

FAHAN
SCHOOL



2026
Years 9–10
Handbook



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Welcome

We are pleased to share the Years 9 and 10 Subject Selection Handbook, which provides an overview of the curriculum available at this exciting stage in your child's learning journey.

Years 9 and 10 mark a time of significant growth and discovery, as students begin to take greater ownership of their learning. Building on the strong foundation laid in Years 7 and 8, they are now well equipped to explore emerging interests, identify personal strengths, and make informed choices as they shape their Senior School pathway.

At Fahan School, we are proud of the variety and quality of our elective program. With subjects spanning the Arts, Sciences, Technologies, Languages, and Humanities - students are offered a wonderful choice and the opportunity to tailor their learning, in line with their passions and aspirations.

We look forward to seeing each student embrace the opportunities ahead. This is a time of exploration, self-discovery and potential, and we wish them well in discovering new pathways.

Yours sincerely,

Mr Chris Summers

Deputy Principal



Years 9 and 10 Curriculum and Pedagogical Approach

In Years 9 and 10, Fahan students are given the opportunity to undertake a broad range of both core and elective subjects as a 'bridge' between their years of study in Years 7 and 8 and the Senior secondary years. The Years 9–10 program is designed to give students the opportunity to specialise in areas of interest, whilst also exploring a wide range of options, as students' study becomes more directed and specific in Years 11 and 12.

The combination of elective and core subjects in Years 9 and 10 prepares students for their TCE studies. The core subjects follow the traditional study lines of English, Mathematics, Science, Health and Physical Education, History and Geography.

The elective subjects make up approximately one third of the course. Students select their own elective subjects in conjunction with their parents; however, Pastoral Care and subject teachers are always on hand should a student feel unsure about what steps they need to take to achieve their desired outcomes.

At Fahan, the staff use a variety of teaching techniques and approaches to foster inquiry and curiosity in the students for all of their subjects. During Years 9 and 10, students participate in project-based learning and inquiry-driven investigations by applying real-world examples to their learning. In all classes, students are encouraged to be growth-minded and use many strategies to support their learning; self-assessment and reflection, formative assessment and feedback, as well as formalised summative tasks.

The leap to Senior secondary studies can be a daunting one, but the Years 9 and 10 program seeks to foster the resilience, courage, and love of learning that will hold the students in good stead to flourish in their final years of schooling and beyond.

Elective Subjects

Students at Fahan have the enviable option of choosing from a wide range of subjects to study in Years 9 and 10. While some elective programs demand a full year of study (Languages, Year 10 Introduction to Mathematics Methods and Sport Science), most electives offer semester programs, allowing the students an opportunity to choose a broad program or to specialise in areas of interest.

Many electives can be undertaken across a whole year (by choosing two sequential semester units of the same subject). Students can choose up to 6 electives in Year 9 (three subjects per semester) and another 6 electives in Year 10.

This means that students can choose, over the course of two years, as many as 12 different subjects or as few as 6. Some subjects may be specific to a year level, require identification of learning needs, or may be a recommended area of study for subject choices in Years 11 and 12.

Many electives are offered in semester long, stand-alone units of work. A student may choose to do a particular subject area for one semester or to elect both semesters offered. This is designed specifically to allow students some flexibility in choosing a broad range of subjects or focusing their skills and talents in a particular area of study.

The electives are indicated with S1 meaning offered in Semester 1 (Terms 1 and 2) or S2 meaning offered in Semester 2 (Term 3 and 4).

List of Subjects for Year 9, 2026

Core Subjects

- English
- Health and Physical Education
- History and Geography
- Mathematics
- Science
- Lumina 9

Elective Subjects

Semester 1

Creative Arts

- Drama A S1
- Media S1
- Music S1
- Visual Art S1

English

- Journalism S1

Health and Physical Education

- Sport Science S1 (All year subject)

Humanities and Social Sciences

- Business S1
- Legal Studies S1
- Philosophy S1

Languages

- French (All year subject)
- Japanese (All year subject)

Outdoor Education

- Outdoor Adventure Skills S1

Science

- Science Enrichment S1

Specialised Programs

- Ignite! S1
- Academic Skills S1

Technologies

- Design and Technology S1
- Food Technology S1

Elective Subjects

Semester 2

Creative Arts

- Drama B S2
- Media S2
- Music S2
- Visual Art S2

English

- Creative Writing S2

Health and Physical Education

- Sport Science S2 (All year subject)

Humanities and Social Sciences

- Business S2
- Legal Studies S2
- Philosophy S2

Languages

- French (All year subject)
- Japanese (All year subject)

Mathematics

- Mathematics Enrichment S2

Outdoor Education

- Outdoor Adventure Skills S2

Specialised Programs

- Ignite! S2
- Academic Skills S2

Technologies

- Design and Technology S2
- Food Technology S2

List of Subjects for Year 10, 2026

Core Subjects

- English
- Health and Physical Education
- History and Geography
- Mathematics
- Science
- Fahan4Life

Elective Subjects

Semester 1

Creative Arts

- Drama A S1
- Media S1
- Music S1
- Visual Art S1

English

- Journalism S1

Health and Physical Education

- Sport Science S1 (All year subject)

Humanities and Social Sciences

- Behavioral Studies - Psychology S1
- Business S1
- Legal Studies S1
- Philosophy S1

Languages

- French (All year subject)
- Japanese (All year subject)

Mathematics

- Introduction to Mathematics Methods (All year subject)

Outdoor Education

- Outdoor Adventure Skills S1

Science

- Science Enrichment S1

Specialised Programs

- Ignite! S1
- Academic Skills S1

Technologies

- Design and Technology S1
- Food Technology S1

Elective Subjects

Semester 2

Creative Arts

- Drama B S2
- Media S2
- Music S2
- Visual Art S2

English

- Creative Writing S2

Health and Physical Education

- Sport Science S2 (All year subject)

Humanities and Social Sciences

- Behavioral Studies -Sociology S2
- Business S2
- Legal Studies S2
- Philosophy S2

Languages

- French (All year subject)
- Japanese (All year subject)

Mathematics

- Introduction to Mathematics Methods (All year subject)

Outdoor Education

- Outdoor Adventure Skills S2

Specialised Programs

- Ignite! S2
- Academic Skills S2

Technologies

- Design and Technology S2
- Food Technology S2

*Each course runs subject to numbers at the time of subject selection

WHOLE YEAR PROGRAMS OF STUDY

Health and Physical Education

Sport Science

(Years 9 and Year 10 - full year or semester elective)

This course introduces students to the foundations of athletic performance through four key areas:

- Skill Acquisition
- Sport Psychology
- Exercise Physiology
- Fundamentals of Sport Science.

This subject is ideal for students interested in health, fitness, coaching, physical education, sports performance, health sciences, physiotherapy, personal training, or future studies in Sport Science.

Each year will include, but is not limited to, one unit from each of the key disciplines. Flexibility is maintained to respond to sporting events, emerging topics, and current issues in sport. The various areas of content are outlined below.

There may also be opportunities to explore careers in sport and conduct individual sport-based inquiries, depending on time and student interest.

Sport Science S1

Skill Acquisition

In the *Novice to Expert* unit, students explore how athletes progress from 'novice' to 'expert', examining the stages of learning, types of movement skills, practice strategies, and the role of feedback.

In the *Mastering Movement* focus, students investigate how the body moves, including the musculoskeletal system, anatomical planes and movements, and biomechanical principles such as kinematics and kinetics.

Sport Psychology

In Sport Psychology, students focus on the mental aspects of performance. In the *Winning Mindset* unit, they investigate what motivates elite athletes, including topics such as confidence, physiological readiness and manipulation, goal setting, and mental rehearsal.

The *Locked In* unit introduces strategies for competition preparation, such as concentration techniques, pre-performance routines, and the dynamics of team cohesion.

Sport Science S2

Exercise Physiology

In Exercise Physiology, students study how energy is produced and utilised during physical activity in the *Engine of Sport* unit, exploring ATP production, energy systems, muscle fibre types, and key physiological responses to exercise.

In the *Pathway to Peak Performance* unit, they apply knowledge of fitness components, training principles, and recovery strategies to performance planning.

Fundamentals of Sport Science

In the Fundamentals of Sport Science, students examine the building blocks of performance. In the *Fuel, Function and Performance* unit, students investigate how body systems, nutrition, and biomechanics support athletic output.

The *Playing it Safe* unit introduces first aid, injury prevention, and ethical considerations around performance enhancement and drug use in sport.

Languages

French

(Years 9 and Year 10 - full year elective)

This is a two-year course designed to consolidate and extend students' French language skills with a balanced emphasis on speaking, listening, reading, and writing.

Students will also develop an awareness of the cultures of French-speaking communities around the world and gain a deeper understanding of the structure and rules of their first language. French culture is explored through music, food, and film, and excursions include a visit to a pâtisserie and to the State Cinema.

Students who successfully complete this course may choose to take TASC 3 French in Year 11 or 12.

By the completion of this course, students will be able to:

- Listen and respond to spoken French
- Communicate in spoken French
- Read and respond to written French
- Express ideas and information in written French
- Understand and appreciate French customs and traditions
- Critically reflect on their own culture through the study of French culture
- Understand the French as a language system
- Make connections between English and French
- Apply negotiation, planning and organisational skills

Japanese

(Years 9 and Year 10 - full year elective)

This course is completed over two years and aims to develop the student's ability to communicate in Japanese.

Listening, speaking, reading and writing skills are developed through a dynamic range of activities and exercises including: conversation, role-playing, language games and using Japanese script for reading and writing a range of texts. The course also includes enrichment activities involving Japanese food, songs, calligraphy writing, playing games in Japanese, as well as using a range of media.

Year 9 students continuing their study of Japanese gain access to exciting opportunities to use the language in real-life situations.

From Year 9, students can participate in the Japanese Study Tour and are given various opportunities such as video conferencing, pen-pal letters and sister school hosting to develop both their language and cross-cultural relationships with Japanese students of a similar age.

Students who successfully complete this course may choose to take TASC 3 Japanese in Year 11 or 12.

With an emphasis on authentic communication and focusing on topics and situations in Japanese-speaking communities relevant to the learner's age and interests, the course aims to develop the student's ability to:

- Listen and respond appropriately to simple spoken Japanese
- Speak and read aloud simple Japanese with accurate pronunciation
- Identify and write Japanese hiragana and katakana script, and a number of prescribed kanji, accurately
- Develop an understanding of Japanese culture, and compare it with their own, in order to comprehend the value of other ways of viewing the world and to relate to people from another culture
- Understand the Japanese language system
- Make connections between English and Japanese
- Apply negotiation, planning and organisational skills.

Mathematics

Introduction to Mathematics Methods

(Year 10 only - full year elective)

This demanding course is primarily for students who wish to study a pre-tertiary Mathematics Methods course in Year 11. It has been designed to support students who wish to pursue higher levels of Mathematics in the Senior School; in particular, it includes an introduction to topics covered in Mathematics Methods Level 3 and Mathematics Methods Level 4.

Topics covered in this course explore extended algebra, including relations and functions, probability, permutations and combinations, trigonometry and the unit circle, logarithms and rates of change and an introduction to differential calculus.

This subject is the preparatory course for Mathematics Methods Level 3 and a final result of an HA or EA is a pre-requisite for students wishing to study pre-tertiary Mathematics Methods Level 4 in Year 11.

Assessment for this subject includes homework assignments, unit tests, and an end-of-year exam.

NOTE: Students must have achieved above standard in Year 9 Mathematics in order to elect to study this subject. It is a requirement that students discuss this option with their Mathematics teacher first.

SEMESTER LONG PROGRAMS OF STUDY

Creative Arts

Drama

Drama is offered as two single semester electives. Each semester a different play is produced and performed. Students can choose one or both electives. Drama is suitable for students in Year 9 and Year 10.

Drama A S1

Drama Performance

The course emphasises hands-on experience through workshops, rehearsals, and performances that concludes in a performance of a scripted play in the Travers Morphett Hall.

Students engage in classes of improvisation, character development, and various acting techniques, with a focus on voice projection, articulation, and physical expression to enhance stage presence and communication skills.

The ensemble will learn to analyse scripts, understand their historical and cultural contexts, and interpret them for performance.

Working as a member of an ensemble in a collaborative project and group performance is crucial, as it teaches students how to work effectively with others and contribute to a shared theatrical vision.

Drama uses creative processes to produce works that are engaging, thought-provoking and rewarding.

Drama B S2

Drama Performance

The course emphasises hands-on experience through workshops, rehearsals, and performances that concludes in a performance of a scripted play in the Travers Morphett Hall.

Students engage in classes of improvisation, character development, and various acting techniques, with a focus on voice projection, articulation, and physical expression to enhance stage presence and communication skills.

The ensemble will learn to analyse scripts, understand their historical and cultural contexts, and interpret them for performance.

Working as a member of an ensemble in a collaborative project and group performance is crucial, as it teaches students how to work effectively with others and contribute to a shared theatrical vision.

Drama uses creative processes to produce works that are engaging, thought-provoking and rewarding.

Media S1

Creating Film

The course will have two practical outcomes; the development and production of an advertisement and a short film.

The students will investigate some of the codes and conventions of advertising. In small groups they will write, storyboard, film and edit a commercial.

The students will investigate the codes and conventions of the film genre, Thriller. In small groups they will write, storyboard, film and edit a short narrative film using the Thriller genre.

At the conclusion of the course students should be able to:

- Communicate media ideas and information
- Analyse advertising and its role in society
- Use techniques, technologies and skills relevant to media production
- Apply narrative structures in media products
- Create finished media products
- Use time management, planning and negotiation skills

Media S2

Imagining the World through Music and Documentary

The course will have two practical outcomes; the development and production of an advertisement and a short film.

The students will investigate some of the codes and conventions of music videos. In small groups they will write, storyboard, film and edit a music video.

The students will investigate the codes and conventions of the documentary. In small groups they will write, storyboard, film and edit a short documentary using a social, local or global issue.

At the conclusion of the course the student should be able to:

- Communicate media ideas and information
- Analyse the techniques used in documentaries
- Use techniques, technologies and skills relevant to media production
- Apply narrative structures in media products using song as the storyline
- Create finished media products
- Use time management, planning and negotiation skills.

Music

The aims of the music elective courses are designed to engage students through listening, creating and performing in a broad range of musical activities that will facilitate their development as young musicians. Students will develop knowledge and skills in informed listening, improvising, composing and performing as soloists or as members of an ensemble or musical production.

Music S1

This semester course will feature the following units:

- Solo and Ensemble Performance
- Creating – Rock and Pop
- Musical Tool Box

Solo Performance

In this unit, students will continue to learn and work toward improving their skills on their chosen instrument. This also includes vocal studies of any genre. It is desired that the student has an independent and disciplined approach to consistent practice on her chosen instrument. Repertoire may be own choice and can be from any musical genre.

Ensemble Performance

Students develop and extend their practical

music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music. Examples of ensembles could be choir, vocal group, orchestra or rock band.

Creating - Rock and Pop

In this unit students will learn the basics of song writing and will write a mainstream rock or pop song. Students will learn about verse, chorus and bridge form and have fun with writing their own lyrics. Students will be encouraged to record and perform their work. Musical notation software will be used to publish their works.

Musical Tool Box

These are the 'nuts and bolts' that are needed to read and write and understand music. The elements of music are explored through notation, keys, chords, scales, rhythm and form. At this level, students will extend their understanding of more complex rhythms and diversity of pitch. Students work towards a better understanding of musical literacy. Students will develop knowledge and skills in informed listening of different genres.

An exploration of world music and music from different cultures and periods is also covered.

Music S2

This semester will course will feature the following units:

- Solo and Ensemble Performance
- Creating – Feelin' Blue
- Musical Tool Box

Solo Performance

In this unit, students will continue to learn and work toward improving their skills on their chosen instrument. This also includes vocal studies of any genre. It is desired that the student has an independent and disciplined approach to consistent practice on her chosen instrument. Repertoire may be own choice and can be from any musical genre.

Ensemble Performance

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music. Examples of ensembles could be choir, vocal group, orchestra, rock band or mini-musical. The musical option will be dependent upon student numbers.

Creating – Feelin’ Blue

In this unit, students will analyse, compose and perform a blues song. The context of blues music, its roots and influence on pop music is analysed. They will explore chord progressions, the use of blues notes and call and response patterns. An exploration of the 12 bar blues form will serve as a foundation for their works. Students will use musical notation software to publish their composition.

Musical Tool Box

These are the ‘nuts and bolts’ that are needed to read and write and understand music. The elements of music are explored through notation, keys, chords, scales, rhythm and form. At this level students will extend their understanding of more complex rhythms and diversity of pitch. Students work towards a better understanding of musical literacy. Students will develop knowledge and skills in informed listening of different genres. An exploration of world music and music from different cultures and periods is also investigated.

Please note: Students intending to study music at a pre-tertiary level in Years 11 and 12 (either TASC Music 3 or UTAS Foundation Practical Study) are strongly advised to complete 2 semesters in Year 10.

Visual Art S1

Mixed Media, Painting, Drawing and Printmaking

Students will explore the mediums of Painting, Drawing and Mixed Media. Each medium will be

utilised in response to a variety of subject matter. The unit will also explore some printmaking techniques as an extension of the drawing process.

Content will consist of practical areas in which the students may work including printmaking, painting, collage, and drawing, and art appreciation experienced through visits to Galleries and Museums.

Students will have the opportunity to experiment with these mediums in the process of making final works. Journals will be used to record ideas, technical notes and artist entries. It is important that students have an independent, resourceful and self-disciplined approach to their work. This subject requires no prior knowledge and is differentiated to students of all abilities.

To study Art at a Pre-Tertiary level in Years 11 or 12, it is advisable to study (at least one) semester of Visual Art in Year 9 and Year 10.

Visual Art S2

Mixed Media, Sculpture and Ceramics

Students will have the opportunity to learn techniques used in the creation of three-dimensional work using ceramic techniques such as slab construction and hand building. They will also explore sculptural techniques using found objects and sculptural materials to create final work in response to a variety of subject matter. Journals will be used to record ideas, technical notes and artist entries.

To study Art at a Pre-Tertiary level in Years 11 or 12, it is advisable to study (at least one) semester of Visual Art in Year 9 and Year 10.

English

Journalism S1

As well as being a rewarding creative experience, writing can be a rewarding profession! This one semester elective course (which can be studied in addition to the other Creative Writing elective or as a stand-alone unit) aims to teach students about journalistic skills.

Students will be exposed to different forms of journalism and analyse how content and style make this type of writing informative and engaging.

Students undertake research, partake in workshop activities in class, participate in excursions and possibly consult local experts in specialised journalistic fields, such as visiting journalists from radio print and television.

Students will produce a range of journalism pieces that may include:

- Opinion articles
- Travel and food writing
- Feature articles
- News broadcasts
- Interviews.

Creative Writing S2

Year 9/10 Creative Writing gives students the opportunity to:

- Read more
- Develop an understanding of creative processes
- Extend and enrich their current understanding and use of English
- Produce creative works

This subject is an excellent lead in to all three pre-tertiary English subjects as it builds student understanding of genre, as well as their confidence and proficiency in creating texts. Students will be exposed to the work of several authors and will develop an aesthetic and an awareness of the issues relating to writing. They can also develop work for entry in competitions.

Students will be required to keep a creative journal (much like an art journal) in which they record their experiences, learning and thoughts in a less formal manner. By the conclusion of this one semester course, students will have a folio full of creative experiments, as well as written pieces developed to a high level.

Students will produce a range of creative pieces that may include:

- Short stories
- Genre fiction
- Poetry
- Screenwriting
- Flash fiction
- Creative non-fiction

Humanities and Social Sciences

Behavioural Studies

(Year 10 only)

Introduction

This subject uses an interdisciplinary approach through which students can develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. Through evidence-based research, students are encouraged to ask critical questions and conduct investigations with practical, research, observational and communication skills gained which are relevant to a wide range of subjects.

Aims

Students will develop behavioural:

- Knowledge
- Reasoning
- Analysis
- Communication
- Inquiry skills

Areas of Study

Students may elect to undertake either the Psychology or Sociology electives or both. For students considering pre-tertiary studies in Psychology and Sociology, it is recommended that they undertake the relevant introductory elective in Year 10.

Behavioural Studies S1

An Introduction to Psychology

- Research Methodology
- Developmental Psychology
- Gender Psychology
- Personality
- Forensic Psychology

Behavioural Studies S2

An Introduction to Sociology

- Research Methodology
- Socialisation
- Youth Culture
- Crime and Deviance
- Family
- Sociology of Gender

Business

Students may choose to study Business in both Semester 1 and Semester 2, or in either semester individually.

Business S1

The world of business is ever-changing and provides new and exciting opportunities to continue to learn about the impact of business at a local and international level. It is important for students to engage and understand how business operates around them and its role in their lives.

In this engaging and practical subject, students will explore how Australia's economy functions and the dynamic environment in which businesses operate. Students will also examine the roles of consumers, producers and governments, and analyse how factors like interest rates, employment, and inflation impact everyday financial decisions.

Building on this foundation, our focus then shifts to the knowledge and skills needed to understand what it takes to set up and operate a successful business. Students will explore entrepreneurship, business planning, marketing strategies and ethical decision-making, while applying their learning to real-world scenarios and simulations. This course encourages critical thinking, financial literacy and enterprise skills essential for future work and life.

Business S2

The second semester of Business dives into the world of marketing and money management. Students will investigate how businesses shape consumer behaviour using advertising, branding, social media and product placement, while also considering the ethical and legal implications of marketing strategies. By then focusing on money management, students will then learn how individuals build wealth through options such as shares, property and superannuation, and develop skills to assess financial risks and returns.

As part of this unit, students will participate in the ASX Sharemarket Game, gaining hands-on experience in researching, buying, and selling shares in real-time market conditions. This course empowers students with valuable financial literacy, consumer awareness and practical decision-making skills that prepare them for life beyond school.

At the completion of this subject, students should be able to:

- Understand how economic factors and business environments influence consumer and business decisions
- Work and communicate effectively in team settings
- Identify and respond to challenges using entrepreneurial thinking and problem-solving skills
- Participate in practical entrepreneurial and financial activities, including simulations such as Market Lunch Stalls and the ASX Sharemarket Game
- Use information technologies to research, plan, and present business or investment-related tasks.

This subject provides a pathway to Business Studies and/or Economics Level 3.

Legal Studies S1 and S2

Legal Studies introduces students to the relationship between law, society and political participation, with an emphasis on understanding how Australia's legal and political systems impact everyday life. Students will learn how laws help guide people's actions, protect their rights and settle disagreements fairly.

Legal Studies focuses on the interaction between law and society, helping students recognise the difference between enforceable laws and informal rules. They will learn about the origins of Australian law in British legal tradition, the dual development of law through the courts and parliament, and how law is shaped by individuals, pressure groups and societal values. Topics include criminal, civil, and contract law, where students investigate real-world examples such as criminal offences, civil disputes and consumer rights and responsibilities in commercial transactions.

Students will also examine how governments operate at local, state and federal levels, and how citizens can become active participants in Australia's democracy through voting, lobbying, advocacy and social change movements. Through engaging, real-world scenarios and case studies, students will strengthen their skills in research, critical thinking, investigation, and analysis - equipping them with the confidence to access the legal system and make informed decisions as active, responsible citizens.

At the completion of this subject, students should be able to:

- Demonstrate an understanding of how Australia's legal and political systems function
- Identify the roles of key legal institutions and explain how laws are made, enforced, and changed
- Distinguish between different types of law, including criminal, civil, and contract law, and apply legal principles to real-world scenarios
- Investigate how individuals and groups can influence legal and political change through participation, advocacy, and informed citizenship
- Apply research, critical thinking, and communication skills to examine current legal issues
- Engage respectfully in discussions about justice, fairness, and the effectiveness of laws in meeting the needs of the community

This subject provides a pathway to Legal Studies Level 3.

Philosophy

Students can study Philosophy for one or both semesters.

The course is designed to introduce philosophical thinking skills through the exploration of relevant and interesting topics. In a world of quick and often dubious information, Philosophy equips students to ask probing questions and scrutinise claims, as it introduces them in a safe and structured context to some of life's most fascinating and meaningful questions.

The course examines a range of big questions, some of which are front and centre in our minds, while others rarely occur to us. But all are crucial to understanding ourselves, our place in the world, and our relations with others. It is designed to be accessible and engaging for young people who are curious about themselves and life's big questions. Each Semester entails a negotiated inquiry, but otherwise students' assessments are based on their group work, contributions to discussions, and minor written tasks.

Philosophy S1

- Introduction to Philosophical enquiry and an examination of logical fallacies (common logical errors and deceptions)
- Philosophical debate over God's existence and the controversial terrain of free speech.
- Five weeks will be devoted to the negotiated inquiry.

Philosophy S2

- The notion of love
- The ethical minefield created by advancing artificial intelligence.
- Five weeks will be devoted to the negotiated inquiry.

Mathematics

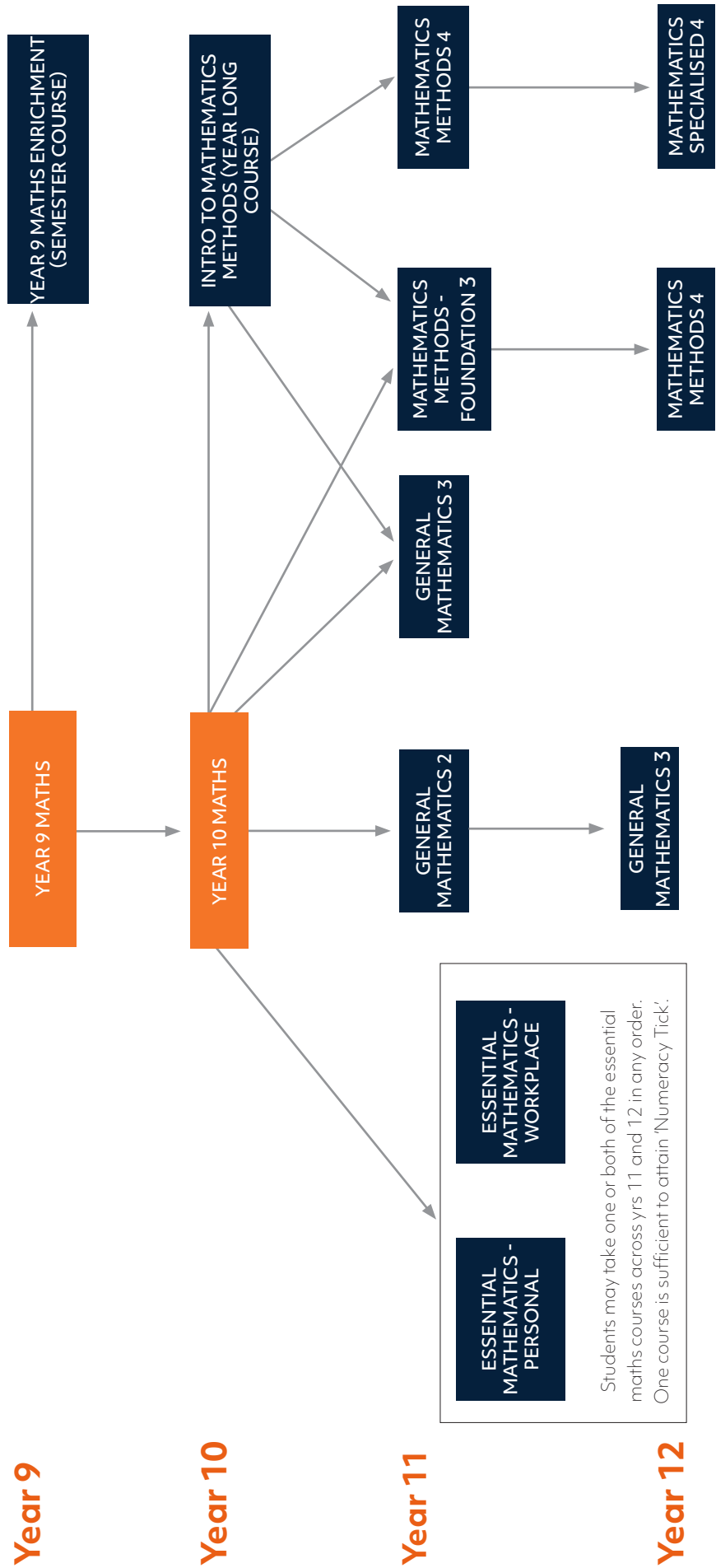
Mathematics Enrichment S2

(Year 9 Only)

This course is designed to provide able and interested students with the opportunity for extension and enrichment in Mathematics in Year 9. Through problem-solving and extended investigations in the areas of Networks, Sequences and Series, and Statistics, students will build their critical thinking and analysis skills. In each topic we will focus on the applications of the mathematics in real-life scenarios.

NOTE: There is no pre-requisite achievement to elect this subject, however, students wishing to enrol should do so in consultation with their Mathematics teacher.

Maths Flow Chart Years 9 to 12



Outdoor Education

Outdoor Adventure Skills

(One semester only – offered in Semester 1 and Semester 2)

The main aim of the course is experiential learning with the aim of cultivating courage, positive self-evaluation and relational development through trust and cooperation activities in a range of outdoor pursuits.

Outdoor Adventure Skills S1

Focus is mainly on water-based activities, rock climbing and bushwalking. Activities may include; snorkeling, surfing, coasteering, stand-up paddleboarding, sea kayaking, kayaking, rafting, indoor and outdoor rock climbing and bushwalking.

Outdoor Adventure Skills S2

Focus is mainly on land-based activities. Activities may include; mountain biking, orienteering, rogaining, bushwalking and rock climbing. By the end of the semester, we aim to do a few water-based activities such as coasteering or surfing.

The course will cover the following topics:

- Gear – selection, use, care and maintenance
- Beach safety, weather, and understanding the surf
- Food – selection and cooking
- First Aid – basic skills for the outdoors
- Map reading – topographic maps, compass use and GPS
- Trip planning – group sizes, track difficulty, duration and emergencies
- Skill development across all activities
- Importance of sustainability and minimising impact in the outdoors
- This course may include day trips and/or an overnight camp opportunity.

This subject is limited to 14 students each semester.

Science

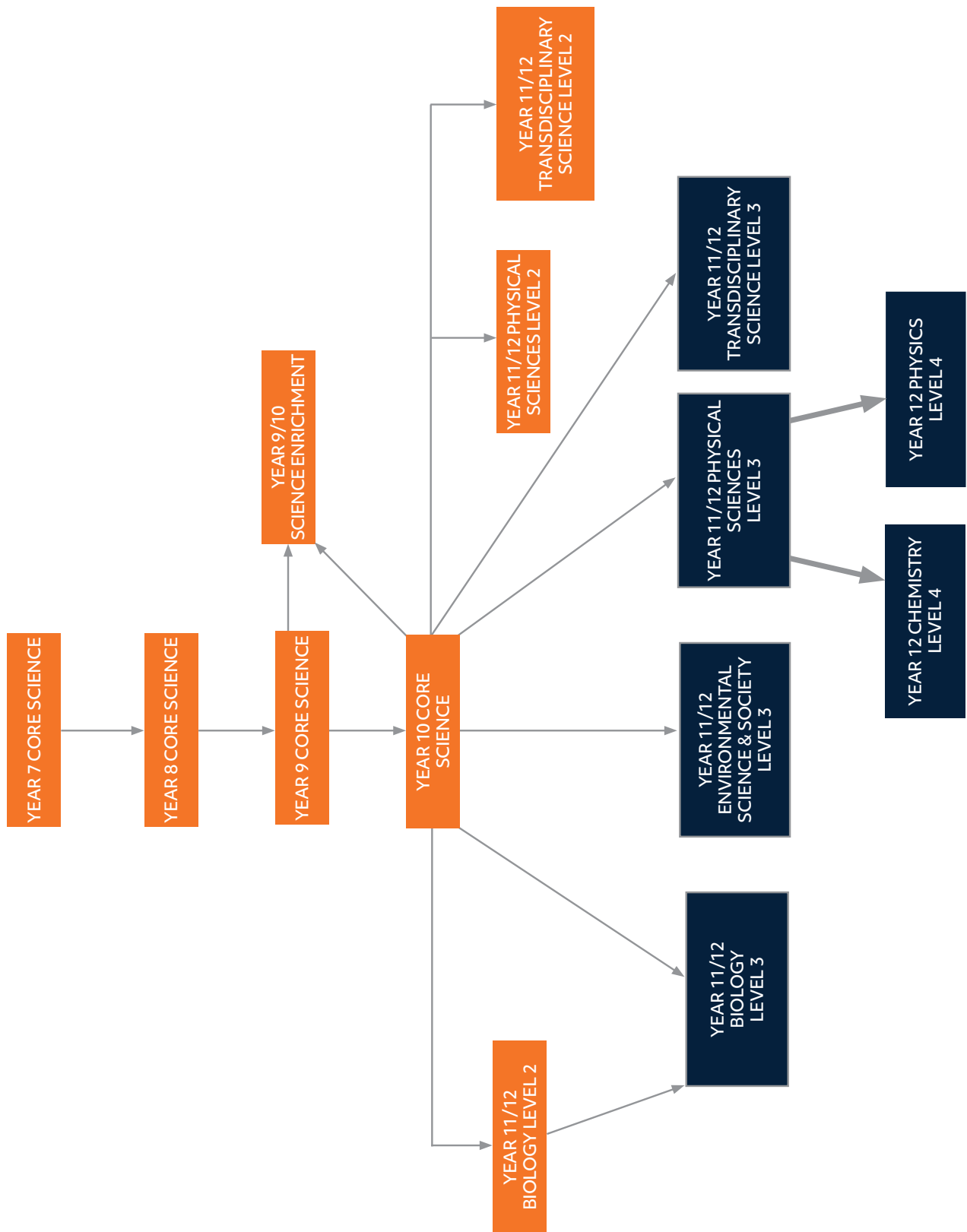
Science Enrichment S1

This Science elective has a strong design and investigation focus. Students will explore a range of topics beyond the core Science curriculum, engaging in real-world applications through the lens of STEAM (Science, Technology, Engineering, Arts and Mathematics).

Projects may include designing and creating structures such as bionic hands and bridges, culminating in a day competing against other schools in the Science and Engineering Challenge. Other areas of study may include learning about food science (such as making and analysing ginger beer), atmospheric science and the study of clouds, and taxonomy and scientific drawing.

For students who love a challenge, enjoy working as a team and being creative, this elective offers a rewarding and dynamic experience.

Science Flow Chart Years 7 to 12



Technologies

Design and Technology S1

Introduction to Contemporary Design

Introduction to Contemporary Design is a mixed discipline subject that explores how we communicate with design solutions. This unit develops skills in a mix of 2D and 3D design areas such as Photography, 3D Printing, Typography, Animation Design, Print Design, Packaging Design, Architectural Design and Advertising.

Students study design trends, solve real-world design briefs and develop their own design aesthetic. Communication and graphic design is a creative, practical and enjoyable semester designed to enhance students' technical, presentation and design skills.

This subject requires no prior knowledge and is differentiated to students of all abilities. Students interested in the fields of design, art, marketing, and advertising will benefit from skills learnt in this subject.

Design and Technology S2

Designed Solutions

Designed Solutions focuses on students creating designs to solve problems. Students will refine their software skills across a range of 2D and 3D disciplines by working on a mix of tutorials and design briefs. This unit consolidates skills in a mix of 2D and 3D design areas such as Photography, 3D Printing, Typography, Animation Design, Print Design, Packaging Design, Architectural Design and Advertising.

Students study emerging designers, industrial designers and look at classic design objects as inspiration when solving design problems. Designed solutions is a creative, practical and enjoyable semester designed to enhance students' technical skills, introduce them to higher level design tools and contemporary manufacturing process.

This subject requires no prior knowledge and is differentiated to students of all abilities. Students interested in the fields of design, architecture, engineering, gaming will benefit from skills learnt in this subject.

Food Technology

Food Technology aims to inspire a life-long enjoyment of cooking and will examine the influence of food on our health and wellbeing. Through the development of a broad range of basic and advanced practical skills, students will be introduced to the benefits of using fresh, local produce to prepare and present cuisine from a range of cultures and will use current safety and hygiene practices.

The maximum class size is 16 students.

The activities in class will assist students to formulate valuable life skills in food preparation, as well as understanding nutrition. The skills developed in this subject will provide a leisure activity which gives personal satisfaction and will assist any student considering career possibilities in the food industry.

Food Technology S1

Healthy Eating for Healthy Living and Tastes from Around the World

Throughout this course students will develop practical culinary skills like boiling, simmering, steaming, grilling, roasting and baking along with cultivating a deeper understanding of nutrition and home cooking. With an overall focus of developing confident, creative and passionate cooks and equipping them with the skills to create delicious and nutritious meals at home.

- Understand the principles of healthy eating and balanced nutrition.
- Learn to plan and prepare nutritious meals.
- Explore and appreciate global cuisines and their unique flavours.
- Understand cultural significance and traditional cooking methods of different regions.

Food Technology S2

Making Food at Home and Baking Basics

Throughout this course students will develop practical culinary skills like boiling, simmering, steaming, grilling, roasting and baking along with cultivating a deeper understanding of nutrition and home cooking. With an overall focus of developing confident, creative and passionate cooks and equipping them with the skills to create delicious and nutritious meals at home.

- Explore a variety of cooking techniques and recipes.
- Learn about meal planning, budgeting and grocery shopping.
- Introduce students to the fundamentals of bread baking.
- Exploring the art of cake baking, including various types and styles.
- Research and practical projects may include:
 - Designing and producing menus
 - Demonstrating and promoting kitchen and food safety

Ignite!

Ignite! S1 and S2

Ignite! is an exciting semester elective opportunity for students in Years 9 and 10, to explore areas of passionate interest that they otherwise could not pursue within regular school curriculum. This is a time where students can develop their skills, knowledge and achieve personal growth with the support and resources to enable this.

Projects can be anything from writing a collection of short gothic stories, composing and recording original music pieces using modern chamber music, designing an eco-home that addresses the housing crisis, to creating an App that notifies you when your attention wanders, creating an original recipe for the best macaron, or designing a prototype for a space exploration vehicle.

Students will be guided to develop time management, organisational and planning skills, connections with the community, and respond to feedback. The course will be limited to 12 students who will need to submit their proposal for their project during the term prior to commencing Ignite!

Final products will be showcased in an end of semester event.

Academic Skills

Academic Skills S1 and S2

Academic Skills is a subject designed to help students build confidence and prepare for the academic demands of Years 9 and 10. Entry is based on existing Individual Success Plans (Learning Plans) or teacher recommendation, ensuring that students receive tailored support to experience success in their core and elective subjects.

Academic Skills helps prepare students for Years 9 and 10 and the academic expectations they will be experiencing within their core and elective subject choices. These expectations range from: formal tests to written and oral presentations, examinations (Year 10) and group tasks. Study Skills helps students to be organised and prepared in order for them to achieve at their best and helps to foster student individual achievement, engagement and most importantly wellbeing in a positive environment for learning. The sessions each week are divided into time for individual help with class work, revision, planning and organisation, as well as a skills session directed by the teacher so that students can build their skill sets in literacy and numeracy.

Some of the topics covered include:

- Knowing your learning preference
- When to study
- Organisation
- How to study
- Moving from short term to long term memory
- Taking effective notes
- Research and reference skills
- Test-taking skill

Lumina 9

A Year of Purpose, Growth and Challenge



Year 9 is a turning point. At Fahan, we know it's a time when girls begin to discover who they are and who they want to become. Our Lumina 9 program is designed to guide them through this exciting stage with structure, care and challenge.

What is Lumina 9?

Lumina 9 is a unique, year-long experience that blends personal development, leadership, wellbeing and real-world learning. It helps girls build the skills they need not just for school - but for life.

The Program Focuses on Four Key Areas:

- **Self** – building resilience and self-awareness
- **Lead** – learning how to lead and be part of a team
- **Give** – making a difference through community service
- **Thrive** – gaining confidence through practical life skills

Signature Experiences

- Leadership coaching
- Wellbeing workshops
- Duke of Edinburgh's Bronze International Award opportunities
- Outdoor Learning Camp at Fahan's East Coast property
- Service Learning Projects with Variety – the Children's Charity, and others
- Financial literacy, resume writing and career exploration
- 'Forest to Fahan' navigational challenge and self-defence training
- Adventurous Journey Camp – a multi-day camp in Term 4 tailored to challenge each student and meet Duke of Edinburgh's International Award requirements

Why it Matters

Lumina 9 supports academic, emotional, and social growth by:

- Fostering resilience, independence and compassion
- Equipping students with future-focused skills in a world shaped by change and technology
- Encouraging self-leadership and a sense of purpose



Year 10 Fahan4Life

In Year 10, students build on the foundations of the Lumina 9 program through Fahan4life, a subject focused on personal development, wellbeing, and preparing for future pathways. The program fosters self-awareness, positive relationships, and meaningful goal setting.

As they move toward their senior years, Year 10 students engage in deeper exploration of study strategies, post-school pathways, and career planning. They further develop leadership skills, take greater ownership of their learning, and begin to refine practical capabilities such as resume writing, interview techniques, and financial literacy.

Grounded in Positive Education principles, Fahan4Life encourages students to contribute actively to School life, participate in service learning, and grow in confidence, initiative, and collaboration. The program is flexible and responsive, with student voice playing a key role in shaping content and ensuring its relevance to the needs and interests of each cohort.

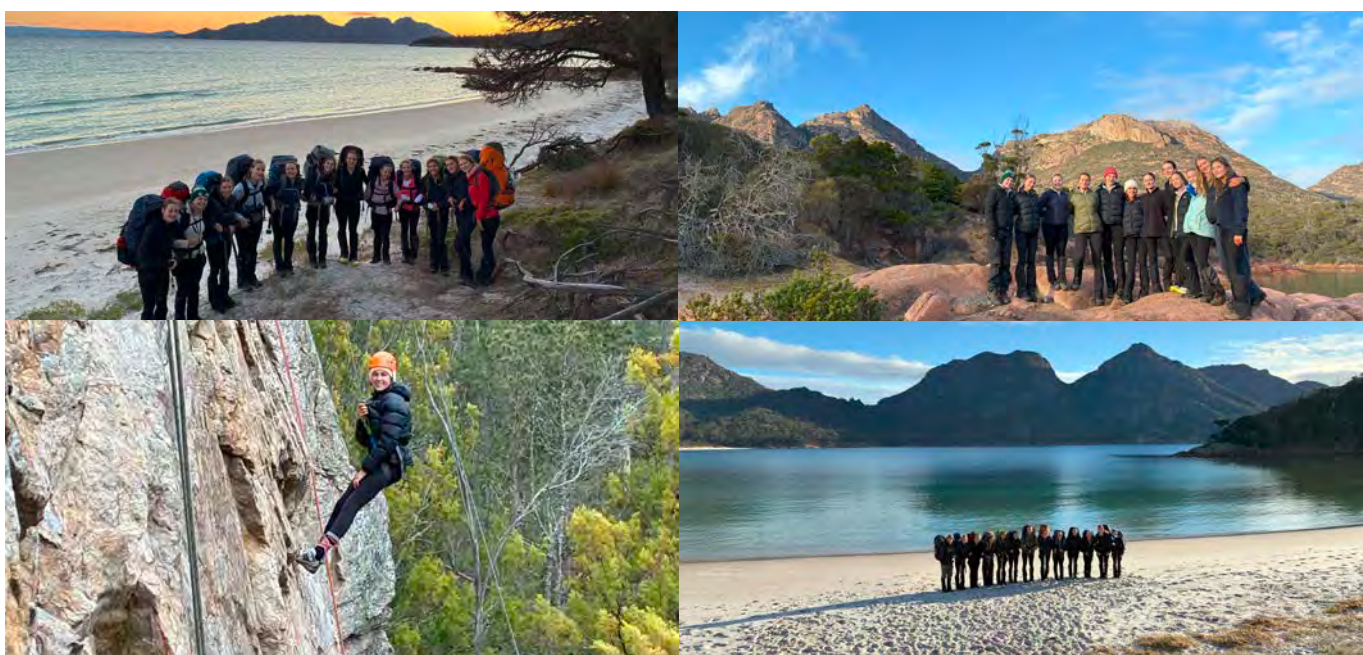
The Duke of Edinburgh's International Award

Students in Lumina 9 are offered the opportunity to attain their Bronze Duke of Edinburgh's International Award, which encourages personal growth, leadership, and service. This aligns seamlessly with Lumina 9's focus areas, as it challenges students to develop resilience, contribute to their community, and build essential life skills through real-world experiences.

The Duke of Edinburgh Framework has three Levels – Bronze, Silver, and Gold. Each Level is made up of four Sections which include Physical Recreation, Skills, Voluntary Service, and an Adventurous Journey.

Through the process of extending or learning new skills, becoming more physically active, volunteering in the community and undertaking a team adventure/challenge, The Duke of Edinburgh's International Award equips and empowers young people to achieve their personal best. It also offers the opportunity to work with others while focusing on individual abilities.

More information about Duke of Edinburgh's International Award can be found at <https://dukeofed.com.au/dukeofed.com.au/about-the-award/the-award/>





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