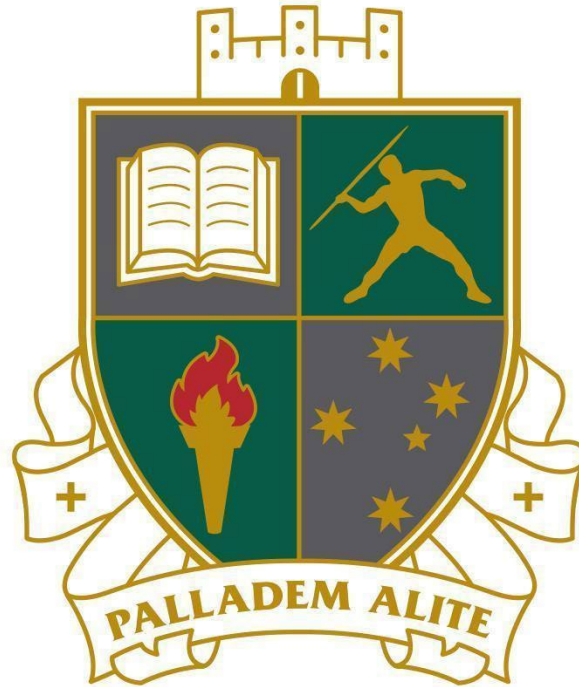
<https://www.abc.net.au/education>

History and Civics & Citizenship
Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Trove at the National Library of
Australia

<https://trove.nla.gov.au>



STRATHMORE SECONDARY COLLEGE

YEAR 9 – 2027
INDIVIDUAL PROGRAM
UNITS

Semester 1

Topic 1: Introductions, countries, languages, nationalities
 Topic 2: Describe myself and my hobbies
 Topic 3: Numbers, dates, birthdays
 Topic 4: My Greek origins, geography of Greece

Learning Tasks

Term 1

Translations and Grammar tests
 Listening and Reading tasks
 Writing tasks

Term 2

Oral presentation: participate in an exchange about your personal world/profile
 Listening and reading tasks

Overview:

Year 9 Greek develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening, and speaking. Students expand their vocabulary and apply new language to share information about themselves and ask questions about others. They develop an understanding of key grammatical structures, enabling them to construct sentences on familiar topics in Greek. Students become aware of culturally specific aspects, such as use of formal language, gestures and idioms. Regular exposure to audio resources and multimedia content helps students recognise and model accurate pronunciation, intonation, and expression in spoken tasks.

Term 1

Key Skills

- Learn how to use the auxiliary verbs "I am" "I have" (in 1st 2nd 3rd person)
- Learn how to use the personal pronoun mine, yours, our (μου, σου, μας...)
- Begin to understand verb conjugations Type A and Type B in the active voice
- Answer and ask questions about age, hobbies, nationality & languages
- Begin to understand the declension of adjectives, nouns and articles and use these to describe oneself and a friend (develop an understanding of how the 3 genders affect these parts of speech)
- Sustain short interactions by sharing personal opinions and experiences with peers

Learning Habits

Resilience and self-motivation: persist when difficulties arise and show enthusiasm with new content

Curiosity: ask questions, show a desire to learn new vocabulary and new grammar rules

Communication: show a willingness to read or speak in Greek despite errors

Term 2

Key Skills

- Learn how to use the verb "I like" in describing hobbies
- Learn how to use the definite and indefinite articles
- Learn to tell the time, cardinal numbers 10s, 100s, introduction to ordinal numbers
- Getting to know the geography of Greece, describe visit to Greece and research Greek origins
- Learn to use linking devices and connectives (prepositions, conjunctions)

Learning Habits

Resilience and self-motivation: learn from mistakes and accept new challenges

Curiosity: ask questions, show a desire to learn new vocabulary and new grammar rules

Communication: show a willingness to speak in Greek despite errors

Home Learning:

To consolidate classwork, students should:

- Revise new vocabulary regularly
- Practise reading texts in Greek
- Engage in real life interactions with family
- Complete any unfinished class work

Parents/Guardians can support their student by:

- Ensuring that their child is organised for school
- Checking in on new material and practising verbal communication with their child
- Ensuring that their child engages in revision of new vocabulary and grammar
- Provide access to age-appropriate Greek films on streaming services
- Listen to Greek music in the home

Resources to access more information:

Kahoot (play solo)
 WordReference.com
 EDIAME online texts (Μαργαρίτα 4)
 Greekathon.weebly.com
 YouTube channel "Easy Greek"
 GreekPod101
 Duolingo

Semester 2

Topic 1: Ancient Greece
Topic 2: Greek mythology
Topic 3: The Odyssey
Topic 4: Shadow theatre, Karagiozis

Learning Tasks

Term 3

Translations and Grammar tests
Listening and Reading tasks
Writing task (imaginative text: story book)

Term 4

Create and present an imaginative text: participate in an oral exchange with a peer (dialogue)
Listening and reading tasks

Overview:

Year 9 Greek develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening, and speaking. Students continue to expand their vocabulary and apply new language to communicate and interact, access and exchange information, and participate in imaginative and creative experiences. They develop an understanding of key grammatical structures, enabling them to construct more complex sentences and to experiment with different modes of communication on familiar topics in Greek. Regular exposure to audio resources and multimedia content helps students recognise and model accurate pronunciation, intonation, and expression in spoken tasks.

Term 3

Key Skills

- Focusing on the past tenses of Verbs and the different conjugations (Type A and Type B) in the active voice
- Using a range of verb tenses to describe past, present, and future events and experiences
- Using a range of adverbs and adjectives to elaborate on meaning
- Developing an understanding of the relationship between context, purpose and audience when creating their own myth for a young reader

Learning Habits

Creativity: Show enthusiasm about exploring and experimenting with the Greek language to create their own story book

Curiosity: ask questions, show a desire to learn new vocabulary and new grammar rules

Communication: show a willingness to read or speak in Greek despite errors

Resilience and self-motivation: persevere even when the content is challenging, learn from mistakes

Term 4

Key Skills

- Developing an understanding of verbs in the passive voice (Type A)
- Building more complex sentence structures and enhancing knowledge of the 4 cases when using nouns (articles, adjectives, personal pronouns)
- Becoming more fluent and accurate in spoken language
- Participate in imaginative and creative experiences, focusing on dialogue, interaction and performance (adaptation of Karagiozis)
- Expressing agreement and disagreement

Learning Habits

Curiosity: ask questions, show a desire to learn new vocabulary and new grammar rules

Communication: show a willingness to read or speak in Greek despite errors

Resilience and self-motivation: persevere even when the content is challenging

Creativity: Show enthusiasm about exploring and experimenting with the Greek language to produce original text

Home Learning:

To consolidate classwork, students should:

- Revise new vocabulary regularly
- Practise reading texts in Greek
- Engage in real life interactions with family
- Complete any unfinished class work

Parents/Guardians can support their student by:

- Ensuring that their child is organised for school
- Checking in on new material and practising verbal communication with their child
- Ensuring that their child engages in revision of new vocabulary and grammar
- Provide access to age-appropriate Greek films on streaming services
- Listen to Greek music in the home

Resources to access more information:

Kahoot (play solo)
WordReference.com
EDIAMME online texts (Μαργαρίτα 4)
Greekathon.weebly.com
YouTube channel "Easy Greek"
GreekPod101
Duolingo

YEAR 9 ITALIAN

Semester 1

Topic 1 : Giving and receiving autobiographical information
Topic 2 : School Exchanges (Italy and Australia)
Topic 3 : Describing Daily Routines

Learning Tasks

Term 1

Vocabulary Tests
Grammar and Writing tests (sentence building, translations)
Listening & Reading Comprehension Tests

Term 2

Oral – participate in an interview describing one's daily routine
Vocabulary Tests
Grammar and Writing Tests (sentence building, translations)
Listening & Reading Comprehension Tests

Overview:

Year 9 Italian develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening and speaking. Students expand their vocabulary and apply new language to share information about themselves and ask questions about others. They develop an understanding of key grammatical structures, enabling them to construct sentences and extended texts on familiar topics in Italian. Students deepen their understanding of culturally specific aspects such as use of formal language, gestures and idioms. Regular exposure to audio resources and multimedia content helps students recognise and model accurate pronunciation, intonation and expression in spoken tasks.

Term 1

Key Skills

- Consolidate their understanding of year 8 grammar
- To learn about the Italian school system and make comparisons with the Australian school system
- Develop an understanding of the differences between Italian and Australian societies through anecdotes about student exchange experiences
- Develop a basic awareness of Italian demographics, tastes and customs.

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information.

Term 2

Key Skills

- To recall, use and understand new vocabulary relevant to the topics studied
- To learn how to use and understand present tense reflexive verbs when communicating
- To learn how to use a bi-lingual dictionary to enhance their communication
- To be able to participate in an interview about their daily routine and roles and responsibilities within their respective families.

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets and other resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment
Encourage students to practise and showcase new vocabulary and language learned each week.
Encourage students to practise spoken language, particularly prior to oral assessments.
Provide access to age-appropriate Italian films on streaming services.

Resources to access more information:

Google Classroom Resources
Quizlet Unit 1
Quizlet Unit 2
www.languagesonline.org.uk
www.linguascope.com
www.onlineitalianclub.com

Semester 2

Topic 1 : The Houses in Italy and Australia
Topic 2 : Family Routines and Roles
Topic 3 : Pass times and Leisure in Italy and Australia

Learning Tasks

Term 3

Oral presentation – my house, where I live and my family routines/roles
Vocabulary Tests
Grammar and Writing tests (sentence building, translations, writing tasks)
Listening & Reading Comprehension Tests

Term 4

Vocabulary Tests
Grammar and Writing Tests (sentence building, translations, writing tasks)
Listening & Reading Comprehension Tests

Overview:

Year 9 Italian develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening and speaking. Students expand their vocabulary and apply new language to share information about themselves and ask questions about others. They develop an understanding of key grammatical structures, enabling them to construct sentences and extended texts on familiar topics in Italian. Students deepen their understanding of culturally specific aspects such as use of formal language, gestures and idioms. Regular exposure to audio resources and multimedia content helps students recognise and model accurate pronunciation, intonation and expression in spoken tasks.

Term 3

Key Skills

- Revise and recall new vocabulary
- To learn, use and understand Possessives and Articulated Prepositions when communicating and deciphering meaning in a range of texts.
- To learn how to use a bi-lingual dictionary to enhance their communication.
- To participate in a presentation about their house and roles within the family.

Learning Habits

Resilience and self-motivation: Persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information.

Term 4

Key Skills

- Revise and recall new vocabulary.
- To learn, use and understand the Perfect Tense when communicating and deciphering meaning in a range of texts.
- To learn how to use a bi-lingual dictionary to enhance their communication

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets and other resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment
Encourage students to practise and showcase new vocabulary and language learned each week.
Encourage students to practise spoken language, particularly prior to oral assessments.
Provide access to age-appropriate Italian films on streaming services.

Resources to access more information:

Google Classroom Resources
Quizlet Unit 3
Quizlet Unit 4 & 5
www.languagesonline.org.uk
www.linguascope.com
www.onlineitalianclub.com

YEAR 9 JAPANESE

Semester 1

[Topic 1] Daily routine
[Topic 2] Moving house
[Topic 3] My school

Learning Tasks

Term 1

Unit 1 Test (Listening, Reading, and Writing)
Unit 1 Speaking Assessment
(Speech on their daily routine)

Term 2

Unit 2 Test (Listening, Reading, and Writing)

Overview:

In Year 9 Japanese, students build on foundational skills developed in Year 8. They deepen their understanding and practical use of the language through listening, speaking, reading and writing activities. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret information in texts and demonstrate their understanding of different perspectives. They identify information and respond in Japanese or English, adjusting their language to convey meaning. They use a combination of Hiragana, Katakana and a range of familiar Kanji appropriate to context.

Students apply features and conventions of spoken Japanese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this influences their ideas and ways of communicating.

Term 1

Key Skills

- Learn how to talk about their daily routine
- Learn how to describe where things are
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 2

Key Skills

- Understand the Japanese school system and differences in student lifestyles between Australia and Japan
- Learn school life, grades, subjects and timetables in Japanese
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular practice of Hiragana and Katakana.
- Regularly revise vocabulary and grammar learned in class
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise hiragana regularly, as well as revising new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Textbooks

Online apps to practise Hiragana and Katakana (e.g. Kana school or Hiragana app)

YEAR 9 JAPANESE

Semester 2

[Topic 1] My school
[Topic 2] Seasons
[Topic 3] Shopping

Learning Tasks

Term 3

Unit 3 Test (Listening, Reading, and Writing)

Term 4

Unit 4 Test (Listening, Reading, and Writing)
Unit 5 Speaking Assessment (Role-play on shopping)

Overview:

In Year 9 Japanese, students build on foundational skills developed in Year 8. They deepen their understanding and practical use of the language through listening, speaking, reading and writing activities. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret information in texts and demonstrate their understanding of different perspectives. They identify information and respond in Japanese or English, adjusting their language to convey meaning. They use a combination of Hiragana, Katakana and a range of familiar Kanji appropriate to context.

Students apply features and conventions of spoken Japanese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this influences their ideas and ways of communicating.

Term 3

Key Skills

- Learn 4 seasons and adjectives related seasons
- Learn how to describe what I want to do
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 4

Key Skills

- Learn how to ask and say how much something is
- Learn how to ask someone to do something
- Count using numbers between 100 and 100000
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular practice of Hiragana and Katakana.
- Regularly revise vocabulary and grammar learned in class
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise hiragana regularly, as well as revising new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Textbooks

Online apps to practise Hiragana and Katakana (e.g. Kana school or Hiragana app)

YEAR 9 ART 1: STREET ART

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1

Stencil Art Folio

LT2

Skateboard Artwork

Overview:

This unit explores how artists use public spaces to communicate ideas, challenge social issues, and engage audiences. Students investigate the history and impact of street art, analysing works by artists such as Banksy, Rone, and contemporary Australian artists. They consider ethical and legal issues and reflect on how context and audience shape meaning. Students develop practical skills in stencilling, paste-ups, lettering, and print-based methods. They apply these techniques to create a personal artwork on a wooden skateboard deck, using visual conventions to express a chosen idea or theme.

Throughout the unit, students use a visual diary to document their creative process, experimenting with materials, refining techniques, and reflecting on their decision-making. They learn to use appropriate visual arts terminology to analyse and evaluate both their own and others' artworks. By the end of the unit, students demonstrate an understanding of how street art can communicate meaning and influence perspectives.

Key Skills:

Exploring & Developing Practices

- Students develop street art techniques by exploring spray painting, stencil design and cutting, masking, layering, lettering, and print-based methods to create bold visual imagery.
- Students develop visual communication skills by using imagery, symbolism, typography, composition, and colour to communicate ideas, opinions, and personal perspectives.
- Students investigate how street artists use public spaces, visual conventions, and artistic practice to communicate messages, influence audiences, and challenge social issues.
- Students use visual diaries to research artists, generate and refine ideas, experiment with techniques, and reflect on the development of their artistic practice.

Creating & Presenting

- Students apply spray painting, stencilling, lettering, masking, layering, and mixed-media techniques to create a resolved skateboard artwork that demonstrates technical skill and creative control.
- Students make purposeful artistic decisions about imagery, symbolism, typography, colour, composition, and scale to communicate a clear idea, or personal message.
- Students experiment with and refine materials, techniques, and artistic processes to improve the quality and visual impact of their finished artwork.
- Students present their finished artworks, reflecting on how presentation, audience, and context influence interpretation.

Learning Habits

- **Curiosity:** Students think like street artists by exploring how everyday environments can become places for creativity, connection, and social change.
- **Resilience:** Students experiment with unfamiliar materials and processes such as spray painting, stencilling, and layering, refining their work through trial, error, reflection, and feedback.
- **Self-Motivation:** Students independently develop ideas, manage project timelines, and document their progress through visual diaries and folio work, taking ownership of their creative practice.
- **Communication:** Students use visual arts terminology to discuss, analyse, and evaluate street art, explaining how artistic choices communicate meaning, purpose, and perspective.
- **Creativity:** Students generate and refine original ideas, combining imagery, symbolism, text, and street art techniques to create artworks that express personal viewpoints and engage audiences.

Home Learning:

To consolidate classwork, students should:

- Continue developing concepts, sketches, and annotations in their visual diary, documenting inspiration, feedback, and artistic decisions.
- Observe and collect examples of typography, symbols, murals, posters, and street art in everyday environments to inform their own creative work.
- Research street artists and contemporary public artworks, considering how visual techniques are used to communicate messages, influence audiences, and create impact.

Parents/Guardians can support their student by:

- Discussing the ideas, themes, and messages behind street art and encouraging students to explain the meaning behind their own designs.
- Encouraging regular use of the visual diary to record ideas, reflections, and responses to teacher feedback throughout the creative process.
- Exploring public art, galleries, exhibitions, or online collections together and discussing how artists use imagery, colour, text, and symbolism to communicate with audiences.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [Street Art Cities](#)

YEAR 9 ART 2: DREAMS & DISTORTIONS

STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY

Learning Tasks

LT1

Reduction Lino Print

LT2

3D Sculpture

Overview:

In this unit, students investigate Surrealism as an art movement that explores the unconscious mind, dreams, and unexpected juxtapositions. They examine how artists such as Salvador Dalí, Hannah Höch, and Rona Green use visual conventions to challenge reality and create imaginative, symbolic works. Students develop skills in sculptural construction and reduction lino printing, using these techniques to experiment with surrealist ideas and imagery. They apply visual arts processes to create both a 3D artwork and a print, exploring the relationship between materials, meaning, and personal expression. Students use a visual diary to document their creative process, including idea development, material experimentation, and reflection.

Students build confidence in using visual arts terminology to analyse and compare a range of artworks and evaluate their own artmaking. By the end of the unit, students demonstrate how visual conventions, materials, and techniques can be manipulated to express surreal and imaginative ideas, while considering the influence of culture, context, and personal perspective.

Key Skills

Exploring & Developing Practices

- Students develop technical skills in reduction lino printing, exploring image planning, carving techniques, registration, and layered colour printing.
- Students develop sculptural construction skills by manipulating three-dimensional forms, materials, and surface treatments to create imaginative artworks.
- Students strengthen creative thinking by generating and refining ideas through drawing, visual research, experimentation, and annotation in a visual diary.
- Students analyse how artists use visual conventions, symbolism, materials, and composition to inspire and inform the development of their own artistic practice.

Creating & Presenting

- Students apply printmaking and sculptural processes to produce resolved artworks that demonstrate technical skill, creativity, and personal expression.
- Students select and manipulate visual conventions to communicate imaginative ideas through both two-dimensional and three-dimensional artworks.
- Students evaluate and refine their work by responding to experimentation, reflection, and teacher and peer feedback throughout the creative process.
- Students present and critique artworks using subject-specific terminology, considering how materials, techniques, and presentation contribute to meaning and audience engagement.

Learning Habits

- **Curiosity:** Students develop imaginative thinking by questioning their reality and exploring how symbolism, dreams, and unexpected combinations can transform ordinary ideas into original artworks.
- **Resilience:** Students experiment with unfamiliar materials and processes such as lino printing and sculptural construction, refining their work through persistence, reflection, and feedback.
- **Self-Motivation:** Students independently develop ideas, manage timelines, and document their progress in visual diaries, taking ownership of their creative practice.
- **Communication:** Students use visual arts terminology to analyse, compare, and evaluate artworks, articulating how artistic choices influence meaning and audience interpretation.
- **Creativity:** Students generate imaginative and original ideas, combining symbolism, unexpected imagery, and visual experimentation to create unique surrealist artworks.

Home Learning:

To consolidate classwork, students should:

- Research Surrealist and contemporary artists to investigate how they use imagination, symbolism, and visual conventions to communicate ideas.
- Collect visual inspiration from everyday objects, dreams, photographs, magazines, and personal experiences to support the development of creative concepts.

Parents/Guardians can support their student by:

- Encouraging discussions about the ideas, symbols, and meanings explored in Surrealist artworks and students' own work.
- Supporting regular use of the visual diary to document ideas, experimentation, reflections, and responses to feedback.
- Exploring galleries, exhibitions, books, documentaries, or online collections featuring Surrealist and contemporary artists to broaden understanding and inspire creativity.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [MOMA](#)

YEAR 9 SNAP & SKETCH

STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY

Learning Tasks

LT1

Observational Drawing Folio

LT2

Photography Folio

Overview:

In this unit, students explore the relationship between observational drawing and photography as powerful tools for seeing and recording the world around them. Beginning with foundational drawing exercises, students build their technical skills by closely observing still life arrangements, natural forms, and the built environment. They explore how line, tone, proportion, and composition can be used to create accurate and expressive drawings. Students build on these observational skills through photography, learning how to apply principles such as framing, composition, lighting, and contrast through the camera lens. They experiment with manual and digital photography techniques to capture dynamic and thoughtful compositions. Throughout the unit, students analyse the work of artists and photographers who document the everyday with detail and intention. They reflect on how both mediums can communicate mood, meaning, and perspective. Final outcomes will include a series of drawings and photographic works that demonstrate technical development and creative thinking, supported by visual diaries documenting their process.

Key Skills

Exploring & Developing Practices

- Students develop observational drawing skills by exploring techniques such as contour drawing, proportion, perspective, tonal rendering, texture, mark-making, and composition to create realistic and expressive drawings.
- Students develop photographic skills by exploring camera settings and photographic techniques, including composition, framing, viewpoint, lighting, focus, depth of field, exposure, and contrast, to create visually engaging images that communicate mood, perspective, and meaning.
- Students build analytical skills by investigating how artists and photographers observe, interpret, and document the world using a range of visual conventions.
- Students use visual diaries to develop ideas, experiment with materials and techniques, record observations, and reflect on the development of their artistic practice.

Creating & Presenting

- Students apply observational drawing and photography techniques to create resolved artworks that demonstrate technical skill, creativity, and personal expression.
- Students learn to manipulate visual conventions to communicate mood, perspective, and meaning through observational and photographic imagery.
- Students evaluate and refine their work through experimentation, critical reflection, and teacher and peer feedback.
- Students present and critique artworks using subject-specific terminology, explaining how visual conventions, materials, and presentation communicate ideas to an audience.

Learning Habits

- **Curiosity:** Students develop an artist's eye by slowing down, observing with purpose, and exploring how 'meaningful looking' can transform ordinary subjects into creative artworks.
- **Resilience:** Students build confidence through regular practice, embracing challenges in drawing and photography, refining their technical skills through experimentation, reflection, and feedback.
- **Self-Motivation:** Students take ownership of their artistic practice by independently recording observations, developing ideas, and refining both drawing and photographic work through their visual diary.
- **Communication:** Students use visual arts terminology to analyse, discuss, and evaluate artworks, explaining how observation, composition, and technical choices influence meaning and audience interpretation.
- **Creativity:** Students interpret the world in original ways, experimenting with drawing and photography to communicate personal perspectives, mood, and meaning.

Home Learning:

To consolidate classwork, students should:

- Continue developing observational drawings, photographic ideas, and reflections in their visual diary, responding to teacher feedback and refining their technical skills.
- Observe and photograph everyday objects, environments, and natural forms, paying close attention to composition, lighting, texture, perspective, and detail.

Parents/Guardians can support their student by:

- Encouraging students to observe and photograph the world around them, discussing how composition, lighting, and viewpoint can change the way a subject is represented.
- Asking students to share their visual diary and explain how their drawing and photography skills are developing throughout the creative process.
- Reviewing teacher feedback, encouraging students to apply suggestions to improve their work, and ensuring they come to class prepared with the materials and resources needed for each lesson.
- Visiting galleries, photography exhibitions, or exploring online collections together to discuss how artists and photographers interpret and communicate the everyday.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [MOMA](#)
- [Museum of Australian Photography](#)

YEAR 9 VISUAL COMMUNICATION DESIGN

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1

Logo Design Folio

LT2

Isometric Character Design Folio

Overview:

In this unit, students explore how designers use visual language to solve problems, communicate ideas, and respond to specific communication needs for intended audiences and users. They explore key design fields including communication and industrial design and investigate how visual language is used to influence and inform.

Students apply the design process to develop two creative projects: a visual identity (logo design) and a rendered isometric character. They learn to generate, develop, and refine their ideas using both manual and digital methods, building skills in freehand sketching, technical drawing, and Adobe Illustrator. Students explore how to apply the design elements and principles to create strong compositions that communicate meaning clearly and effectively. They document their process in a folio, reflecting on their design thinking, media experimentation, and final solutions.

Throughout the unit, students also analyse examples of professional design work to build their understanding of how context, purpose, and audience shape design choices. Visual Communication Design encourages creativity, problem-solving, and critical thinking through real-world design tasks.

Key Skills

- Students interpret design briefs by identifying the purpose, audience, context, constraints and communication needs.
- Students develop design thinking skills by generating, exploring, and refining creative ideas that respond to a design brief.
- Students develop freehand, isometric, and digital drawing skills to visualise, communicate, and present design ideas.
- Students apply design elements, design principles, typography, and composition to create effective visual communication designs.
- Students investigate how designers use visual language, methods, media and materials, and design processes to communicate ideas for different audiences and purposes.
- Students use Adobe Illustrator and other digital technologies to create, edit, and present visual communication designs.
- Students document the design process in a folio through research, ideation, development, experimentation, annotation, and reflection.
- Students present and evaluate design solutions using appropriate Visual Communication Design terminology, reflecting on how effectively their work communicates ideas and responds to the design brief.

Learning Habits:

- **Curiosity:** Students think like designers by observing and questioning the visual world, exploring how design influences the way people communicate, interact, and experience everyday life.
- **Resilience:** Students embrace the iterative nature of the design process by experimenting with multiple ideas, responding to feedback, and refining solutions through testing, evaluation, and reflection.
- **Self-Motivation:** Students take ownership of their design practice by independently managing their folio, developing and refining ideas, meeting project milestones, and applying feedback to strengthen their design solutions.
- **Communication:** Students communicate like designers by using appropriate design terminology to explain, justify, and evaluate design decisions, considering audience, purpose, and context throughout the design process.
- **Creativity:** Students develop innovative design solutions by generating original ideas, exploring multiple possibilities, and applying creative problem-solving to meet the needs of a design brief.

Home Learning:

To consolidate classwork, students should:

- Continue developing design ideas, annotations, and reflections in their folio, responding to teacher feedback and refining design solutions.
- Observe examples of logos, branding, product design, and digital media, considering how designers use visual language to communicate with different audiences.
- Practise freehand sketching, technical drawing, or Adobe Illustrator skills to strengthen confidence and technical proficiency.

Parents/Guardians can support their student by:

- Encouraging students to discuss the purpose, audience, and design decisions behind their concepts and how these communicate ideas effectively.
- Exploring examples of graphic, product, and digital design in everyday life and discussing how design influences communication and user experience.
- Reviewing teacher feedback, encouraging students to apply suggestions to improve their folio work, and ensuring they come to class prepared with the required materials and resources.

Resources to access more information:

- [Victorian Curriculum 2.0 - VCD](#)
- [National Gallery of Victoria](#)
- [Good Design Australia](#)

YEAR 9 DESIGN & TECHNOLOGIES: TIMBER

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1

Small Stool

LT2

Small Storage Box

Overview:

In this Unit, students apply the design process to create timber-based products that address identified needs or opportunities. Working primarily with timber, they safely use a range of tools, materials and machinery to produce quality designed solutions. Students consider ethical and sustainable design factors, analyse the suitability of materials and production processes, and communicate ideas using technical drawings, appropriate terminology and digital technologies. They develop project management skills, evaluate design decisions using evidence and feedback, and work independently and collaboratively to refine solutions.

Key Skills

Investigating and Defining

- Analyse design needs and develop design briefs for functional timber products.
- Investigate timber materials, construction methods, tools and sustainable material choices.

Generating and Designing

- Generate and communicate design ideas using sketches, annotations and simple technical drawings.
- Develop design criteria to guide and evaluate product development.

Producing and Implementing

- Safely use hand tools, portable power tools, workshop machinery and laser cutting software.
- Measure, mark out, shape, join and finish timber accurately using appropriate construction techniques.
- Select and justify suitable materials, tools and manufacturing processes.

Evaluating

- Evaluate products against design criteria, considering functionality, aesthetics, quality of manufacture and sustainability.
- Reflect on feedback and identify improvements to the design and production process.

Planning and Managing

- Develop and follow production plans that manage time, materials, safety and workshop processes.
- Apply safe workshop practices and risk management throughout production.

Learning Habits

Self-Motivation & Resilience

Students work with increasing independence, taking ownership of their learning while demonstrating resilience as they refine ideas, solve problems and complete complex design projects.

Curiosity & Communication

Students are encouraged to be curious learners who investigate ideas, experiment with materials and communicate their thinking through design, discussion and reflection.

Home Learning:

To consolidate classwork, students should:

- Complete production journal entries and reflect on their design decisions using established design criteria.
- Research timber products, sustainable materials and contemporary designers to inform future design ideas.
- Practise interpreting technical drawings and planning production processes.
- Reflect on feedback and identify opportunities to improve future designs and manufacturing techniques.

Parents/Guardians can support their student by:

- Encouraging them to discuss their design ideas and explain how they meet the design brief.
- Supporting effective organisation, time management and completion of project milestones.
- Discussing the environmental impacts of materials and encouraging consideration of sustainable design choices.
- Encouraging resilience by recognising effort, problem-solving and learning from mistakes.

Resources to access more information:

- [Victorian Curriculum 2.0 - Design and Technologies](#)

YEAR 9 DESIGN & TECHNOLOGIES: TEXTILES

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1

Shibori Tote Bag

LT2

Tie Dye Shorts

Overview:

In this unit, students apply the design process to create textile products that respond to identified needs or opportunities. They build on their design and sewing skills by safely using a range of textile materials, tools and equipment to produce high-quality products. Students explore increasingly complex construction and decorative techniques while considering ethical and sustainable design practices. They analyse the work of contemporary designers, evaluate the suitability of materials and production methods, and communicate ideas using technical terminology, annotated design drawings and digital technologies. Students work independently and collaboratively to refine their ideas and evaluate their design decisions.

Key Skills

Investigating and Defining

- Investigate textile materials, dyeing methods and contemporary textile design practices.
- Analyse design opportunities while considering ethical and sustainable textile production.

Generating and Designing

- Develop design ideas through annotated sketches, colour planning and sampling.
- Establish design criteria that considers function, aesthetics and sustainability.

Producing and Implementing

- Safely use sewing machines, textile equipment and dyeing techniques.
- Apply fabric preparation, construction, finishing and decorative textile processes with increasing accuracy.
- Select appropriate fabrics, dyes and sewing techniques for intended purposes.

Evaluating

- Evaluate textile products against design criteria, considering quality, functionality, creativity and environmental impact.
- Use feedback to refine future design decisions.

Planning and Managing

- Plan production processes, manage materials and organise sewing and dyeing tasks efficiently.
- Apply safe working practices when using textile equipment and dyes.

Learning Habits

Self-Motivation & Resilience

Students work with increasing independence, taking ownership of their learning while demonstrating resilience as they refine ideas, solve problems and complete complex design projects.

Curiosity & Communication

Students are encouraged to be curious learners who investigate ideas, experiment with materials and communicate their thinking through design, discussion and reflection.

Home Learning:

To consolidate classwork, students should:

- Complete production journal entries and reflect on their design decisions using established design criteria.
- Research timber products, sustainable materials and contemporary designers to inform future design ideas.
- Practise interpreting technical drawings and planning production processes.
- Reflect on feedback and identify opportunities to improve future designs and manufacturing techniques.

Parents/Guardians can support their student by:

- Encouraging them to discuss their design ideas and explain how they meet the design brief.
- Supporting effective organisation, time management and completion of project milestones.
- Discussing the environmental impacts of materials and encouraging consideration of sustainable design choices.
- Encouraging resilience by recognising effort, problem-solving and learning from mistakes.

Resources to access more information:

- [Victorian Curriculum 2.0 - Design and Technologies](#)

YEAR 9 DESIGN & TECHNOLOGIES: 3D PRINTED DESIGN

STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY

Learning Tasks

LT1

Novelty Planter Design

LT2

Board Game Design

Overview:

In this unit, students are introduced to new technologies such as 3D printing and laser cutting, where they use computer-aided design (CAD) software to create designed products. They apply design thinking to solve problems and develop innovative solutions. Working both collaboratively and independently, students explore global perspectives and ethical considerations. They apply enterprise skills, project management, and practical skills to develop, communicate, and evaluate their solutions.

Key Skills

- **Design Thinking & Problem Solving** - Apply design thinking processes to identify problems, explore opportunities and develop innovative solutions that respond to user needs.
- **CAD & Digital Design Skills** - Create 3D digital models using computer-aided design (CAD) software such as TinkerCad, and prepare designs for digital fabrication.
- **Prototyping & Evaluation** - Develop, prototype and refine products through testing, feedback and evaluation to improve design outcomes.
- **3D Printing & Manufacturing Technologies** - Use 3D printing technologies safely while developing an understanding of materials, manufacturing processes and production considerations.
- **Design Communication** - Communicate design ideas through sketches, digital models, annotations and folio documentation using appropriate design language.
- **Collaboration & Project Management** - Develop collaboration, organisation, problem-solving and enterprise skills through planning and managing design projects.

Learning Habits

Communication - Students communicate their design ideas through sketches, CAD models, annotations and prototypes, clearly explaining their design decisions and responding to feedback.

Curiosity - Students explore emerging technologies, materials and manufacturing processes, developing curiosity through experimentation and investigating how innovative solutions can address real-world problems.

Self-Motivation - Students take ownership of their design projects by setting goals, managing their time, developing CAD skills and independently refining their solutions.

Resilience - Through prototyping, testing and troubleshooting, students develop perseverance by learning from challenges, adapting their designs, and improving their outcomes through iteration.

Creativity - Students use creative thinking to generate original ideas, explore possibilities and transform concepts into 3D printed solutions.

Home Learning: To consolidate classwork, students should:

- Refine CAD models, design sketches or prototypes based on classroom feedback, testing and evaluation.
- Explore examples of 3D printed products and emerging technologies, considering how designers use innovation to solve problems.
- Practise CAD skills and digital modelling techniques to improve confidence and accuracy when developing design solutions.

Parents/Guardians can support their student by:

- Encouraging discussions about how everyday products are designed, manufactured and how they could be improved.
- Exploring examples of 3D printing, sustainable design and emerging technologies together to develop curiosity about future design solutions.
- Providing constructive feedback and encouraging students to explain their design decisions, challenges and improvements throughout the design process.

Resources to access more information:

- [Victorian Curriculum 2.0: Design & Technologies](#)

YEAR 9 DIGITAL TECHNOLOGIES: THE INTERNET & YOU

STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY

Learning Tasks

LT1

Web Development Folio

LT2

Web Development Skills

Overview:

Students explore how digital systems and networks operate, including how to assemble, configure, and secure them. They create and host their own websites using HTML and CSS, and apply the Problem-Solving Methodology to analyse, design, develop, and evaluate their solutions.

This unit introduces key concepts in cybersecurity and user interface design. Students plan and manage projects, use digital tools to communicate interactive content, and evaluate solutions based on user needs and ethical considerations.

Key Skills

- **Digital Systems & Networks** - Explore how digital systems and networks operate, including hardware, software, connectivity and the processes involved in configuring and securing digital environments.
- **Web Development & Digital Design** - Create and host websites using HTML and CSS, developing digital solutions that communicate information effectively and consider user needs.
- **Problem Solving & Solution Development** - Apply the Problem Solving Methodology to analyse problems, design solutions, develop digital products and evaluate outcomes based on user requirements.
- **Cybersecurity & Digital Citizenship** - Develop an understanding of cybersecurity principles, privacy, online risks and ethical practices to support safe and responsible participation in digital environments.
- **User Interface Design & User Experience** - Apply design principles to develop accessible and engaging digital interfaces that consider functionality, usability and the needs of different users.
- **Digital Communication & Collaboration** - Use digital tools and platforms to communicate ideas, collaborate on projects and share information effectively.
- **Project Management & Evaluation** - Plan, manage and evaluate digital projects by organising tasks, meeting deadlines, responding to feedback and refining solutions.

Learning Habits

Self-Motivation - Students take ownership of digital projects by setting goals, managing their time, developing technical skills and independently refining their websites and digital solutions.

Resilience - Students persist through challenges such as troubleshooting, debugging and problem-solving, learning from setbacks and improving their solutions through testing and refinement.

Curiosity - Students explore how the internet, digital systems and networks operate, asking questions about emerging technologies, cybersecurity and the impact of digital environments.

Creativity - Students think creatively to design user-focused digital solutions, developing websites and interfaces that are engaging, functional and responsive to user needs.

Communication - Students communicate ideas clearly using digital tools, technical terminology, web design principles and collaborative processes to explain and evaluate their solutions.

Home Learning: To consolidate classwork, students should:

- Continue developing and testing website designs by refining HTML, CSS and digital solutions.
- Investigate examples of effective websites, online platforms and digital systems to analyse user experience and functionality.
- Document and evaluate digital solutions by considering user needs, cybersecurity and ethical responsibilities.

Parents/Guardians can support their student by:

- Encouraging discussions about how websites, online platforms and digital systems are designed, used and how they influence everyday life.
- Supporting conversations around cybersecurity, privacy, ethical technology use and responsible participation in online environments.
- Encouraging students to explore digital tools, develop their technical skills and refine their digital solutions through experimentation and feedback.

Resources to access more information:

- [Victorian Curriculum 2.0: Digital Technologies](#)

YEAR 9 DIGITAL TECHNOLOGIES: GAME DEVELOPMENT & DESIGN

STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY

Learning Tasks

LT1

Game Development with GameMaker

LT2

Coding with Python in Minecraft Education

Overview:

Students build their computational thinking skills while being introduced to a range of programming concepts, including object-oriented methodologies. They analyse existing games and systems, and use the Problem Solving Methodology to design, develop, and evaluate their own games and software. The unit also introduces algorithm design, flowcharts, and pseudocode. Students explore user interface design, test and debug code, and begin to understand how digital systems manage data.

This unit provides a strong foundation for Year 10 Digital Technology (Computer Skills and Applications) and VCE Applied Computing.

Key Skills

- **Computational Thinking & Problem Solving** - Apply computational thinking strategies to analyse problems, develop algorithms and create effective digital solutions using structured problem-solving processes.
- **Programming & Software Development** - Develop programming skills through creating interactive games and software solutions, applying concepts such as variables, control structures, object-oriented methodologies and debugging techniques.
- **Algorithm Design & Computational Logic** - Design and represent algorithms using flowcharts and pseudocode to plan, communicate and refine programming solutions.
- **Game Design & Development** - Analyse existing games and systems to understand design principles, mechanics and user experiences, applying this knowledge to create original interactive digital products.
- **User Interface Design & User Experience** - Design and evaluate interfaces that consider usability, functionality and user needs within digital games and software solutions.
- **Testing, Debugging & Evaluation** - Identify and resolve errors through testing and debugging, refining code and evaluating solutions against design requirements.
- **Data & Digital Systems** - Explore how digital systems manage, store and process data to understand the relationship between software, information and technology.

Learning Habits

Self-Motivation - Students take ownership of their development projects by setting goals, managing their time, developing programming skills and independently improving their digital solutions.

Resilience - Students persist through challenges such as coding errors, debugging and unexpected outcomes, learning from setbacks and refining their solutions through testing and iteration.

Curiosity - Students explore how games, software and digital systems are created, asking questions about programming concepts, algorithms and how interactive experiences are developed.

Creativity - Students use creative thinking to design engaging games and software solutions, combining programming, storytelling and user experience principles to develop original ideas.

Communication - Students communicate their ideas using algorithms, flowcharts, pseudocode, code documentation and discussions, explaining their design decisions and collaborating effectively with others.

Home Learning: To consolidate classwork, students should:

- Practise programming skills by developing, testing and debugging code to improve digital solutions.
- Analyse existing games and software to identify design features, mechanics and user experiences.
- Document development progress and evaluate solutions by reflecting on challenges, improvements and design decisions.

Parents/Guardians can support their student by:

- Encouraging discussions about how games and software are designed, including how developers use creativity, problem-solving and technology to create engaging experiences.
- Supporting students to experiment with digital tools, explore programming concepts and develop confidence through testing, troubleshooting and refining their ideas.
- Encouraging students to share their projects, explain their design decisions and reflect on how they have improved their solutions throughout the development process.

Resources to access more information:

- [Victorian Curriculum 2.0: Digital Technologies](#)

YEAR 9 FOOD TECHNOLOGY

STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY

Learning Tasks

LT1

Design Folio

LT2

Production Folio

Overview:

In this unit, students continue to develop and refine their practical skills in food preparation and cooking, with a strong emphasis on safe and hygienic practices in the kitchen. Building on their prior knowledge, they explore the functional and sensory properties of food, applying this understanding to produce appealing and nutritious meals. Students investigate the Australian Guide to Healthy Eating, with a focus on the cereal and grains food group, and examine the importance of breakfast in maintaining health and wellbeing. Through practical activities and investigative tasks, students also explore the functional properties of sugar. Through a design brief, students analyse the functional and sensory properties of food, considering factors that influence the preparation and presentation of foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal.

Key Skills

- **Food Preparation & Practical Techniques** - Develop and refine practical cooking skills by applying safe, hygienic and efficient food preparation techniques to create quality food products.
- **Food Science & Functional Properties** - Investigate the functional and sensory properties of ingredients, including how components such as sugar, grains and cereals influence the characteristics of food.
- **Nutrition & Healthy Food Choices** - Apply knowledge of nutrition and the Australian Guide to Healthy Eating to design and prepare balanced meals that support health and wellbeing.
- **Food Design & Product Development** - Use design processes to respond to food briefs, developing, modifying and refining food solutions based on nutritional, sensory and practical considerations.
- **Sensory Evaluation & Presentation** - Analyse and evaluate food products by considering flavour, texture, appearance and presentation to improve overall quality and appeal.
- **Food Safety & Sustainability** - Apply safe and hygienic practices while considering responsible food choices, sustainability and the effective use of resources.
- **Research & Communication** - Investigate food-related issues and communicate ideas, processes and evaluations using appropriate food terminology and documentation.

Learning Habits

Communication - Students communicate their food ideas, processes and evaluations using appropriate food terminology, design documentation and discussions to explain their decisions and respond to feedback.

Curiosity - Students explore the science of food, ingredients and cooking techniques, investigating how food properties influence nutrition, sensory qualities and product outcomes.

Self-Motivation - Students take ownership of their practical and design tasks by developing independence, managing time effectively and refining their food products through feedback and evaluation.

Resilience - Through practical experimentation and problem-solving, students learn from challenges, adapt their techniques and refine their food products to improve outcomes.

Creativity - Students use creative thinking to develop innovative food solutions, combining nutrition, sensory qualities and presentation to respond to design briefs.

Home Learning: *To consolidate classwork, students should:*

- Practise and refine food preparation techniques by applying safe and hygienic cooking practices.
- Research nutrition, ingredients and sustainable food practices to support informed food choices.
- Evaluate food products by analysing sensory qualities, nutritional value and opportunities for improvement.

Parents/Guardians can support their student by:

- Encouraging discussions about how food choices, ingredients and preparation methods influence health, wellbeing and everyday eating habits.
- Exploring different foods, cooking techniques and sustainable food practices together to develop curiosity about food science and responsible choices.
- Encouraging students to share their food products, explain their design decisions and reflect on how they could improve their outcomes.

Resources to access more information:

- [Victorian Curriculum 2.0: Design & Technologies](#)

YEAR 9 DANCE

Semester 1/2 Dance Skills Dance Analysis Choreography and Performance	Learning Tasks	
	Term 1/3	Term 2/4
	Dance Skills	Dance Analysis Choreography and Performance

Overview:

Students evaluate how and why choreographers across contexts and cultures present and challenge ideas and meaning through dance. They work individually and collaboratively to create dances that communicate ideas, perspectives and meaning. They document, reflect on, analyse and evaluate their own and others' work using relevant dance terminology. They use production elements to enhance their dance making in both devised and learnt dance works. Students plan, rehearse, refine, present and perform dances to audiences.

Term 1/3

Key Skills

- Dance Skills

Students will investigate the ways performers and choreographers from across cultures, times, places and other contexts use the elements of dance, choreographic devices, style-specific techniques and production elements to represent, communicate and challenge ideas and perspectives. They will experiment and develop the elements of dance, physical and expressive skills, to communicate meaning. Students will also reflect on, evaluate and document their own and others' dance works to inform choices they make as dancers and choreographers.

Learning Habits

- Analyse how dance communicates social, cultural, and historical contexts
- Practise and refine technical and expressive movement in rehearsal

Term 2/4

Key Skills

- Dance Analysis

Students will investigate ways in which dances, celebrate and give meaning to multiple perspectives. They apply production elements to dance works to enhance meaning.

- Choreography and Performance

Students will rehearse, refine, present and perform original dance works or learnt dance works to audiences in a range of settings, both formal and informal. They will create and choreograph dance using the elements of dance, and style-specific techniques to communicate ideas and convey meaning

Learning Habits

- Choreograph group and solo works with a clear expressive intention
- Perform choreographed works using appropriate style and techniques

Home Learning:

To consolidate classwork, students should:

- Watch and critique dance performances online or live
- Practise choreography and refine movement sequences
- Maintain a reflective dance journal or portfolio

Parents/Guardians can support their student by:

- Encourage physical practice and injury-prevention habits
- Support attendance at performances or exhibitions
- Engage in discussion about cultural and creative content

Resources to access more information:

- Victorian Curriculum: Dance Levels 9–10
- Online archives of major dance companies (e.g., Bangarra, Australian Ballet)
- Student journals and video reflections

YEAR 9 DRAMA

Semester 1/2 Acting Skills Performance Analysis Performance Task	Learning Tasks	
	Term 1/3	Term 2/4
	Acting Skills	Performance Analysis Performance

Overview:

Students explore and interpret a range of drama styles and conventions, including the influence of Aboriginal and Torres Strait Islander Peoples' storytelling and contemporary practices. They develop sophisticated characterisation and refine expressive skills. Students devise, rehearse and perform works for defined audiences and purposes, and analyse how performance can be used to communicate themes and challenge perspectives.

Term 1/3

Key Skills

- Acting Skills

Students will analyse and interpret drama from different cultures and time periods. They will develop complex characters using voice, movement, timing and space. Students will also apply and adapt conventions and styles to convey meaning

Learning Habits

- Intellectual curiosity and cultural awareness
- Self-direction in rehearsals and group planning
- Confidence in expressive and physical risk-taking

Term 2/4

Key Skills

- Performance Analysis

Students will devise and refine drama with clear thematic or social intention. They will explore production elements lighting, sound, props and costume to support narrative

- Performance

Students will perform with commitment and stylistic awareness. They will apply dramatic conventions and elements to interpret and create performances that reflect drama styles and genres.

Learning Habits

- Strategic use of feedback to revise work
- Active engagement with audience perspectives
- Reflective journaling to evaluate process and performance

Home Learning:

To consolidate classwork, students should:

- Rehearse solo or group performance material at home
- Research contemporary or historical drama practitioners and styles
- Keep a reflective journal documenting choices and rehearsal insights

Parents/Guardians can support their student by:

- Encourage regular rehearsal and script learning at home
- Attend school or local theatre productions with their child
- Discuss social and cultural themes explored in drama work

Resources to access more information:

- Victorian Curriculum: Drama Levels 9–10
- Online libraries of plays and performances (e.g., Digital Theatre, YouTube archives)
- Student performance and rehearsal journals

Semester 1 or 2 Film Noir Analysis Task Creative Filmmaking	Learning Tasks	
	Term 1/3	Term 2/4
	Film Noir Trailer	Analysis Task Collaborative Filmmaking

Overview:

In this unit, students expand their understanding of how to analyse media products and the ways technical components of filmmaking contribute to story ideas and themes. Students also refine their knowledge of the three stages of film production (pre-production, production, and post-production) by creating multiple media artworks that communicate the features of specific genres. Students will build these skills in independent and collaborative work environments, learning how to analyse their own work and the work of others, in an effort to refine their media production skills for subsequent tasks.

Term 1/3

Key Skills

- Exploring and responding to media arts works and practices from a range of cultures, historical periods, and contexts.
- Developing creative practices for producing media arts using appropriate media languages and technologies tailored to selected forms
- Evaluate and reflect on both personal work and that of others to enhance creative and analytical skills
- Presenting, screening and/or distributing media arts works they have produced to audiences

Learning Habits

- Independent research and analysis of media
- Critical thinking and ethical awareness in representation
- Initiative in pre-production planning

Term 2/4

Key Skills

- Exploring and responding to media arts works and practices from a range of cultures, historical periods, and contexts
- Pre-production skills (Storyboarding, scriptwriting, shot list creation)
- Creating and producing media arts works in different media forms using specific processes
- Evaluate and reflect on both personal work and that of others to enhance creative and analytical skills
- Presenting, screening and/or distributing media arts works they have produced to audiences

Learning Habits

- Collaborative decision-making and task delegation
- Reflection on audience engagement and media influence
- Effective time management during all production stages

Home Learning:

To consolidate classwork, students should:

- Watch/listen and consume a variety of media - tv, movies, podcasts, social media
- Consider what media creators are intending to achieve through their products
- Consider how codes and conventions have been used to make meaning

Parents/Guardians can support their student by:

- Engaging with media regularly with their child - regular movie night
- Facilitate discussions about meaning making and use of codes
- Discuss how things they have seen in products could be reworked and use their children's work

Resources to access more information:

- Victorian Curriculum: Media Arts Levels 9–10
- Dead Men Don't Wear Plaid (1982)
- Ferris Bueller's Day Off (1986)

YEAR 9 MUSIC

Semester 1 Musicianship Composition Performance	Learning Tasks	
	Term 1	Term 2
	Musicianship	Composition Solo Performance

Overview:

This subject explores music through performance, theory and composition. Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. Students perform works in solo and group contexts from a diverse range of styles and genres. Students who learn to play an instrument at the school must enrol in this subject. Students who learn instruments outside the school can also further develop their musicianship through this subject. Students will play in a variety of ensembles and will be required to take part in school concerts. Rehearsals may be held after school and during lunchtime.

Term 1

Key Skills

- Musicianship - Theory and Aural

Students will develop their musicianship, including understanding of music theory and aural recognition (rhythm and pitch).

- Musicianship - Analysis

Students engage with music of a variety of styles and identify and/or describe specific elements of music. They develop literacy skills and incorporate key music vocabulary through a range of analysis tasks.

Learning Habits

- Attentive listening and peer collaboration
- Curiosity about musical traditions and identities
- Critical thinking in analysis and feedback

Term 2

Key Skills

- Composition

Students further develop their musicianship by applying theoretical concepts and experimenting with musical ideas. They work individually and in groups to read, write, and perform original music.

- Performance

Students develop confidence and gain understanding of the conventions of music performances, including stagecraft, rehearsal techniques, constructive criticism, and self-evaluation. They will practice communicating ideas, perspectives and meaning when performing, and document and/or record the music they perform.

Learning Habits

- Self-discipline in practice and rehearsal routines
- Reflective evaluation of music and performance
- Initiative in extending technical and expressive skills

Home Learning:

To consolidate classwork, students should:

- Practise performance pieces regularly and refine technical skills
- Listen to and analyse music from a range of genres and cultures
- Work on compositions or arrangement drafts using digital tools

Parents/Guardians can support their student by:

- Encourage regular instrumental or vocal practice
- Attend student performances and discuss musical progress
- Explore music-related career paths or post-school options

Resources to access more information:

- Victorian Curriculum: Music Levels 9–10
- Music notation and production platforms (e.g., MuseScore, Teoria.com)
- Recordings of student or professional performances

MUSIC

Semester 2

Musicianship
Composition
Performance

Learning Tasks

Term 3

Term 4

Musicianship

Composition
Solo Performance

Overview:

This subject explores music through performance, theory and composition. Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. Students perform works in solo and group contexts from a diverse range of styles and genres. Students who learn to play an instrument at the school must enrol in this subject. Students who learn instruments outside the school can also further develop their musicianship through this subject. Students will play in a variety of ensembles and will be required to take part in school concerts. Rehearsals may be held after school and during lunchtime.

Term 3

Key Skills

- Musicianship - Theory and Aural

Students will further develop their musicianship by engaging with more complex music theory concepts and extending their aural recognition skills. Students apply these skills through identification and transcription tasks.

- Musicianship - Analysis

Students continue to engage with music of a variety of styles, developing literacy skills and incorporating key music vocabulary through a range of analysis and comparison tasks.

Term 4

Key Skills

- Digital Composition

Students apply theoretical concepts and experiment with musical ideas. They work individually and in groups to read, write, and perform original music, using digital media and/or recording software.

- Performance

Students develop confidence and gain understanding of the conventions of music performances, including stagecraft, rehearsal techniques, constructive criticism, and self-evaluation. They will practice communicating ideas, perspectives and meaning when performing, and document and/or record the music they perform.

Learning Habits

- Self-discipline in practice and rehearsal routines
- Reflective evaluation of music and performance
- Initiative in extending technical and expressive skills

Home Learning:

To consolidate classwork, students should:

- Practice skills taught in class and lessons regularly at home
- Identify areas to improve by recording practice sessions and/or reflecting on progress made
- Listen to a range of music to increase their awareness of instruments and styles

Parents/Guardians can support their student by:

- Supporting their practice routine, encouraging participation and growth
- Encourage implementation of learning habits when students work at home
- Engage with music and share your interests with your children including cultural and local area
- Attend and support student performances
- Explore live performances

Resources to access more information:

- Victorian Curriculum: Music Levels 9–10
- Music notation and production platforms (e.g., MuseScore, Teoria.com)
- Recordings of student or professional performances

Semester 1 or 2	Learning Tasks	
	Term 1/3	Term 2/4
	Feature article (Q&A)	- Podcast - Specialised Opinion Piece

Overview:

Reading and Viewing: Students engage with print, digital and multimedia texts to support the creation of journalistic articles, interviews and podcasts. They analyse how language, structure, images and sound represent perspectives, values and attitudes, and evaluate how different viewpoints are shaped for specific audiences and purposes.

Writing: Students create texts such as journalistic articles, Q&A interviews and media scripts that present a sustained point of view on complex issues. They use appropriate structures, precise language, relevant multimodal elements, and edit their work to ensure clarity, cohesion and impact.

Speaking and Listening: Students discuss and evaluate perspectives on current media issues, using precise language to express and support their views. They create and deliver structured spoken texts, tailored to purpose and audience, using appropriate levels of formality, vocal techniques and relevant multimodal elements.

Term 1 / 3

Key Skills

- integrate comprehension strategies to analyse and interpret complex and abstract ideas VC2E10LY07
- analyse text structures and language features and evaluate their effectiveness in achieving their purpose VC2E10LA03
- create different types of texts, written and spoken, that reflect on challenging and complex issues, for a range of purposes and in deliberate consideration of an audience VC2E10LY08
- understand and use an expanded vocabulary VC2E10LA08

Learning Habits

- Curiosity – develop thoughtful interview questions and seek out diverse perspectives when researching and conducting interviews*
- Communication – use effective questioning, active listening and clear presentation of responses to construct a Q&A piece*

Term 2 / 4

Key Skills

- understand how language can have inclusive and exclusive social effects, and how it can empower or disempower people VC2E10LA01
- understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
- create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposes and in deliberate consideration of an audience VC2E10LY08
- Experiment with punctuation for meaning and effect VC2E10LA09
- review, edit and refine texts and reflect on processes VC2E10LY09

Learning Habits

- Communication – clearly present and structure ideas, using appropriate spoken, written and multimodal forms*
- Creativity - design and produce original content by selecting and combining formats, perspectives and media elements*

Home Learning:

To consolidate classwork, students should:

- Research selected media and journalism topics
- Discuss ideas for articles, interviews and podcasts
- Read and view journalistic media texts
- Plan, draft, edit and refine written and multimodal texts using feedback
- Practise delivering spoken texts and responding to different viewpoints

Parents/Guardians can support their student by:

- Discussing selected media and journalism topics
- Supporting research into the chosen journalistic topic
- Reflecting on teacher feedback
- Supporting the review and editing process
- Supporting practice and rehearsal of spoken texts

Resources to access more information:

[English curriculum details](#)
[Exploring Issues](#)
[Media Literacy](#)

YEAR 9 ADVANCED MATHEMATICS

Semester 1 or 2 Number Patterns Practical Trigonometry Algebraic Techniques Geometry Investigations Mathematical Communications	Learning Tasks	
	Term 1/3	Term 2/4
	Project- Missing Boat Search	Project- Great Mathematicians Investigation

Overview:

Year 9 Advanced Mathematics extends students' mathematical thinking through investigation, reasoning and problem-solving. Students explore number patterns, algebraic relationships, practical trigonometry and geometry while developing their ability to communicate mathematical ideas effectively. Through modelling tasks, investigations and research projects, students apply mathematics to real-world situations and strengthen their analytical and critical-thinking skills.

Term 1/3

Key Skills

- Use trigonometric ratios and geometric reasoning to solve practical measurement tasks.
- Develop mathematical models to represent and investigate real-world situations.
- Analyse geometric relationships and communicate findings clearly.
- Communicate mathematical reasoning using appropriate mathematical language, diagrams and representations.
- Select and apply efficient problem-solving strategies.

Learning Habits

Resilience- by persevering through challenging investigations and open-ended problems.

Communication by explaining and justifying mathematical thinking.

Term 2/4

Key Skills

- Conduct mathematical investigations and draw justified conclusions.
- Research and communicate the contributions of significant mathematicians.
- Present mathematical ideas using appropriate terminology and representations.
- Apply reasoning to support arguments and conclusions.
- Connect mathematical concepts to real-world applications and historical developments.

Learning Habits

Curiosity- through inquiry-based learning and mathematical exploration.

Creativity- investigating and presenting mathematical concepts in engaging ways.

Self-Motivation- independent research and project work.

Home Learning:

To consolidate classwork, students should:

- Complete assigned extension and problem-solving activities.
- Revise key mathematical concepts and skills.
- Conduct research and preparation for assessment tasks.

Parents/Guardians can support their student by:

- Encouraging persistence when working through challenging problems.
- Discussing mathematical ideas and real-world applications.
- Supporting organisation and time management for assessment tasks.

Resources to access more information:

[Department of Education Arc Year 9 Mathematics Resources](#)

Semester 1 or 2	Learning Tasks	
	Term 1 or 3	Term 2 or 4
How can technology be used to mitigate and minimised the impacts of bushfires in Australia?	One Minute Thesis	Addressing the “Big Question”
	Documenting the Engineering Design Process	

Overview:

STEAM aims to apply concepts related to the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project.

Year 9 STEAM will focus on the big question “How can technology be used to mitigate and minimised the impacts of bushfires in Australia?”. Students work collaboratively to design, build and test subsystems in a micro-satellite, CanSat. They will then determine the best way to collect data for analysis and plan for a launch. Students solidify existing, or are introduced to, skills in many different areas including research skills, critical thinking, computational thinking, design, and resilience. Students are challenged to strive for personal excellence by collaborating with other students with guidance from mentors and experts. When students have completed production and testing, they evaluate their process to reflect and improve. Students will publicly present their final submission to teachers and peers for discussion and critique.

Term 1 or 3

Key Skills

- Asses the impacts of bushfires in Australia
- Explore existing and developing technologies currently used to manage bushfires
- Develop presentation skills
- Use the design process to inform the development of a project
- Explain how shapes and materials can influence a structure
- Optimise a landing structure that can survive a fall

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to manage a project across multiple weeks.

Communication – using language appropriate for the target audience and communicating findings.

Term 2 or 4

Key Skills

- Document evidence of progress throughout a collaboratively managed project using the design process
- Design and build a lander that can safely deliver a payload
- Explore how coding and circuitry can be used to develop environmental sensors
- Interpret and present data

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – developing novel solutions to real world problems and using the design process to develop these ideas.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed
- Reflect on the rubric and task instructions to ensure they have met criteria for assessment
-

Parents/Guardians can support their student by:

- Asking their student to explain their project and rationale
- Checking in on assigned homework and/or class task progress
- Reflecting on feedback

Resources to access more information:

Google Classroom

HPE ELECTIVE: COACHING & FITNESS

Physical Education Coaching Fitness Peer Teaching	Learning Tasks	
	Term 1	Term 2
	Coaching & Officiating Investigative Task	Peer Coaching Community Teaching Sessions

Overview:

In Coaching and Fitness, students will develop leadership skills both at school and in the community. Students learn about styles of coaching and good coaching principles as well as how to structure effective training sessions. These skills are then utilised both at school in the peer teaching unit, and out in the community during their community coaching unit at local primary schools.

In the fitness component of the subject, students learn about the components of fitness, fitness testing and training methods to improve performance as well as nutrition before during and after exercise.

Term 1

Key Skills

- Evaluate their own and others' movement compositions and provide and apply feedback to enhance performance, including the impact of the movement elements of time, effort, space, people and objects
- Participate in and evaluate physical activities designed to enhance health, fitness and wellbeing

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term 2

Key Skills

- Design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve health-related fitness, health and wellbeing outcomes
- Devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others
- Practice and develop practical skills outside the classroom

Parents/Guardians can support their student by:

- Giving students time and access to physical activity opportunities
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

YEAR 9 INFAMOUS HISTORY

Semester 1 or 2

Jack the Ripper
Inaccuracies in Pop Culture
Infamous History Research

Learning Tasks

Term 1/3

Research Essay
Source Analysis Test

Term 2/4

Research Project

Overview:

Students who study Infamous History explore key individuals from the past whose actions made them historically notorious, with a particular focus on the mystery of Jack the Ripper. Throughout the unit, students examine the historical context of these events and investigate how crime and sensational stories have been represented over time.

Students develop important historical skills, including analysing sources, evaluating evidence, and distinguishing between fact and myth. They will explore how popular culture—such as films, documentaries and online media—often presents inaccurate or exaggerated versions of historical events, and learn to critically identify these inaccuracies.

As part of the unit, students will undertake an independent research investigation into an infamous historical figure. They will gather and evaluate sources, develop their own historical interpretations, and present their findings using a format of their choice.

Term 1/3

Key Skills

- analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments
- evaluate the significance of individuals, groups, movements, events, developments and ideas

Learning Habits

Communication – Voice opinions, ideas, and emotions with others
Curiosity – Ask questions to learn from others

Term 2/4

Key Skills

- evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences
- formulate, refine and use historical questions to inform historical investigations
- construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources

Learning Habits

Resilience – the capacity to recover quickly from difficulty
Self-motivation – develop independence in learning

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Annotate class resources and readings

Parents/Guardians can support their student by:

Discussing topics with student.
Watching documentaries or reading articles together.
Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects

<https://www.abc.net.au/education>

History and Civics & Citizenship
Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Trove at the National Library of Australia

<https://trove.nla.gov.au>

YEAR 9 ETHICS, POLITICS AND THE LAW

Semester 1 Ethics Politics Law	Learning Tasks	
	Term 1	Term 2
	Ethics Report Political Campaign	Legal Case Study

Overview:

Ethics, Politics & the Law gives students the tools to engage with three of society's biggest questions: What is right? How should power be organised? What is justice? Through the study of ethics, politics and law, students explore real moral dilemmas, examine how democracy operates in Australia, and investigate how the legal system responds to complex social issues.

Students learn to evaluate different ethical viewpoints, debate contemporary issues, and analyse how laws are created and applied. They explore key features of Australia's political system — including parliament, elections and the role of citizens in a democracy — while also examining how the legal system seeks to balance rights, responsibilities and fairness.

Throughout the course, students develop important civics and critical thinking skills, including constructing arguments, analysing evidence, considering multiple perspectives, and communicating informed opinions on challenging social and political questions.

Key Skills

- **Critical and ethical reasoning:** evaluating competing moral viewpoints and applying them to real-world dilemmas
- **Civic knowledge:** understanding Australia's democratic institutions, processes, and legal structures
- **Analysing perspectives:** assessing multiple viewpoints on contested political, legal, and ethical issues
- **Structured argumentation:** constructing and communicating well-reasoned arguments on complex issues

Learning Habits

Communication – Voice opinions, ideas, and emotions with others

Curiosity – Ask questions to learn from others

Resilience – the capacity to recover quickly from difficulty

Self-motivation – develop independence in learning

Home Learning:

To consolidate classwork, students should:

- Keep up to date with current events
- Read the newspaper and a variety of news sources
- Connect current events with the content of the classroom

Parents/Guardians can support their student by:

- Discussing topical ethical, political, and legal issues in the media.
- Engaging in robust discussion and debate, perhaps around the dinner table.

Resources to access more information:

Resources on a range of Humanities' subjects

<https://www.abc.net.au/education>

History and Civics & Citizenship
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Semester 1 Financial Literacy Economics Business	Learning Tasks	
	Term 1	Term 2
	Consumer and Financial Literacy Report	- Economics Test - Business Test

Overview:

Students are learning the key concepts and skills relating to financial literacy to equip them with the knowledge and understanding of how to make personal financial decisions. This is achieved through students researching and planning how to purchase their first car. Furthermore, students are exposed to the varying types of economies throughout the world and complete analyses of the Australian economy. Exploring major economical issues and analysing Australia's imports and exports. Finally, students will learn about key factors of business, as employees and employers, the rights and protections of both of these parties, whilst considering the roles of entrepreneurs and the processes by which the world of work has changed.

Term 1

Key Skills

- Develop and modify questions suitable for investigation of contemporary economic, business, work or financial issues.
- Develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria
- Explain and present arguments about economics and business concepts and issues using subject-specific terminology, with reference to sources

Learning Habits

- Self-motivation - initiative to undertake or continue a task or activity without being asked
- Curiosity - a strong desire to know or learn about history

Term 2

Key Skills

- Evaluate sources of data and information to determine authenticity and validity
- Draw logical conclusions based on data and information from verified sources

Learning Habits

- Communication - ability to read and understand historical evidence
- Creativity - engage with content creatively
- Critical thinking - Ability to think something critically from different perspectives
- Intercultural Understanding: Respecting the diversity of global business practices, such as differences in consumer cultures across countries.

Home Learning:

To consolidate classwork, students should:

- Completion of case studies and research on particular aspects of either businesses or the economy.
- Discuss family businesses, or investigate local business and consider their role within the community.

Parents/Guardians can support their student by:

- Discussing personal finance and workplace.
- Engaging students in their weekly shopping planning.
- Reflecting on household consumption practices.
- Monitoring homework completion.

Resources to access more information:

abc.net.au (Economics & Business news and updates)

Reserve Bank of Australia.
<https://www.rba.gov.au/education/resources/what-is-economics.html>