



**Palmview**  
State Secondary  
College

**Year 9 Curriculum**  
**2024**

*Purposeful in our Pursuit of Personal Best*

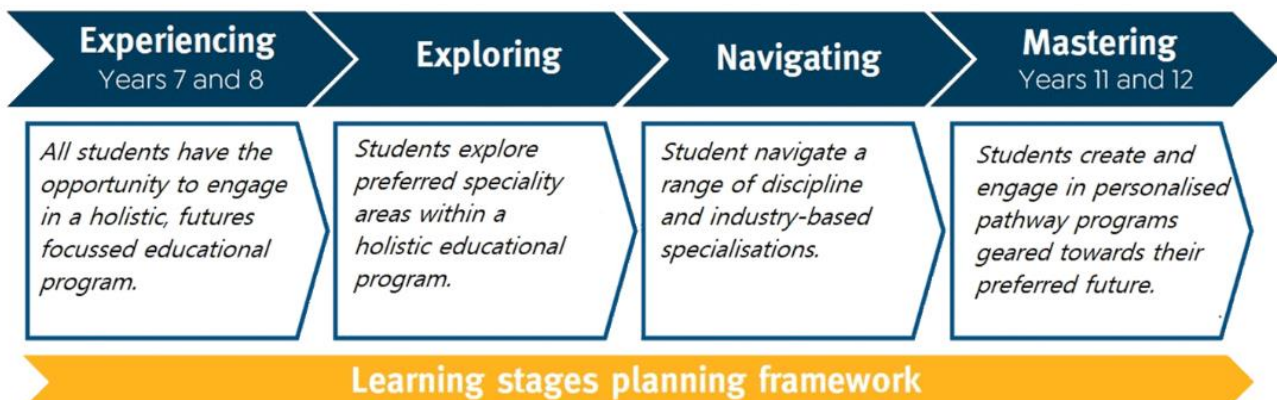
## Introduction

Palmview State Secondary College provides every student with the opportunity to pursue their personal best through the provision of an inclusive and engaging curriculum. Our curriculum is built on our values of *Trust, Connect* and *Grow* with the underpinning belief in our Learning Guarantee.



## Curriculum Philosophy

- Teaching strategies, learning experiences and curriculum offerings cater to the developmental stages of young people. The needs of Year 9 students are different to those of Senior Secondary students (Years 10, 11 and 12) and progress the learning from the Experiencing Phase of Years 7 and 8.
- Year 9 curriculum is drawn from the Australian Curriculum and provides access to all eight Learning Areas. Our *Whole College Approach to Differentiated Teaching and Learning* (WCADTL) ensures the needs of all our diverse learners are met.
- Year 9 students enter the Exploring Phase as they begin to select electives to meet their interests and develop their strengths for their future pathway. Our Year 9 curriculum supports the *Pathways to Successful Future* framework and provides pathway options (university, tertiary options and employment) to accommodate the different aspirations and strengths of our students.






## Year 9 Curriculum Overview



It is a requirement that all Year 9 students study English, Mathematics, Science, Humanities, and Health and Physical Education. Participation in our Connect and PLUS programs is a key factor in supporting every student to stay on track with their changing learning needs as they transition through Junior Secondary.

### Year-long Subjects

#### Compulsory Learning Areas


-  English
-  Mathematics
-  Science

#### Elective – Students must choose one of these:

-  Humanities (History & Geography)
-  Health and Physical Education

### Semester-long Subjects (6 months)



#### Compulsory

-  Humanities (History) **OR** Health and Physical Education (depending on which is chosen as a 12-month subject).





#### Elective – Students must choose three of these:

-  Business and Legal Studies
-  Dance
-  Drama
-  Media Arts
-  Music
-  Visual Arts
-  Japanese
-  Digital Technology
-  Design and Technology – Food Specialisation
-  Design and Technology – Materials Specialisation and Engineering Principles

#### Please Note

-  Students who select Humanities as a year-long subject will be enrolled in HPE for one semester.
-  Students who select HPE as a year-long subject will be enrolled in Humanities for one semester.





#### Please Note

-  Class numbers determine if the elective will be offered.
-  When a class reaches maximum capacity, no additional students can be enrolled.
-  Students cannot repeat an elective completed in Semester 1 in Semester 2.
-  Instrumental Music is an offline additional elective.

## Choosing Year 9 subjects

Year 9 is an important year as students should develop an appropriate standard of learning by the end of the year, to ensure they experience success either in Senior school or position themselves well to transition to work options. When choosing subjects, students will have many influences at this time of subject selection: personal likes/dislikes, career aspirations, expectations of family and others, influence of friends and media.

The subjects students choose should include subjects which:

-  they are interested in
-  they have experienced past success with
-  may lead to their preferred career path
-  optimise opportunities to reach their potential.

We also encourage Year 9 students to be active and busy during this developmental phase. Where possible, they should stay involved in sport, hobbies, interests and community activities. When students are old enough, a casual job can support students to transition to independence and assist with Senior pathway options.

## Instrumental Music - Offline

The school offers instruction on the following instruments: percussion, woodwind, brass and strings. There are some additional fees attached to these classes. Lessons are held during school time. Students may sign up for these classes at the start of the school year.

## Learning Area Overviews

### Year-long Subjects

#### Compulsory Learning Areas

Institute	Global Learners		
Learning Area	English		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	English		

#### Synopsis for Curriculum Overview

Students will engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Students will begin to develop a critical understanding of how texts, language and visual and audio features are influenced by context.

Students will create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical: for example, narratives, performances, reports, discussions, literary analyses, transformations of texts and reviews for a range of audiences.

This subject assists in preparing students for the following pathways:

Senior Subjects	General English, Essential English, Literature, English Extension, Short Course in Literacy
Careers	Journalism, Law, Media Communications, Writer, Marketing, Events Management, Publishing, Public Relations, Social Media Manager, Speech Pathology, Human Resources and Media Advisor



Institute	STEAM		
Learning Area	Mathematics		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Mathematics		

### Synopsis for Curriculum Overview

In Year 9 Mathematics, learning builds on each student's prior learning and experiences. They develop their fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency enables students to respond to familiar and unfamiliar situations by employing strategies to solve problems efficiently.

Students further develop proficiency and positive dispositions towards Mathematics and its use as they:

- apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts.
- work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity and locate some irrational square roots of natural numbers using Pythagoras' theorem.
- use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools.
- manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools.
- formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches -solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required.
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information.
- investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two-way tables and grids to assist in determining the probabilities for these events; design experiments to gather empirical data about relative frequencies and use these to check their reasoning.
- compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others.

This subject assists in preparing students for the following pathways:

Senior Subjects	Specialist Mathematics, Methods Mathematics, General Mathematics, Essential Mathematics
Careers	Accountant, Aeroplane Pilot, Aerospace Engineer, Architect, Carpenter, Chemical Engineer, Economist, Electrician, Environmental Engineer, Mechanic, Medical Radiation Therapist, Meteorologist, Physicist, Plumber, Ship's Officer, Surveying Technician, Software Programmer, Sports Administrator

Institute	STEAM		
Learning Area	Science		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Science		

### Synopsis for Curriculum Overview

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Students will be prompted to discuss and explore with the following inquiry questions:

- Why was the discovery of neutrons important?
- How is scientific consensus established? What if it isn't?
- Could synthesised organs make organ donation obsolete?
- How does the carbon cycle affect life on Earth?
- How do different technologies help humans to communicate?

This subject assists in preparing students for the following pathways:

Senior Subjects	Biology, Chemistry, Earth & Environmental Science, Marine Science, Physics, Psychology
Careers	Air Traffic Controller, Biomedical Engineer, Chemist, Dentist, Dietician, Electrician, Engineering, Environmental, Exercise Scientist, Geologist, Nuclear Medicine Technologist, Nurse, Park Ranger, Physiotherapist, Surgeon, Surveyor, Veterinarian



**Students will study one of the following two subjects for 12 months. The subject that is not chosen will be compulsory for 6 months. It is recommended that students consider their future studies and career pathway before making their selection.**

**Choose between one of the following:**

Institute	Global Learners		
Learning Area	Humanities and Social Sciences (HASS)		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Modern History and Geography		

**Synopsis for Curriculum Overview**

**HISTORY**

**Unit 1: Industrial Revolution**

Students study the emergence of the modern world by learning about the Industrial revolution. Students analyse primary and secondary sources to learn about the impact of industrial technologies on the way people lived, work and thought.

**Unit 2: World War One**

Students explore the key aspects of World War I and the Australian experience of the war, including the nature and significance and changes and continuities over the war in world. Students will investigate the causes of World War 1, changes in weaponry and the significant battles of the war including the Gallipoli Campaign, the Western Front and lastly how the treaty of Versailles was significant in influencing German nationalism after WW1.

**GEOGRAPHY**

**Unit 1: Our Globalising World and Development**

Students will investigate interconnections and the world's various resources. They will understand how these resources influence the economic development of countries and people around the world as well as the disparity of wealth. This unit examines the interconnections and effects of globalisation on societies, the economy and environment.

**Unit 2: Biomes and Food Security**

Students will extend on the concepts of Geography and spatial skills. They will investigate the biotic environment and its role in food and fibre production and issues of food security and the impacts it has on the world's population. This unit examines the biomes of the world, their alteration, significance and the environmental challenges of future sustainability. Students will conduct an inquiry into a food security issue and solve problems of sustainability for feeding the growing population.

**This subject assists in preparing students for the following pathways:**

Senior Subjects	<p><b>General Subjects:</b> Ancient History, Business, Economics, Geography, Legal Studies and Modern History</p> <p><b>Applied Subjects:</b> Business Studies, Social and Community Studies and Tourism VET Courses: Cert III in Business, Diploma in Business, Cert III in Justice Studies and Cert III Tourism</p>
Careers	Archaeologist, Criminology, Demographer, Economist, Emergency Responses and Hazard Management, Environmental Scientist, Geologist, Historian, Human Resources, International Relations, International Business, Law, Media Advisor, Meteorologist, Oceanography, Politics, Public Relations, Spatial Technologies, Surveying, Teacher, Travel Consultant and Urban and Town Planning
Institute	Health and Wellbeing

Learning Area	Health and Physical Education		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Health and Physical Education		

### Synopsis for Curriculum Overview

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore and investigate how peers can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances in a variety of sports.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges.

**Examples of Sport:** Volleyball, Badminton, Basketball, Touch, Oztag, Golf, Ultimate Frisbee, Lacrosse

This subject assists in preparing students for the following pathways:

Senior Subjects	Physical Education, Sport & Recreation, Early Childhood, Health VET Qualifications - Certificate I, II and III offered in Year 10-12
Careers	Health & Fitness Industry, Social Work, Nursing, Teaching, Allied Health, Coaching, Sports Trainer, Personal Training, Club/Sports Management, Sport and Recreation, Sports Sciences, Recreation and Outdoor Environmental studies





# Learning Area Overviews

## Semester-long Subjects

**If the 12-month unit was not selected above, students will be enrolled in the 6-month subject.**

For example, if Humanities and Social Sciences was chosen above, students will be enrolled in 6-month option of Health and Physical Education (and vice versa)

### Choose between one of the following:

Institute	Global Learners		
Learning Area	Humanities and Social Sciences (HASS)		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Modern History and Geography		

### Synopsis for Curriculum Overview

#### HISTORY

##### Unit 1: Industrial Revolution

Students study the emergence of the modern world by learning about the Industrial revolution. Students analyse primary and secondary sources to learn about the impact of industrial technologies on the way people lived, work and thought.

##### Unit 2: World War One

Students explore the key aspects of World War I and the Australian experience of the war, including the nature and significance and changes and continuities over the war in world. Students will investigate the causes of World War 1, changes in weaponry and the significant battles of the war including the Gallipoli Campaign, the Western Front and lastly how the treaty of Versailles was significant in influencing German nationalism after WW1.

### This subject assists in preparing students for the following pathways:

Senior Subjects	<p><b>General Subjects:</b> Ancient History, Business, Economics, Geography, Legal Studies and Modern History</p> <p><b>Applied Subjects:</b> Business Studies, Social and Community Studies and Tourism VET Courses: Cert III in Business, Diploma in Business, Cert III in Justice Studies and Cert III Tourism</p>
Careers	<p>Archaeologist, Criminology, Demographer, Economist, Emergency Responses and Hazard Management, Environmental Scientist, Geologist, Historian, Human Resources, International Relations, International Business, Law, Media Advisor, Meteorologist, Oceanography, Politics, Public Relations, Spatial Technologies, Surveying, Teacher, Travel Consultant and Urban and Town Planning</p>

Institute	Health and Wellbeing		
Learning Area	Health and Physical Education		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Health and Physical Education		

### Synopsis for Curriculum Overview

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances in a variety of sports.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges.

**Examples of sport:** Volleyball, Badminton, Basketball, Touch, Oztag, Golf, Ultimate Frisbee, Lacrosse

### This subject assists in preparing students for the following pathways:

Senior Subjects	Physical Education, Sport & Recreation, Early Childhood, Health VET Qualifications - Certificate I, II and III offered in Year 10-12
Careers	Health & Fitness Industry, Social Work, Nursing, Teaching, Allied Health, Coaching, Sports Trainer, Personal Training, Club/Sports Management, Sport and Recreation, Sports Sciences, Recreation and Outdoor Environmental studies



**Students choose three preferences from the following offerings:**

Institute	Global Learners		
Learning Area	Humanities and Social Sciences (HASS)		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Legal Studies and Business		

**Synopsis for Curriculum Overview**
**Business Unit: Financial Risk and Reward**

Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.

Students will develop economics and business knowledge, understanding and skills through the following key questions:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- How do you create, promote and sustain a business?
- What are the responsibilities of participants in the workplace and why are these important?

**Legal Studies Unit: Australia's Legal System**

Students explore the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. Students will learn about the Australian justice system investigating significant cases and court decisions in Australia.

Students will develop legal knowledge, understanding and skills through the following key questions:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?

**This subject assists in preparing students for the following pathways:**

Senior Subjects	<b>General Subjects:</b> Ancient History, Business, Economics, Geography, Legal Studies and Modern History  <b>Applied Subjects:</b> Business Studies, Social and Community Studies and Tourism VET Courses: Cert III in Business, Diploma in Business, Cert III in Justice Studies and Cert III Tourism
Careers	Archaeologist, Criminology, Demographer, Economist, Emergency Responses and Hazard Management, Environmental Scientist, Geologist, Historian, Human Resources, International Relations, International Business, Law, Media Advisor, Meteorologist, Oceanography, Politics, Public Relations, Spatial Technologies, Surveying, Teacher, Travel Consultant and Urban and Town Planning

Institute	Creative and Cultural Pursuits		
Learning Area	The Arts		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Dance		

### Synopsis for Curriculum Overview

During this course of study students will focus on:

**Practical and written work** that develops their analytical, choreographical and performance skills in Dance. Units explored will include learning experiences in various **styles and forms from Social, Ritual and Artistic Dance**. Students will also showcase their work by performing for the Palmview community.

#### Exploring and responding to:

- choreographers' and performers' use of elements of dance, choreographic devices, genre/style techniques and/or production elements in works or contexts across cultures, times and/or places; for example, through analysis or practical investigations.
- ways in which dance choreographed and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity.

#### Developing practices and skills:

- building and extending creative practices for performance and choreography, consider building and extending creative practices for performance and choreography, considering prior learning,
- safe dance practice, experience and interests.
- building and extending critical practices by taking opportunities to reflect on and evaluate their own work, respond to and analyse their own work

**Choreographing** in a range of dance styles and form and **performing** their work using technical and expressive skills and genre- or style-specific techniques to communicate their ideas and intentions to audiences; for example, in planned and rehearsed live or streamed performances.

#### Why study Dance?

- Students develop as creative, complex thinkers, effective communicators, reflective and independent learners as they study and participate in various dance contexts, genres and styles.
- Students critically examine their experiences and understandings of Dance and Dance forms, exploring the interrelationship between practical and theoretical aspects of Dance.
- Students learn to choreograph, perform and appreciate Dance works.
- Students engage in problem solving and critical reflection, individually and in groups.

*Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, critical, imaginative, appreciative and perceptive abilities" (Bannon & Sanderson 2000)*

### This subject assists in preparing students for the following pathways:

Senior Subjects	General Dance, Applied Dance in Practice, Certificate III in Dance, Certificate III in Live Production and Performance
Careers	Performer, Teacher, Entertainer, Choreographer, Studio Owner, Dance Tutor, Dance sport coach / Athletic Coach / Group Fitness Instructor, Arts Administration, Stage Management, Physical Therapist / Dance Movement Therapist, Events Management.

Institute	Creative and Cultural Pursuits		
Learning Area	The Arts		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Drama		

### Synopsis for Curriculum Overview

During this course of study students will focus on:

**Practical and written work** that develops their analytical, devising and performance skills in Drama. Units explored will include learning experiences in various styles and forms of Drama. For example, **improvisation, clowning, physical theatre, ritual, process drama, scripted drama**. Students will also showcase their work by performing for the Palmview community.

#### Exploring and responding to:

- drama works, performances, practices and contexts from a range of cultures, times and places; for example, through analysis of their own drama or the work of others, including professional work.
- **Developing practices and skills:**
- building and extending creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, focus and conventions relevant to selected forms and/or styles
- building and extending critical practices by taking opportunities to reflect on and evaluate their own work, respond to and analyse their own work and the work of others.

#### Creating drama in improvised, devised and scripted forms

**Presenting and performing drama** in informal and/or formal settings. For example, using acting skills and working in an ensemble to perform drama for audiences.

#### Why study Drama?

- Drama is a medium for personal exploration, social criticism, celebration and entertainment.
- Drama provides a range of skills transferable to a variety of pathways – innovative thinkers, adept communicators, and excellent collaborators.
- Drama is designed to promote confidence and successful communication. These are attributes which are highly valued by today's employers and are seen as important skills for future success.

*Drama provides a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving. The Arts are the common threads of life in all communities and are mirrors of society's aspirations.*

### This subject assists in preparing students for the following pathways:

Senior Subjects	General Drama, Applied Drama in Practice, Cert III Live Production and Performance, Media Arts in Practice
Careers	Actor, Arts Administrator, Camera Operator, Cinematographer, Community Arts Worker, Costume Designer, Director, Dramaturge, Playwright, Publicity Manager, Education Officer, Stage Manager, Company Management, Automation & Fly Operator, Mechanist, Journalist / News Reader, Scriptwriter, Lighting Designer / Technician, Sound Designer / Technician, Events Management, Teacher, Theatre Critic, Voice Coach, Public Relations

Institute	Creative and Cultural Pursuits		
Learning Area	The Arts		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Media Arts		

### Synopsis for Curriculum Overview

During this course of study students will focus on:

**Written and practical work** that explores various aspects of media in our society. These aspects will be explored in units such as **Film Genres, Codes and Conventions, Storytelling and Storyboarding, Scriptwriting and Production Processes.**

**Exploring and responding to:**

- ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning, and the relationships the works create between makers, audiences and/or institutions; for example, through analysis

**Developing practices and skills:**

- building and extending creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms, genres and styles, and available technologies.
- building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, documenting ideas and intentions for media productions, evaluating audience responses to media works (including their own work) or considering relationships

**Creating (producing) media arts works** using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms

**Presenting/screening/distributing media arts works** they produced to audiences, in informal and/or formal settings. For example, audiences that are known to the students and/or unfamiliar audiences.

**Why study Media Arts?**

- The media can influence almost every part of a young person's life. Understanding Media empowers students to make educated decisions and shape their digital world experiences.
- Students understand the role of media in contemporary society. It is ubiquitous and unavoidable, an enormous part of their everyday lives.
- As students in a modern world, each one of them will bring their own experiences and style to exploring, developing, creating and presenting media.

*You shouldn't dream your film, you should make it. (Steven Spielberg)*

This subject assists in preparing students for the following pathways:

Senior Subjects	Film Television & New Media, Media Arts Practice, General Drama, Applied Drama in Practice, Cert III Live Production and Performance
Careers	Director, Actor, Filmmaker, Photographer, Camera Person, Digital Editor, Scriptwriter, Set Designer, Producer, Event Manager, Storyboard Artist, Social Media Creator, Marketing and Advertising, Multimedia, Video Production, Education & Training

Institute	Creative and Cultural Pursuits		
Learning Area	The Arts		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Music		

### Synopsis for Curriculum Overview

During this course of study students will focus on:

**Practical and written work** that develops their analytical, compositional and performance skills in Music. Units explored will include learning experience in various styles of Music. For example: **Gaming Music, Film Music**. Students will also showcase their work by performing for the Palmview community.

#### Exploring and responding to:

- music and music practices across cultures, times, places and/or other contexts; for example, through listening and evaluating their own music practices or analysing performances and compositions created or presented by others
- the diversity of music created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

#### Developing practices and skills

- creative practices and skills for listening (including aural skills), vocal and instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music
- critical practices for reflecting, analysing, evaluating and responding to their own work and the work of others

**Composing** in forms and genres such as song writing, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate

**Presenting performances** of music to audiences; for example, a specific target audience

#### Why study Music?

- Music is integral to everyday life (self-expressive, celebratory, social, cultural, political and educational roles)
- Fosters students' confidence, creativity and individuality through composing and performing
- Students become adaptable and innovative problem-solvers
- Develop skills in using various Music-related technologies

*Music instils in students a lifetime appreciation and understanding which is explored in an enjoyable, challenging and supportive environment. Music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination. All students in the Music Program are provided the opportunity to develop their individual strength while being guided to reach their potential.*

This subject assists in preparing students for the following pathways:

Senior Subjects	General Music, Applied Music in Practice, Music Extension (Composition, Musicology, Performance)
Careers	Musician, Entertainer, Stage Manager, Music therapist, Speech therapist, Events Manager, Music Educator, Movie/Gaming Soundtrack Composer, Sound technician, Audiovisual Technician, Television/Radio presenter

Institute	Creative and Cultural Pursuits		
Learning Area	The Arts		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Visual Arts		

### Synopsis for Curriculum Overview

During this course of study students will focus on:

**Practical work** that explores various aspects of Visual Art. These aspects will be explored using a variety of 2D and 3D forms such as drawing, painting, printmaking, digital art, collage and sculpture. At the end of the course the students will have the opportunity to curate and exhibit their work to the Palmview community.

#### Exploring and responding to:

- artworks and visual arts practices from across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
- **Developing practices and skills:**
- building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
- building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of visual arts practices in their work

**Creating artworks** to communicate ideas, perspectives and meaning in 2D, 3D and/or multi-disciplinary forms to communicate ideas and intentions using visual arts practices and materials

**Presenting artworks and practices to audiences;** for example, curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing supporting material such as artist statements.

#### Why study Visual Art?

- Study a range of skills that are transferable to other subject areas
- Students make images and artworks, communicate meaning and understanding
- Focus on creative solutions to complex design problems, divergent thinking and higher order learning
- Students develop understanding, appreciation and skill across a range of media, techniques, technologies and processes
- Inquiry learning model – multi-modal thinking: individual responses, research, develop

*Art is a fundamental component of the human experience. It reflects the world and the time in which we live, and can help us understand our history, our culture, our lives, and the experience of others in a manner that cannot be achieved through any other means. Art can also be a source of inspiration, reflection and joy.*

This subject assists in preparing students for the following pathways:

Senior Subjects	Applied Visual Arts in Practice, General Visual Art, Cert III in Visual Art
Careers	Art Director, Web Designer, Set Designer, Painter, Graphic Designer, Fashion Illustrator, Game Designer, Production Artist, Animator, Creative Director, Gallery Owner, Interior Design, Sculptor, Character Designer, Curator, Art Historian, Art Therapist, Arts Administrator, Conservation/Restoration, Art Dealer, Art Consultant



Institute	Creative and Cultural Pursuits		
Learning Area	Languages		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Japanese		

### Synopsis for Curriculum Overview

During this course of study students will focus on:

**Spoken, written, listening and aural experiences** that develop their skills in Japanese. Units explored will include learning experiences in **daily routines, shopping and travel**.

#### Students will

- **explore language** to initiate and sustain interactions that communicate their own and others' experiences of the world. Students will listen, speak, read and view, and write to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.
- **access** an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. Students expand their knowledge and control of Japanese pronunciation, intonation, scripts, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

#### Why study Japanese?

- Open your perspective on the values that other Asian nations share with Japan, including religious beliefs, ethics, and aesthetics.
- A familiarity with Asian cultures allows you to step outside the culture you live in and see it from a fresh, new perspective, especially if you travel to Asia one day.
- You will be able to understand animations, movies, variety shows, news, and any mainstream Japanese media! This allows you to follow pop-culture, current events, history, and many other things in the original language, allowing for a deeper connection to Japan traditional and pop culture.

*Knowledge of languages is the doorway to wisdom (Roger Bacon)*

*One language sets you in a corridor for life. Two languages open every door along the way. (Frank Smith)*

*Learning another language is not only learning different words for the same things, but learning another way to think about things. (Flora Lewis)*

This subject assists in preparing students for the following pathways:

Senior Subjects	Japanese (General)
Careers	Tour guide, Flight Attendant, Freight clerk, Languages teacher, Historian, Linguist, Translator, Transport Company Manager, Immigration Officer, Travel Consultant, Foreign Policy Officer, Customs Inspector/Broker, Captioner, Hotel/Motel Manager/receptionist, International Interviewer/Journalist.

Institute	STEAM		
Learning Area	Design and Technologies		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Digital Technologies		

### Synopsis for Curriculum Overview

The Year 9 Digital Technologies unit focuses on developing students' knowledge and skills in the field of digital technologies, including coding, computational thinking, data representation, and computer systems. The unit aims to foster digital literacy, problem-solving abilities, and an understanding of the impact of technology on individuals and society. Throughout the unit, students will explore various aspects of digital technologies, including programming, algorithms, data analysis, and the ethical use of technology. The unit combines theoretical concepts with practical application, providing students with opportunities to engage in coding projects and hands-on activities to deepen their understanding of digital technologies.

#### Key Learning Areas

**Computational Thinking:** Students will develop computational thinking skills, including problem decomposition, pattern recognition, algorithmic thinking, and abstraction. They will learn to break down complex problems into smaller, manageable parts and devise solutions using logical and systematic approaches.

**Programming and Coding:** Students will learn coding languages, such as Python or JavaScript, to create computer programs. They will develop skills in writing code, debugging, and testing their programs, and gain an understanding of fundamental programming concepts, including variables, loops, conditionals, and functions.

**Data Representation and Analysis:** Students will explore different data representation methods, including binary, hexadecimal, and ASCII. They will understand how data is stored, transmitted, and manipulated in digital systems. Students will also learn basic data analysis techniques, including sorting, searching, and visualizing data.

**Computer Systems:** Students will gain an understanding of computer systems, including hardware, software, and networks. They will explore the components of a computer system, such as the CPU, memory, storage, and peripherals, and investigate the functionality of operating systems and network protocols.

**Ethical Use of Technology:** Students will examine the ethical and social implications of digital technologies. They will explore topics such as privacy, security, intellectual property, and the responsible use of technology. Students will discuss and analyse ethical dilemmas and develop strategies for ethical decision-making in the digital age.

Assessment in this unit includes coding projects, practical exercises, quizzes, written reflections, and presentations. Students will be assessed on their ability to apply computational thinking skills, write code to solve problems, analyse and manipulate data, demonstrate an understanding of computer systems, and consider ethical considerations related to technology.

Overall, the Year 9 Digital Technologies unit aims to equip students with essential digital skills and knowledge required for the 21st century. It encourages computational thinking, problem-solving, and an understanding of the ethical and societal impacts of technology.

### This subject assists in preparing students for the following pathways:

Senior Subjects	<b>General:</b> Digital Solutions <b>Applied:</b> Information & Communication Technology <b>Certificates:</b> Information Technology
Careers	IT Technician, Software Engineer, Cyber Security, Software Developer, UX Design, Digital Marketing, Electrical Engineer, IT Officer, Automation Technician, Computer Systems Analyst, Data Scientist, IT Manager

Institute	STEAM		
Learning Area	Design and Technologies		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Design Technologies – Food Specialisation		

### Synopsis for Curriculum Overview

The Year 9 Food Specialisation unit focuses on developing students' knowledge and skills in the field of food technology, with a particular emphasis on culinary techniques, nutrition, and food product development. The unit aims to enhance students' understanding of food preparation, healthy eating, and the impact of food choices on individuals and communities. Throughout the unit, students will explore various aspects of food specialisation, including advanced cooking methods, recipe/menu design, sensory analysis, food safety, and food entrepreneurship. The unit combines theoretical knowledge with practical application, providing students with opportunities to engage in hands-on cooking experiences and creative food projects.

#### Key Learning Areas

**Culinary Techniques:** Students will build upon their foundational cooking skills and learn more advanced culinary techniques. They will explore various cooking methods, such as baking, grilling, sautéing, and braising, and understand the effects of heat and different ingredients on food preparation.

**Recipe Design:** Students will develop skills in menu planning, considering factors such as nutrition, dietary requirements, cultural diversity, and food sustainability. They will learn how to create balanced and appealing menus that cater to different tastes and dietary needs.

**Nutrition and Healthy Eating:** Students will explore the principles of nutrition and develop an understanding of the importance of balanced diets. They will investigate different food groups, dietary guidelines, and the impact of food choices on physical and mental well-being. Students will learn how to make informed decisions about food selection and preparation.

**Sensory Analysis:** Students will develop their sensory evaluation skills to assess the quality and characteristics of food products. They will learn to identify sensory attributes such as taste, aroma, texture, and appearance and understand how these attributes contribute to the overall sensory experience.

**Food Safety and Hygiene:** Students will learn about the principles of food safety and hygiene in food preparation and handling. They will explore best practices for maintaining a clean and safe food preparation environment, preventing foodborne illnesses, and complying with food safety regulations.

**Food Entrepreneurship:** Students will explore the concept of food entrepreneurship and innovation. They will investigate successful food businesses, analyse market trends, and develop entrepreneurial skills through activities such as designing and marketing their food products.

Assessment in this unit includes practical cooking tasks, sensory evaluations, research projects, written reflections, group discussions, and presentations. Students will be assessed on their ability to apply culinary techniques, demonstrate knowledge of nutrition and food safety principles, create and evaluate food products, and communicate their understanding effectively.

Overall, the Year 9 Food Specialisation unit aims to provide students with a deeper understanding of food technology and its practical applications. This unit prepares students for further studies in food-related disciplines and equips them with essential life skills for making informed food decisions in the future.

This subject assists in preparing students for the following pathways:

Senior Subjects	<b>General:</b> Food & Nutrition <b>Applied:</b> Hospitality Practices <b>Certificates:</b> Hospitality
Careers	Dietician, Nutritionist, Food Science, Butcher, Baker, Caterer, Pastry Chef, Head Chef, Hotel Manager, Flight attendant, Barista, Waiter, Bar Attendant.

Institute	STEAM		
Learning Area	Design and Technologies		
Learning Stage	Exploring	Year Level	9
Unit / Elective Name	Materials Specialisation & Engineering Principles		

### Synopsis for Curriculum Overview

Throughout this course of study students' will develop their knowledge and skills in the field of design, innovation, and problem-solving. The projects are designed to foster creativity and critical thinking while providing students with opportunities to engage in hands-on design projects. Students will explore various aspects of design and technology, including design processes, materials and technologies, sustainability, and the impact of design on society. The projects will cover both theoretical concepts and practical application, allowing students to develop their understanding of the design process from ideation to production.

#### Key Learning Areas

**Design Thinking:** Students will learn and apply design thinking processes such as identifying problems, brainstorming ideas, prototyping, and evaluating solutions. They will develop skills in critical thinking, creativity, and problem-solving through real-world design challenges.

**Materials and Technologies:** Students will explore a range of traditional materials, tools as well as contemporary technologies (laser cutter, plastics machinery, 3D millers and 3D printers) commonly used in design. They will investigate the properties of different materials and consider their suitability for specific design applications. Students will also learn how to safely and effectively use various tools and Equipment.

**Sustainability:** Students will examine the importance of sustainable design and its impact on the environment and society. They will explore eco-friendly materials, energy-efficient technologies, and design strategies that minimise waste and promote sustainability.

**Design Communication:** Students will develop their skills in visual communication by using various techniques and tools to represent design ideas. They will learn to create sketches, technical drawings, and digital models to effectively communicate their design concepts.

**Social and Ethical Considerations:** Students will critically analyse the social and ethical implications of design decisions. They will investigate the impact of design on individuals, communities, and cultures, considering factors such as accessibility, inclusivity, and cultural sensitivity.

Assessment in this subject will include a combination of practical design projects, design portfolios, written reflections and presentations. Students will be assessed on their ability to apply design thinking processes, demonstrate technical skills, communicate design ideas effectively, and consider ethical and sustainable considerations in their design solutions.

Overall, the Year 9 Design and Technology unit aims to provide students with a solid foundation in design principles and problem-solving skills. It encourages creativity, innovation, and responsible decision-making, preparing students for future studies in design-related fields and equipping them with valuable skills for the 21st-century workforce.

This subject assists in preparing students for the following pathways:

Senior Subjects	<b>General:</b> Design <b>Applied:</b> Engineering, Furnishing Skills, Industrial Technology Skills <b>Certificates:</b> Engineering or Construction
Careers	Architecture, Interior Design, Fashion Design, Product Design, Graphic Design, Prototype Creator, Project Manager, Design Director, UX Design, Engineering, Carpenter, Cabinet Maker, Technician, Metal Fabricator, Panel Beater, Construction