



YEAR 9 - 2026

Subject Selection Handbook

Unity College Subject Pathways – Year 9 to Senior

Denotes: **Core Subject**

*Denotes: Applied Subject

#Denotes: Semester Course

+Denotes: Full Year Course

Study Field	Year 9	Year 10	Senior
English	English	English	Essential English*
			English
			English Literature
Mathematics	Mathematics	Mathematics	Essential Mathematics*
			General Mathematics
		Mathematics Extension	Mathematical Methods
			Specialist Mathematics
Religion	Religious Education	Religious Education	Religion and Ethics*
			Study of Religion
			Certificate III in Christian Ministry
Science	Science	Chemistry	Chemistry
		Physics	Physics
		Biology	Biology
		Marine Science	Marine Science
Humanities	History #	History: Modern Australia#	Ancient History
		Big History#	Modern History
	Geography #	Geography#	Geography
	Civics and Citizenship#	Civics and Citizenship#	Legal Studies
			Certificate IV in Justice Studies
			Social and Community Studies*
	Economics & Business #	Economics & Business#	Business
			Social and Community Studies*
Physical Education	Health and Physical Education	Sport Science #	Physical Education
		Sports Coaching and Fitness#	Certificate III in Fitness
			Certificate II in Health Support + Certificate III in Community Services
Arts + Media	Dance #	Dance #	Dance
			Dance in Practice*
	Drama #	Drama #	Drama
			Drama in Practice*
	Visual Art: Me, Myself and Art#	Visual Art #	Visual Art
	Music#	Music#	Music
	Media Arts#	Media Arts #	Certificate III in Visual Arts (Photography specialisation)
Language	Japanese#	Japanese+	Japanese
Technologies and Design	DiT: STEM#	DiT: STEM#	Digital Solutions (FisherOne)
	Design: Metal & Engineering#	Design: Metal & Engineering#	Engineering Skills*
			Certificate III Engineering -Technical
	Design: Wood & Materials#	Design: Wood & Materials#	Furnishing Skills*
			Certificate III Engineering -Technical
	Design: Innovation#	Design: Innovation#	Certificate III Engineering -Technical
	Design: Food Specialisation#	Cert I in Hospitality#	Certificate II Hospitality
			Certificate III Events
		Design: Food Specialisation#	Food & Nutrition

Contents

The College Mission Statement.....	3
Student Faith Formation and Wellbeing	3
From the Head of School (Secondary Phases Focus).....	4
Vision for Learning and Teaching	5
Strategies for Choosing Subjects	5
Things to remember	6

COMPULSORY CORE SUBJECTS

Religious Education 09RE	7
English 09ENG	8
Mathematics 09MAT	9
Science 09SCI.....	10
Health and Physical Education (HPE) 09HPE.....	11
History 09HIS	12
Geography 09GEO	13

GENERAL ELECTIVE SUBJECTS

Civics and Citizenship 09CIV	14
Economics and Business 09ECBUS	15
Dance 09DAN	16
Drama 09DRA	17
Music 09MUS	18
Media Arts 09MEDA.....	19
Visual Arts 09VARTS	20
Japanese: 09JPN	21
DiT: Science Technology Engineering & Mathematics 09STEM	22
Design: Metal & Engineering 09DTENG.....	23
Design: Wood & Materials 09DTMAT	24
Design: Innovation 09DTC2	25
Design: Food Specialisations 09DTFS	26
Compulsory and Elective Subjects.....	27
My Year 9 Course Design – Preparing for SSO.....	28
Subject Selection Timeline	29

The College Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, others, and the environment. This is evidenced through our Mission Statement of:

“We are a learning community, inspiring, uniting and succeeding through Christ.”

Student Faith Formation

As an Ecumenical College, Unity College seeks to provide a developmental experience of the wisdoms of both the Catholic and Uniting Churches for students and their families. Our college endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich Christian community. The charism of Unity’s unique Celtic Christian Spirituality is based on our six virtues: Welcome, Prayer and Contemplation, Circle, Reverence for Nature, Hospitality, Wonder and Awe. The two core participating traditions journey together towards the unity Christ desires for all by identifying common Church teachings, while at the same time recognising and celebrating the differences that exist in each denomination.

Student Wellbeing

Student wellbeing is an integral part of the College Mission. It is experienced whenever the people within our community interact to make positive choices. Pastoral Care draws together all aspects of student wellbeing – spiritual, academic, social, and physical. At its centre are meaningful relationships that are built on trust and compassion. Programs are in place to assist each student to develop into a young man or woman who can, and will, contribute to both the local and global communities. An underlying principle of Pastoral Care is that each student is an individual with particular needs, and it is the day-to-day care of each student and their needs that is paramount.

At Unity College, when your child is enrolled, they are placed into a Pastoral Care group and a Sport House. This Pastoral Care group meets daily, each morning, with their Pastoral Care teacher. Pastoral Care teachers come to know your child well. These relationships are particularly important at transition times in your child’s time at Unity College. Your child’s Pastoral Care teacher and peer group can offer support and encouragement during challenging times, as well as celebrate the good times in life.

Pastoral Care at each year level engages students in a range of activities and programs to promote wellbeing. This will include a mix of retreats, incursions, excursions, camps, and guest presenters.

As our Secondary Phase students grow and develop, our aim is to assist them to come to know and understand themselves more, so they are ready to face the challenges beyond school. Pastoral Care helps promote the wellbeing of all students.

From the Head of School (Secondary Phases Focus)

Dear Parents and Students

Year 9 is an important year and sees students enter the “Transition” phase of their learning journey. The engagement of our young people is a critical transition theme in Year 9, that, when successful, serves to provide a strong, confident and student owned learning base to move forward into their future years of learning.

Wellbeing strategies continue, with an emphasis on growing in self-awareness, making positive everyday choices, contributing to group cohesion and safety, and developing a deeper knowledge of and commitment to responsible digital behaviours. Experiences are structured to encourage students to further develop self-confidence and a better sense of their identity among their peers. Further formation in their spiritual dimension builds a deeper capacity in students to navigate the personal and moral complexities that come with their growing adolescent freedom.

Learning experiences are planned around fostering curiosity, encouraging ownership of learning and of developing self-disciplined study habits. Explicit teaching of literacy and numeracy skills takes place within the combination of participation in mandatory core learning areas and study within grouped clusters of subject choices. Mandatory core learning areas are Religious Education, English, Mathematics, Science, Humanities and Health and Physical Education. Commencing in Year 9, choices become available within the areas of Technology, The Arts and Language.

The range of subjects offered to Year 9 students have been designed to allow students to experience specificity within subject disciplines they may not have previously encountered and to continue to consolidate the skills required for future years of schooling. Students are encouraged to be discerning in subject selections and be self-aware of what may interest them as possible career directions, both in terms of content and in the way in which learning occurs within the subject.

The most significant effort students can make in Year 9 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is ‘on target’ and which areas require further work. This, along with intentional, regular practice at identified learning gaps, will assist students to maximise their learning and personal stretch. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The Senior Syllabuses are underpinned by a set of [21st century skills](#) that were developed through a synthesis project conducted by the Queensland Curriculum Assessment Authority (QCAA). The verbs frequently associated with 21st century skills typically include *memorise*, *organise*, and *transform* knowledge dynamically; *research* with discernment; *analyse*; *reason*; *communicate* effectively; *reflect*, *solve*, and *interpret* problems; and *evaluate* conclusions in a variety of situations; as well as having a commitment to lifelong learning. Collaboration in teams where planning and organising activities, creative thinking and strong social and ethical capabilities are evident are also seen as central to engaging in the 21st century economy. The acquisition and application of these skills involves the appropriate choice and use of technology to solve problems and to show advanced communication and presentation skills to express viewpoints.

Unity College staff look forward to the ongoing learning journey of our Year 9 students. As partners in your student’s education, we embrace the goals of preparing dynamic young people with the skills to transform their future.

Yours sincerely,



Jessica Lusk
Acting Head of College (Secondary Phases)

Vision for Learning and Teaching

The [Melbourne Declaration on Educational Goals for Young Australians \(2008\)](#) notes two goals:

1. That Australian schooling promotes equity and excellence
2. That all young Australians become:
 - ◆ successful learners
 - ◆ confident and creative individuals
 - ◆ active and informed citizens

These goals are further articulated by Brisbane Catholic Education:

“As a Christian community we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.”

The Unity College Vision for Learning and Teaching is intrinsically linked to these goals and is embedded in the College’s Mission, Motto, and Values for Learning and Pedagogical Practices.

Strategies for Choosing Subjects

It is important to remember that you are a unique individual, and that your needs and requirements in subject selection will be quite different from those of other students.

DO choose subjects:

- You are good at
- Which are prerequisites for a course or career
- You enjoy or are interested in
- Which will help your career and employment goals
- Which will help you develop skills, knowledge, and attitudes useful in life
- You are willing to work hard in.

DO check out subjects that you intend to study:

- Read each outline carefully
- Talk to the teachers for each subject
- Talk to students who are studying or have recently studied this subject
- Look at textbooks and materials used in this subject.

DON'T choose subjects:

- That you have struggled with or disliked in the past
- Because you think they will be easy or a ‘bludge’ (they are not)
- Because your friends are doing them
- If you have not researched beyond the name of the subject
- Because someone tells you to, ‘do it because you’re good at it.’ (Remember the **dos**. It is your pathway not theirs!)
- Because you like/dislike the teacher.

Things to remember...

Before selecting subjects, you should carefully read the course outlines in this handbook and note the following points:

1. If insufficient students opt for a given subject, it may not be offered.
2. The electives chosen for the curriculum each year will be arranged on lines for the college timetable. It is quite likely that two subjects you wish to take may occur on the same line. This is why we need your reserve selections.
3. Lines are structured according to student needs. Think through your preliminary selections carefully but please understand that there may need to be some flexibility in making final subject choices.
4. Later in the year you will receive a subject allocation letter with the electives you have been allocated. Subject changes are not permitted during Year 9 so you must:
 - a. check your allocations carefully and
 - b. respond by the due date if you have a change request.
5. Quota restrictions apply to all subjects and **selection of an elective does not guarantee a place in the subject.**



Subject icons throughout handbook © Brisbane Catholic Education, Unity College (2019)

Religious Education 09RE

Learning Area	Religious Education Core	Length	2 semesters
---------------	--------------------------	--------	-------------

Religious Education seeks to develop the religious literacy of students in light of the Catholic and Uniting Church Christian traditions, so that they might participate critically and authentically in contemporary culture. The integration of *The Rite Journey* supports students in deepening their spiritual awareness, values and sense of purpose through reflection, storytelling, and mentoring.

Pathways to Year 10 and Senior Subjects

- Study of Religion
- Religion and Ethics
- Certificate III Christian Ministry and Theology.

Learning experiences

Students will:

- Examine the divergent understandings of God (Allah, God, G-d) in the monotheistic religions (Islam, Christianity, Judaism)
- Explore three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers
- Refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world
- Evaluate the impact of church social teaching and ethical frameworks on an individual's moral behaviour and on the Church's response to emerging moral questions
- Analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including Christian meditative prayer practices.



Assessment

- Written assignments
- Short response examinations
- Multimodal assessment

This subject caters to

This course explores the four strands of Sacred Texts - Christian Life - Beliefs - Church and will provide the basis for Religious Education subjects in Years 11 and 12. It also supports students' personal development and ethical formation through *The Rite Journey* program.

Career aspirations

Communications; teaching; journalism; sociology; psychology; archeology; history.

Resources required

Student supplies iPad and stationery. College supplies texts and study materials.

English 09ENG

Learning Area	English Core	Length	2 semesters
---------------	--------------	--------	-------------

During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Learning Area of English. All students will be taught from the ACARA Year 9 syllabus embedding the criteria of Language, Literacy and Literature. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas.

Pathways to Year 10 and Senior Subjects

- General English
- English Literature
- Essential English



Assessment

- Expository essays
- End of term exams
- Creative Writing
- Multimodal presentations

This subject caters to Core Subject (all students).

Career aspirations

Writer, Film and TV Editor, Law Clerk, Education Aide, Art Critic, Film Critic, Journalist, Interpreter, Lawyer, Librarian, Translator, Theatre Critic, Teacher, Speech Pathologist, Sociologist, Publisher, Secretary, Stage Manager, Tour Guide, Tourist Information Officer, Public Relation Officer, Project Administrator, Literature Critic, Media Presenter, Publicity Agent and many more!

Resources required

Student supplies appropriate stationery items.
College supplies texts and study materials.

Mathematics 09MAT

Learning Area	Mathematics Core	Length	2 semesters
---------------	------------------	--------	-------------

During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Mathematical Strands of Number, Algebra, Measurement, Space, Statistics and Probability. All students will be taught from the ACARA Year 9 syllabus embedding the proficiency of Understanding, Fluency, Problem Solving and Reasoning. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas.

Pathways to Year 10 and Senior Subjects

- Year 10: ACARA Year 10 Mathematics Syllabus
- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics



Learning experiences

Students will:

- Apply number and algebra skills to describe relationships between equations and graphs and solve algebraic equations. Solve problems involving simple interest and direct proportion. Apply index laws.
- Investigate trigonometric properties of triangles to solve practical problems. Calculate derived measures such as area, speed, and density.
- Build skills to critically evaluate statistical information and develop intuitions about data. Assess the likelihood and assign probabilities using experimental and theoretical approaches.

Assessment

- End of term exams
- Assignments.

This subject caters to

Core Subject (all students).

Career aspirations

All careers involve some level of Mathematics.

Resources required

Student supplies iPad and stationery including a CASIO *fx-82AU PLUS II* scientific calculator.

College supplies texts and study materials.

Science 09SCI

Learning Area	Science Core	Length	2 semesters
---------------	--------------	--------	-------------

In Year 9, students use their knowledge to pose distinct types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas. Content areas covered include Biology, Chemistry, Marine Science and Physics.

Pathways to Year 10 and Senior Subjects

- Chemistry
- Physics
- Biology
- Marine Science
-

Assessment

- Topic tests
- Research Investigations
- Student Experiments

This subject caters to

Core Subject (all students).

Career aspirations

Many careers involve some level of science.

Resources required

Student supplies iPad and stationery.
College supplies texts and study materials.



Health and Physical Education (HPE) 09HPE

Learning Area	HPE Core	Length	2 semesters
---------------	----------	--------	-------------

This subject aims to provide students with opportunities to enhance their own and others' health, wellbeing and physical activity in varied and dynamic contexts. It offers students an opportunity to develop their critical inquiry skills and be empowered in a curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

Pathways to Year 10 and Senior Subjects

- Year 10 elective options + Senior Physical Education
- Certificate III in Fitness
- Certificate II in Health Support



Learning experiences

Students will:

- Develop a strong sense of self that encourages effective leadership, self-esteem, communication and positive relationships.
- Learn strategies to be resilient, make healthy decisions, minimise risk-taking behaviours and take actions to promote their wellbeing and physical activity participation.
- Develop movement skills, tactics and strategies as a foundation for lifelong physical activity participation and enhanced athletic performance.

Assessment

Students will:

- Complete practical performances across a variety of physical activities including modified games, flag football, netball, basketball, Oztag and volleyball.
- Demonstrate knowledge of improving the health and wellbeing of themselves and others in a variety of assessment formats.

This subject caters to

Core (All students)

Career aspirations

Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training and Physical Education Teacher.

Resources required

Student supplies iPad, stationery, and sports uniform.
College supplies learning materials.

History 09HIS

Learning Area	Humanities Core	Length	2 semesters
---------------	-----------------	--------	-------------

History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources. As prescribed by the Australian Curriculum, students will study the making of the modern world with a particular focus on the frontier wars in Australia and Australia's part in World War I. In this course students will learn from the lessons of the past so that they can make informed judgments about the future. Students will learn that History is not a single version of the past. There are many different perspectives about what happened and why it happened. Students will speculate on why people see and record information differently.

Pathways to Year 10 and Senior Subjects

- Year 10 History
- Ancient History
- Modern History
- Study of Religion

Assessment

- Research Assignment
- Response to stimulus Exam

This subject caters to

Core Subject (all students).

This will appeal to students who enjoy history and are interested in developing their knowledge, analysis, and research skills. Students should have a strong ability in research skills and ability to form opinions.

Career aspirations

Diplomat, Economist, Historian, Teacher, Film Writer, Actor, Journalist, Travel Industry, Politics, Lawyer, Business, Analyst, Policy Advisor, Intelligence and Police, Armed Forces, Archaeologist, Museum Curator, Librarian, Archivist, International Humanitarian (NGO or government), Anthropologist and Blogger.

Resources required

Student supplies iPad and stationery.

College supplies digital textbook and study materials.



Geography 09GEO

Learning Area	Humanities Core	Length	1 semester
---------------	-----------------	--------	------------

This course first looks at the environmental and climatic differences that exist within our world's regions with a particular investigation into biomes. The first study term investigates the way in which this difference impacts on food security around the world. The second term focuses on investigating how people from Australia and around the world, through their choices and actions, are connected to places in a wide variety of ways, and how these connections help to make and change places and their environments. We focus significantly on geospatial technology and build 21st Century skills including critical and creative thinking, technological literacy, collaboration and data analysis.

Pathways to Year 10 and Senior Subjects

- Geography
- Science
- Biology
- Marine Science



Assessment

- Infographic
- Response to Stimulus Exam

This subject caters to

Core Subject (all students).
This subject will appeal to students who want to explore and care about the world we live in. An understanding of cause and effect and communication of these processes.

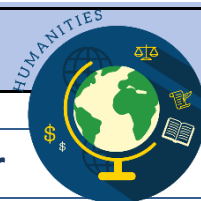
Career aspirations

Mining, Tourism/Travel Industry, Surveying Assistance, Draftsperson, Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Environmental Science, Marine Science, Landscape Architecture, Town Planning, National Parks and Wildlife, Zoology, Meteorology, Cartography, Foreign Affairs and Trade, Journalism, Anthropologist, Primary and Secondary Teaching.

Resources required

Student supplies iPad and stationery.
College supplies texts and study materials.

Civics and Citizenship 09CIV



Learning Area	Humanities	Length	1 semester
---------------	-------------------	--------	-------------------

This course exposes students to the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia's democracy. Students will explore the role and processes of courts and tribunals, and examine ways that people organize and contribute to civic action nationally and globally. Students will also compare different political and legal systems and will examine contemporary civic issues. They will practice forming evidence-based arguments using source analysis and evaluation. Civics students are global citizens who engage directly with political events of the time and who debate societal issues.

Pathways to Year 10 and Senior Subjects

- Year 10 Civics and Citizenship
- Legal Studies
- Certificate IV in Justice Studies
- Social and Community Studies

Assessment

- Response to Stimulus Exam
- Research Inquiry Task

This subject caters to

This course will suit students who have an interest in law and politics, and who enjoy robust debates about contemporary issues. It is suggested that students have a sound result in English.

Career aspirations

Law, Politics, Human Services, Journalism, Teaching,

Resources required

Student supplies iPad and stationery.
College supplies texts, study notes and practical materials.



Learning Area	Humanities	Length	1 semester
---------------	-------------------	--------	-------------------

This course will begin by developing student understanding of personal finance and build to encompass the global economy. Using an interactive game, students will explore earning, saving, spending and investing money. They will develop their understanding of the commercial world, explore and analyse savings, credit and investment options, develop an understanding of interest and the way it can be earned and charged. Students will investigate Australia's position in the global economy, with particular attention to economic relationships with our closest trading partners. Students will learn through a mixture of interactive game tools, research activities, class discussions, debates and report writing.

Pathways to Year 10 and Senior Subjects

- Business: Measuring economic performance
- Certificate III in Business
- Senior Business

Learning experiences

Students will:

- Learn to respond to life events in a scenario based on real-world problems
- Improve their understanding of basic financial concepts, strategic thinking, practical problem solving, information analysis and understanding of business concepts.

Assessment

- Response to Stimulus Exam
- Research Inquiry Task

This subject caters to

This course will suit students who have an interest in business and finance, enjoy investigating and exploring options. It is suggested that students have a sound result in English.

Career aspirations

Accountant, Business Owner, Personal investor, Financial Planner, Working in Business, Finance & Insurance industries.

Resources required

Student supplies iPad and stationery.
College supplies texts, study notes and practical materials.

Dance 09DAN



Learning Area	The Arts	Length	1 semester
---------------	-----------------	--------	-------------------

This course will engage the students in the dance genres of Contemporary and Street dance. Students will learn and perform dances, create their own dances and respond to dance works. These tasks will all be co-constructed with their teacher. Students will learn through practical application and be given several opportunities to perform what they have learned for a live audience.

- Pathways to Year 10 and Senior Subjects**
- Dance
 - Certificate III in Dance

- Learning experiences** Students will:
- Develop performance skills and choreography in Street and Contemporary dance
 - Incorporate the use of choreographic devices in their movement studies
 - Create a dance in small groups
 - Use research and analysis skills
 - Write and written evaluation
 - Engage in technique classes
 - Demonstrate performance work with intent
 - Apply safe dance techniques

- Assessment** Students will:
- Learn and perform a Street routine taught by an industry professional
 - Create a Street, Commercial Jazz routine suitable for a current film clip
 - Create a dance routine in the Contemporary style using knowledge of contemporary pioneers' technique
 - Write a dance review based on a live performance.

This subject caters to Dance appeals to students who would rather be moving and creating in the space than sitting behind a desk; ideal for a kinesthetic and creative learner.

Career aspirations Professional Dancer, Choreographer, Reviewer, Costume Designer, Actor, Director, Photographer, Events Manager.

Resources required Student supplies iPad with sound editing software (Power sound free editor or similar), iPod, MP3 player.
College supplies texts, tap shoes and study materials.



Learning Area	The Arts	Length	1 semester
---------------	-----------------	--------	-------------------

This program of work aims to expose students to a variety of dramatic styles and theories such as Realism, Political Theatre, Monologue, Script Writing and performance critique in order to engage them in an empathetic understanding of people. Students will develop an understanding of their fellow peers. Students will explore and reflect on a range of performance techniques, enjoy an excursion to live theatre and discover ways of making meaning of the printed and devised text, transforming their understanding into performance. Students will explore exciting, modern Australian play texts that explore issues relevant to young people and the world around them.

Pathways to Year 10 and Senior Subjects

- Drama
- English
- All ARTS subjects

Learning experiences

Students will:

- Learn about themselves and their environment
- Develop understanding of style
- Examine human context and the elements of drama
- Develop monologue writing skills
- Develop audience awareness
- Read scripts relevant to young people
- Develop an appreciation for live theatre.

Assessment

Students will:

- Demonstrate 'being in role as Actor/Director/Writer. Students will annotate scripts and develop characters for stage.
- Students create political theatre performances that are topical and relevant to them while experiencing live theatre.
- Submit completely worked character scripts from their chosen scene from play texts. Students will perform a polished scene in small group for a public performance. Students will reflect on their performance through journal writing and character profiles.

This subject caters to

This will appeal to students who enjoy practical lessons, engaging in sharing of stories, ideas and developing in depth characters and rich student devised texts. This program will require students to seek and give constructive feedback and work closely with the teacher as performer and director. Students in this group will form strong bonds as they engage in ensemble and character-building workshops and live theatre.

Career aspirations

Performer, Actor, Writer, Teacher, Journalism, Media worker, Creative Artist. Any career or area that requires confidence, leadership and presentation skills.

Resources required

Student supplies iPad, stationery and *Drama Blacks* [Black pants/tights and a black T Shirt of appropriate length].
College supplies texts and study materials.



Learning Area	The Arts	Length	1 semester
---------------	----------	--------	------------

Year 9 music allows students to experience and explore many different types of music from different times, and places. Students will have an opportunity to perform and compose music which they find interesting and relevant to them. After exploring different types of styles and genres, students will analyse and evaluate music using the music elements of duration, expressive devices, pitch, structure, texture and timbre.

Pathways to Year 10 and Senior Subjects

- Music

Learning experiences Throughout the semester course, students will be expected to either play an instrument and/or sing. Students will have an opportunity to develop these skills if their experience has been previously limited. Students will also explore the skills of composing & utilise software programs designed for this purpose. The higher order thinking skills of analysis & evaluation will be taught and modeled in relation to musical repertoire.

Assessment

- Performing: Students will perform a song which they find engaging.
- Composition: Composition of a piece of music in the students chosen style and or genre.
- Musicology: Analyse and evaluate how composers and performers communicate meaning and engage audiences.

This subject is suited to students with a strong interest in music and who want to develop and improve their compositional and performance skills. It is recommended that students can play a musical instrument, although basic skills are taught in class using the instruments of keyboard, guitar & voice.

This subject caters to

The Australian music industry is an exciting, rapidly growing, and multi-faceted area. The music industry is ideal for creative people who are keen to embrace a career filled with variety, constantly new and engaging challenges, and one that is stimulating and rewarding. Whether it be employment in *music therapy*, *composition*, *music law*, *performance*, *sound production*, *music education*, or any of approximately 150 associated industry careers, Senior Music at Unity College offers the necessary direction for students to embark on or explore these career paths

Career aspirations

Performance, Music Law, Music Education, Songwriter, Sound Production, Music Therapist, Recording Engineer, Music Journalist, Concert Promoter, Music Director, Conductor

Resources required

Student supplies iPad and stationery.
College supplies text and study materials.



Learning Area	The Arts	Length	1 semester
---------------	----------	--------	------------

In Year 9 Media, students explore the foundational elements of cinematic storytelling and stop motion animation. Through the "Behind the Scenes" unit, they gain insights into technical and symbolic film codes, enhancing their critical perspective and practical editing skills, culminating in a group project to create a suspense-driven short film. In the "Stop Motion Animation" unit, students learn animation techniques using the Stop Motion Studio App, focusing on prop selection, lighting, and set design. They apply these skills in a final project to create an advertisement promoting a college event. This hands-on approach ensures students develop creativity, technical proficiency, and effective storytelling abilities.

Pathways to Year 10 and Senior Subjects

- Visual Art
- Media Arts
- Certificate III in Visual Arts (Photography specialisation)

Learning experiences

Students will:

- Understand and apply basic technical and symbolic codes and conventions of film.
- Develop a critical perspective on cinematic storytelling.
- Gain practical skills in film editing and production.
- Explore genre conventions and narrative techniques for creating suspense.
- Collaboratively create a tension-driven short film.
- Master the fundamentals of stop motion animation techniques.
- Design and execute a stop motion animation project to promote a college event.
- Showcase creativity, technical skills, and storytelling ability in real-world applications.

Assessment

- Short Response Analysis PowerPoint
- Short Tension Film
- Production Workbook
- Stop motion Animation – Promotional advertisement

This subject caters to

Aspiring film makers, creative storytellers, keen animators, collaborative workers, technical enthusiasts

Career aspirations

Director, Producer Cinematographer, Media Analyst, Advertising, Journalist, Animator, Advertising and Marketing Specialist, Event Promotor

Resources required

Student supplies iPad



Learning Area	The Arts	Length	1 semester
---------------	----------	--------	------------

In year 9 Art, students will explore the creative potential of recycled and found materials by constructing a humanoid sculpture that communicates a character and backstory. They will then develop a mixed media drawing folio based on their sculpture, applying visual conventions and refining techniques to represent form, scale, and expression. This subject supports students to develop and resolve artworks that communicate meaning, while experimenting with materials, techniques, and processes in both two- and three-dimensional forms.

Pathways to Year 10 and Senior Subjects

- Visual Art
- Media Arts
- Certificate III in Visual Arts (Photography specialisation)

Learning experiences

Students will:

- Develop and resolve a three-dimensional sculpture using recycled and found materials.
- Investigate and analyse the influence of artists, including Picasso, who work with abstraction and assemblage.
- Explore ways to represent character, narrative and expression through sculpture.
- Document and communicate the meaning and intention behind the artwork through a written backstory and artist statement.
- Apply visual conventions and technical processes to produce a series of observational and imaginative drawings.
- Experiment with a range of drawing and painting techniques including tonal rendering, stippling, and mixed media layering.
- Refine and evaluate art-making processes to enhance visual impact and communication of ideas.

Assessment

Sculpture Folio

- Case study on an influential sculptural artist
- Concept sketches and planning documentation
- Resolved humanoid sculpture made from recycled materials
- Written backstory describing the character and narrative
- Artist statement explaining materials, influences, and intent

Mixed Media Drawing and Digital Portfolio

- Drawing 1: Lead and graphite (using grid method)
- Drawing 2: Pen and stippling technique
- Drawing 3: Mixed media and layered colour artwork
- Curated digital portfolio presenting each drawing with written reflections on technique, process, and artistic choices

This subject caters to

Students interested in sculpture, drawing, and creative expression through hands-on making and visual storytelling. Ideal for those who enjoy experimenting with materials and developing original ideas.

Career aspirations

This subject can lead to pathways such as visual artist, sculptor, illustrator, concept artist, set or prop designer, art director, graphic designer, industrial designer, animator, or art educator.

Resources required

Student supplies laptop and stationery including a Visual Diary.



Learning Area	Languages	Length	1 Semester
---------------	-----------	--------	------------

Students will gain a more objective knowledge of Japan and in doing so enhance their intellectual, social, and cultural development. Learning Japanese opens a whole new way of reading and writing and brings you into contact with ancient traditions, blended with the modern accomplishments which distinguish Japanese culture today. The fundamental aim of Language study is communication. This subject engages students in real and lifelike tasks where they create their own meanings for the purposes of enjoyment, socializing and learning. The College also offers many cultural contact experiences in our own school or local community including homestays, restaurant visits and cultural incursions.

- Pathways to Year 10 and Senior Subjects**
- Year 10 Japanese
 - Senior Japanese
 - English

Note: - Year 9 Japanese is a prerequisite for Year 10 Japanese.

- Learning experiences** Students will:
- Develop grammatical knowledge and understanding to enable them to become independent linguists and develop the resources and skills to acquire further languages.
 - Learn the language of Japanese in functional, real-world context using role-play to acquire 'transactional' language such as communicating about school and home life, interests and abilities, daily routines and going out.

Assessment Listening, Reading, Speaking and Writing Assignments and Exams

This subject caters to This will appeal to students who have an interest in the wider world, the cultures of other countries and foreign travel. Students need to recognise the need for consistent, regular application to their studies. A student should expect to devote a minimum of 20 minutes per night to study for four nights per week. Students should have a good homework routine and be organised and methodical learners to experience success from ongoing language acquisition.

Career aspirations Linguist, Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher.

Resources required Student supplies iPad, stationery and iiTomo 2 Activity Book.
College supplies course book and course materials.

DiT: Science Technology Engineering & Mathematics

09STEM



Learning Area	Technology	Length	1 semester
---------------	-------------------	--------	-------------------

This subject does not require prior ICTL skills, however some knowledge of coding, particularly Block coding would be an advantage. Throughout this course, students will engage in open-ended problem-based learning, designed to develop engineering and coding skills. Students will have the opportunity to use a range of tech-based equipment to design, build, code and communicate creative solutions to real-world problems.

Pathways to Year 10 and Senior Subjects

- STEM: Science Technology Engineering and Mathematics (10STEM)
- Digital Solutions (Senior): FisherONE
- Design: Graphics

Learning experiences

Students will:

- Engage in open ended problem-based learning
- Develop and design innovative solutions
- Develop fundamental to intermediate coding skills
- Improve their strategic and creative thinking, engage in practical problem solving, information analysis, project management and production skills. Build enterprise skills to market, pitch and inform an audience of their solution.
- Design, build and code an interactive device including a computer game.

Assessment

Students will:

- Produce a portfolio of work including a design brief, build and test report, and showcase presentation of final solutions/products.

This subject caters to

Students who are interested in engineering, robotics, game development and coding

Career aspirations

Mechanical and electrical engineering, IT, automation, systems, design, robotics, project management, software engineering and programming

Resources required

Student supplies iPad and stationery.
College supplies texts and study materials.

Design: Metal & Engineering 09DTENG



Learning Area	Technology	Length	1 semester
---------------	------------	--------	------------

Design Metal and Engineering is a project driven subject which would suit students who enjoy using their practical and written skills to design and manufacture metal-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, CNC laser cutters, lathes, Hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in Metalwork and Engineering Skills at Year 10 and beyond.

Pathways to Year 10 and Senior Subjects Year 10: Design: Metal & Engineering
Year 11 & 12: Engineering Skills, Cert III Engineering Technical

Learning experiences Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with metal
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

Assessment

- Assessment is undertaken throughout the course through practical projects, tests, and design portfolios

This subject caters to This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

Career aspirations Industrial Design, Product Design, Trades – Metal and Engineering

Resources required Student supplies iPad and stationery.
College supplies texts, study notes and practical materials.

Design: Wood & Materials 09DTMAT



Learning Area	Technology	Length	1 semester
---------------	------------	--------	------------

Design wood and materials is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture wood-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, Design in CAD, laser cutters, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in Furnishing Skills, and the Certificate III in Engineering course offered in senior phase.

Pathways to Year 10 and Senior Subjects Year 10: Design: Wood & Materials
Year 11 & 12: Furnishing Skills, Cert III in Engineering-Technical

Learning experiences Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with wood
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

Assessment

- Assessment is undertaken throughout the course through practical projects, tests, and design portfolios

This subject caters to This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

Career aspirations Industrial Design, Product Design, Trades – Carpentry and Furnishing.

Resources required Student supplies iPad and stationery.
College supplies texts, study notes and practical materials.

Design: Innovation 09DTC2



Learning Area	Technology	Length	1 semester
---------------	-------------------	--------	-------------------

Students engage in solving real world problems, using design thinking strategies to develop solutions to identified problems. This course involves students developing ideas, finding solutions, prototyping, designing and producing a final product with a heavy emphasis on CAD, CNC and 3D printing technology.

Pathways to Year 10 and Senior Subjects

- Year 10 Design: Innovation
- Cert 3 Engineering Technical

Learning experiences Students will:

- Develop skills in freehand sketching and rendering
- Learn electronic drafting skills
- Develop problem solving and design skills
- Develop spatial cognition and visualization skills
- Learn how to communicate graphically by producing technical representations in 2d and 3d formats
- Develop skills and knowledge of CNC machines and software, including laser cutters and 3D printers.

Assessment Students will:

- Compile a presentation folio of drawings and sketches
- Complete supervised drawing tests
- Complete assignment tasks.

This subject caters to This subject will appeal to students who have an aptitude for sketching and drawing and communicating via the use of graphical representations.

Career aspirations Graphic Designer, Industrial Design, Product Design, Mechanical Engineering, Architecture, Landscape Architecture, Civil Engineering, Interior Design, Urban and Regional Planning, Surveying, and all Building Trades.

Resources required Student supplies A4 Display folder, iPad, and stationery.
College supplies texts and study materials.

Design: Food Specialisations 09DTFS



Learning Area	Technology	Length	1 semester
---------------	-------------------	--------	-------------------

This course is an opportunity for students to explore and experiment with all aspects of Food specialisation (food and nutrition/Hospitality). During the semester, students will explore food for special occasions, examine food science and how to create preserves and fermentation.

Pathways to Year 10 and Senior Subjects

- Design Technologies: Food Specialisation
- Food and Nutrition
- Certificate II in Hospitality

Learning experiences

Students will:

- Learn about Bush Tucker foods and their health benefits
- Discover how to interpret food labelling
- Learn basic food science techniques
- Develop an understanding of design elements and principles
- Develop effective time management and organisational skills.

Assessment

- Practical cooking sessions including baking, decorating and menu design
- Create and understand the fermentation and preserves process
- Written assignments to accompany practical tasks.

This subject caters to

This subject will appeal to students who have an interest in food, nutrition, cookery, design, health, and food science.

Career aspirations

Nutrition, Dietician, Home Economist, Food Technologist, Craftsperson, Cook, Chef Food Scientist and Health Industry.

Resources required

Student supplies iPad, notebook and stationery, display folder and assessment cooking ingredients.

Additional Course costs

Some ingredients and equipment are additional costs.

Compulsory Subjects

All students in Year 9 study the core of:

- Religion
- English
- Mathematics
- Science
- Humanities (History/Geography)
- Core HPE

Elective Subjects

A list of the proposed electives from each of the Key Learning Areas showing the pathway from Year 9 to Year 10 and Senior is provided on [page 1](#).

In most cases it is helpful but not necessary to have completed prior study in an elective subject for Year 10.

Make sure you read the elective subject descriptions carefully before making your selections in SSO.

Subject changes are not available during Year 9.

My Year 9 Course Design – Preparing for SSO

Use this guide to plan your Year 9 subject selections in readiness for '[Subject Selection Online](#)' (SSO). All students will automatically be enrolled in the following '**Core**' subjects.

Religion



Exploring the 4 strands of;
Sacred Texts – Christian Life – Beliefs
– Church

English



Developing a range of literacies for
active engagement in the world as
life-long learners

Mathematics



Designing solutions to mathematical
problems in the 21st Century

Science



Investigating the 5 disciplines of
Biology, Chemistry, Engineering,
Marine Science and Physics

Humanities



Examining historical and
contemporary human behaviour and
perspectives

Health & Physical Education



Engaging in explorations of health,
wellbeing and physical activity

Step 1: Choose four (4) general electives from any learning area.

All Year 9 Students will study four (4) elective subjects from the list below.

Please select in order of preference.

General Electives			
	Civics and Citizenship		Japanese
	Economics and Business		DiT: Science Technology Engineering and Maths
	Dance		Design Technology: Metal & Engineering
	Drama		Design Technology: Wood & Materials
	Music		Design Technology: Innovation
	Visual Arts		Design Technology: Food Specialisation
	Media Arts		

Step 2: Choose two reserve general electives (that you did not select in Step 2).

R1		R2	
----	--	----	--

Subject Selection Timeline

By Week 6 Term 3

Parents and students receive information & instructions.



Week 7 - Monday 25 August

Subject Selection Online open for access



Week 8 - Friday 5 September

Subject Selection Online closes