



FIRBANK
GRAMMAR

YEAR 9

CURRICULUM HANDBOOK 2026

Year 9 **Curriculum Handbook** 2026



YEAR 9

2026 CURRICULUM

Year 9 is a year of curiosity and consolidation for students in which a range of learning opportunities are provided.

Students will continue the sequential learning that is essential preparation for VCE in their electives and core subjects of English, Mathematics, Science, History, Geography, the Arts, Physical Education and Health. Formal examinations are held at the end of Semester 2 to provide practice to students, giving valuable preparation for external examinations which are essential elements of VCE studies. The curriculum is designed to meet the needs of all students and cater for their individual interests.

Some of the most authentic learning experiences and application of skills can occur beyond the traditional classroom setting. In recognition of this, the Year 9 Curriculum includes the Connecting Through Journeys program. Students will participate in two key experiences – the Desert Program, taking place in Central Australia and the Journey Expedition, in the Bogong High Plains, Victoria. The programs promote deeper thinking and explore how the living environment goes beyond physical elements and is fundamental to our identity.

Our aim is for all students to develop a strong understanding and sense of connection to the environment. We are

confident these are amazing and life-changing programs.

Students build upon skills learnt on previous Experiential Education Programs and develop new concepts. The Desert Program and the Journey Expedition are supported by School staff and specialist outdoor educators. The overall program allows students to take important steps towards developing independence and responsibility, not only as learners but in all aspects of life. It gives the students the opportunity to face real challenges and develop life skills such as recognising and regulating emotions, developing empathy for others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

The Year 9 curriculum is one more building block of experience the students can use as they make their way towards becoming responsible young adults with strong personal character, a sense of community and high levels of resilience. The curriculum is deliberately diverse and engaging to encourage Year 9 students to build upon their strengths as well as challenge themselves to try new things.

YEAR 9

2026 CURRICULUM

OVERVIEW

CORE CURRICULUM

- ENGLISH or ENGLISH AS AN ADDITIONAL LANGUAGE*
- MATHEMATICS
- SCIENCE
- HISTORY
- GEOGRAPHY
- HEALTH
- PHYSICAL EDUCATION

* By recommendation of the Department of Student Services

THE ARTS - VISUAL & PERFORMANCE

Must choose ONE of the following:

- ART: PAINT & PRINT MAKING
- ART: FASHION, TEXTILES, MARKETING
- MUSIC: STYLES & PRODUCTION
- MUSIC: SPECIALIST MUSIC
- MEDIA: FILM & TELEVISION STUDIES
- MEDIA: PHOTOGRAPHY & PHOTOJOURNALISM
- PERFORMING ARTS: DEVISING & PERFORMING
- PERFORMING ARTS: PERFORMANCE & CHOREOGRAPHY
- VISUAL COMMUNICATION DESIGN: OBJECT & MESSAGE DESIGN

ELECTIVE CURRICULUM

- FRENCH
- GERMAN
- CHINESE
- CHINESE (for background students)
- BUSINESS & ECONOMICS - BE A MONEY MANAGER
- PIXEL PERFECT: INTRODUCTION TO GAME DESIGN & DEVELOPMENT
- FOOD TECHNOLOGY
- RELIGION & SOCIETY - SCIENCE & FAITH
- RELIGION & SOCIETY - INSPIRATIONAL PEOPLE
- STARTUP SUPERSTARS: TURNING IDEAS INTO REALITY

CO-CURRICULAR

- EXPERIENTIAL EDUCATION
- DUKE OF EDINBURGH AWARD: OPTIONAL

YEAR 9 2026 CURRICULUM

ENGLISH

- The English curriculum aims to ensure that students:
- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non- linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

MATHEMATICS

Mathematics aims to ensure that students:

- Develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- Become confident, proficient, effective and adaptive users of mathematics
- Become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- Make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- Develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study

- Appreciate mathematics as a discipline: its history, ideas, problems and applications, aesthetics and philosophy.

SCIENCE

The Science curriculum aims to ensure that students develop:

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- An understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science

HISTORY

History aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

GEOGRAPHY

The Geography curriculum aims to ensure that students develop:

- A sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world
- The ability to think geographically, using geographical concepts
- The capacity to be competent, critical and creative users of geographical methods and skills

- The capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

HEALTH & PHYSICAL EDUCATION

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

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

ART: PAINT & PRINT MAKING

This unit is designed for all students who wish to continue their art making journey, and who enjoy the process of making and creating with the pencil and brush as your tools. In this unit students continue the artmaking journey begun in Year 7 and 8 through an exploration of art making practises in two major areas. These are usually around the art forms of painting, printmaking and drawing.

Students continue to practise skill development when creating a body of work in these art forms, by experimenting and refining their works across the semester. Students learn specific techniques, materials and processes involved in making painting and printmaking, and learn how an artist needs to practise continually to ensure their work is of its highest quality. Students also continue their art critique process, learning how to interpret and read art using appropriate art thinking and terminology.

ART: FASHION, TEXTILES & MARKETING

This unit allows students interested in fashion, fashion design and ceramics to delve deeper into making these art forms. Students should expect an entire semester of making and crafting artworks involving the production of ceramic finished works, fashion and fashion illustrations, and jewellery making. Students also start to understand the business of art making, considering ideas such as how to market and promote their art works.

There may be an opportunity to place work on display around the school and/or market final fashion and design works in other creative ways.

DRAMA

The Drama curriculum aims to develop students:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- Sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

DANCE

The Dance curriculum aims to develop students:

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills and appreciation of their own and others' dances
- Aesthetic, artistic and cultural understandings of dance in past and contemporary context sits relationship with other arts forms and contributions to cultures and societies
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

MUSIC (SPECIALIST OR STYLES & PRODUCTION)

The Music curriculum aims to develop students:

- Confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- Understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies. film reviews about the quality of these works.

MEDIA: FILM & TELEVISION STUDIES

For students interested in how film and television media tell their stories, and how the industry works, then this unit is for you!

- Students will study the business of film and TV by studying how streamed TV and film companies like Netflix do their jobs.

- Students then delve into how film and TV stories are told through with specified film and TV making tools. Students will begin to use editing programs to help tell their own film stories.
- Students will also study professional short films and TV shows, and write professional

MEDIA: PHOTOGRAPHY & MAGAZINES

If you love to use a camera to tell a story, or shoot in a professional photo studio then this subject is for you! In this unit you will learn the intricacies of how to manipulate a professional camera and Photoshop to take some amazing photos!

You will learn and be able to write about how professional photographers also communicate and tell their stories by studying some professional art works.

- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in Your levels of creativity will be tested and allowed to shine as you embark on creating some photo projects that allow you to use professional studio space, or use the natural environment to communicate your creativity.

If time allows, you will also delve into the making of magazines and photojournalism. These media forms are growing in popularity, and you'll be allowed to see how some of the most popular magazines in the world can engage audiences. If you've considered being a journalist, then maybe consider this unit, too!

VISUAL COMMUNICATION DESIGN - OBJECT & MESSAGE DESIGN

This elective offers an immersive focus on product and graphic design. Students will use a variety of digital tools, including Adobe Illustrator and Photoshop, alongside manual drawing techniques such as isometric, ideation, and development drawing to realise their ideas.

They will critically evaluate and test existing products to understand how design choices are made, then apply this knowledge to inform the design and construction of their own products. This includes creating and testing detailed drawings, plans and prototypes. Potential projects may include designing children's toys, speakers, drink bottles, or desk organisers.

In addition, students will explore the role of visual communication to effectively communicate ideas to specific audiences. They will design a piece of graphic design, such as a book cover, which targets a specific audience and their needs. Students will produce prototypes of their designs, for example, a printed and selected book cover jacket.

FRENCH/GERMAN/CHINESE

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the language they are learning
- Understand the relationship between language, culture and learning
- Develop intercultural capabilities
- Understand themselves as communicators.

BUSINESS & ECONOMICS: BE A MONEY MANAGER

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

In studying economics and business students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and interpret issues and events. This will assist them to understand the behaviour of participants in the economy, business, society and the environment. Students will then be better placed, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures.

This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.

PIXEL PERFECT: INTRODUCTION TO GAME DESIGN & DEVELOPMENT

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Through the practical application of technologies, students develop dexterity and coordination. This curriculum offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.

FOOD TECHNOLOGY

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students

- Become critical users of technologies, and designers and producers of designed solutions
- Can investigate, generate and critique designed solutions for sustainable futures
- Use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- Create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- Learn how to transfer the knowledge and skills from design and technologies to new situations
- Understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

RELIGION & SOCIETY: INSPIRATIONAL PEOPLE

This semester length course is a research- based elective. Students will choose a person who inspires them and then undertake a guided research project.

Students will explore, question, and respond to the stories, teachings and experience of inspirational people and religious leaders.

They will investigate sources of inspiration and relate their choices to sources of wisdom and authority in their tradition.

Students will consider the influence of faith a person's approach to changing society and examine the role conflict and opposition play in a person's formation.

The focus of this elective is to encourage critical evaluation of people who inspire and consider what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual.

RELIGION & SOCIETY: SCIENCE & FAITH

Our students need to be scientifically skilled and literate to meet the challenges of change in the future. At the same time, they need to understand that science and technology do not take place in a social or moral vacuum.

Students will learn to carefully evaluate both scientific and religious ways of work and seek to differentiate sound reasoning from poor reasoning in both domains. This elective encourages the use of critical thinking to investigate the commonalities between Science and Faith and the value that each provides to our society.

START UP SUPERSTARS: TURNING IDEAS INTO REALITY

Students will explore the exciting world of entrepreneurship and learn how to turn ideas into reality. Students will discover the essential skills and knowledge needed to create, develop, and pitch a product, from brainstorming and research to prototyping and pitching.

Through hands-on activities and real-world examples, they will explore the world of entrepreneurship and innovation and learn how to bring their ideas to life. Students will continue to develop their communication, technology, and presentation skills by creating a pitch for their product, learning how to deliver a compelling message and win over potential customers and investors. By the end of the subject, students will have a solid understanding of the fundamentals of entrepreneurship and the confidence and skills to turn their ideas into reality. Join us on this journey to become the next generation of Start-Up Superstars!



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