

**COLLINGWOOD PARK
STATE SECONDARY COLLEGE**

**Junior Secondary
Handbook**

2027

2027 Junior Secondary Handbook

Collingwood Park State Secondary College is committed to inspiring minds and creating brighter futures. To achieve this, we provide students with access to high quality learning opportunities and a quality assured whole school curriculum plan delivered and developed by our expert teaching team.

The Junior Secondary Handbook is designed to inform students and parents of the curriculum offerings for junior secondary education (Years 7, 8 & 9) at CPSSC as well as other key information to ensure a successful transition to High School. We offer a diverse curriculum as approved by the Australian Curriculum Assessment and Reporting Authority (ACARA).

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Collingwood Park State Secondary College

Vision Statement

CPSSC is a vibrant, inclusive school, inspiring a community through high quality learning, engagement and opportunity, to realise individual potential, be of good character, and well prepared for a bright future.

Mission Statement

At CPSSC we fully embrace our core values, whilst providing a highly supportive, positive, high expectations and engaging learning environment. We are committed to working with our community to develop respectful, kind, engaged students who persevere, despite barriers or obstacles. We prepare our students to become the best they can be, and empower learners to become confident, respectful, actively informed citizens, who embrace opportunity and possess the required skills for a successful future.

Core Values

Perseverance: Our community's *Perseverance* and resilience

Achievement: Personal growth and *achievement* through effort and commitment

Respect: Respect towards self and other

Kindness: Kindness in manner and acceptance of others

Collingwood Park State Secondary College

Inspiring Minds, Brighter Futures



Staff Contacts

Executive Team	
Principal	Ben JACK
Business Manager	Mylee LEATHERBARROW
Business Manager	Shaylyn HOFFMAN
Deputy Principal	Danni DOWNIE
Deputy Principal	Daniel HORSKINS
Deputy Principal	Susan MCNICHOL
Heads of Department	
eLearning/Digital Technologies	Justin BETTS
Engagement/HPE	Jarrod HARVEY
The Arts/Design and Technologies	Caitlin COX
English/Humanities	Stacey MARTINI
Mathematics/Science	Ben HENRICHS
Inclusion	Cara BEERS
Guidance Officer	Tracey EGAN

School Day Structure

Lesson	Times
CP Connect	8.45am – 8.55am
Period 1 (70 mins)	8.55am – 10.05am
Period 2 (70 mins)	10.05am – 11.15am
1 st Break	11.15am – 11.50am
Period 3 (70 mins)	11.50am – 1.00pm
2 nd Break	1.00pm – 1.35pm
Period 4 (70 mins)	1.35pm – 2.45pm

Expectations Matrix

At CPSSC, we value Perseverance, Achievement, Respect and Kindness. These four values underpin the PE₄L expectations at our school.

Expectations Matrix



COLLINGWOOD				
	All Settings	Learning Environment	School Grounds	Community
P Perseverance	- Continuously strive to do your best. - Adapt to changes and challenges. - Manage time effectively. - Bounce back from setbacks. - Participate in the educational program of the school.	- Engage actively in class discussions and activities. - Maintain focus and concentration. - Set academic goals and work towards them. - Seek help when needed.	- Adhere to school rules. - Demonstrate leadership by encouraging peers. - Resolve conflicts constructively. - Show resilience in extracurricular commitments.	- Represent the school positively in the community. - Support community activities. - Build and maintain positive relationships with community members.
A Achievement	- Set personal goals and work diligently to achieve them. - Take pride in your work. - Continuously improve and seek opportunities for growth. - Use devices for educational purposes only.	- Aim for academic improvement. - Complete assessment with dedication and quality. - Participate in extracurricular academic activities. - Continuously seek ways to improve academic performance.	- Participate actively in school activities and events. - Take on leadership roles. - Recognise and celebrate school achievements.	- Achieve a positive impact through community involvement. - Strive for excellence in community projects and initiatives.
R Respect	- Treat everyone with courtesy and politeness. - Use appropriate school language. - Respect the personal space and property of others. - Honour the rules and policies of the school. - Follow all reasonable instructions the first time from all staff. - Respect your own and others technological devices.	- Show respect to staff, students and the learning process. - Respect differing opinions and viewpoints. - Take care of classroom materials and resources. - Arrive on time and be prepared for class.	- Show respect to all school staff and fellow students. - Respect the school property and facilities. - Follow the school's dress code and behavioural expectations. - Use polite language and gestures.	- Show respect to all community members and their property. - Participate respectfully in community events. - Respect and support local businesses and their property.
K Kindness	- Show empathy and support to peers and staff. - Offer help to those in need. - Be inclusive and welcoming to everyone. - Use kind words and actions in all interactions. - Celebrate the successes of peers.	- Encourage and motivate classmates. - Be patient and understanding with others' learning processes. - Share knowledge and resources with others.	- Help maintain a clean and safe school environment. - Be friendly and approachable to everyone. - Support and include new students and visitors. - Be mindful of others' feelings and well-being.	- Engage in acts of kindness within the community. - Volunteer for community service projects. - Be a positive role model for others. - Show compassion and support for community members in need.
WAY				



CPSSC Routines



Entry – Welcome Everyone!

Arrive on time for class

Have your materials out ready and place bags in the bag rack

Line up in two straight lines, greet your teacher and enter the room quietly

Stand behind your chair until instructed to sit

Open QLearn

Begin your Warm-Up Activity

Exit – Have a Great Day

Complete the Exit Activity

Return all learning materials

Ensure your classroom is neat and tidy

Stand behind your chair and wait to be dismissed

Thank your teacher

Homework Policy

The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for families, sport, culture, recreation, and part-time employment, where appropriate.

Homework provides students with opportunities:

- To consolidate their classroom activities
- To develop appropriate lifelong learning strategies
- Test what they learned at school
- To develop a work ethic and independence



Phases of Learning

In **Years 7, 8 and 9**, students should take more responsibility for consolidation and revision as well as set homework. They can be required to engage in independent practice to complement work undertaken in class. Homework in **Years 7, 8 and 9** could be up to, but generally not more than, 5 hours per week.

In the Senior Phase, **Years 10, 11 and 12**, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan. As a guide, students studying 5 **general** subjects would expect to partake in at least 6-8 hours per week to ensure successful completion of homework, revision, assessment and other demands. Students who study a mixture of **general, applied** and **certificate courses** will need to allocate a minimum of 5 hours per week to be successful.

Students will:

- Access homework through QLearn.
- Seek clarification promptly regarding the demands of the task if required.
- Complete the task promptly by the due date, contacting the teacher if support is required.
- Students complete the set homework, or complete revision, assessment work, reading, or engage with any other online platforms to revise the class work, or to engage in extension activities.

Teachers will:

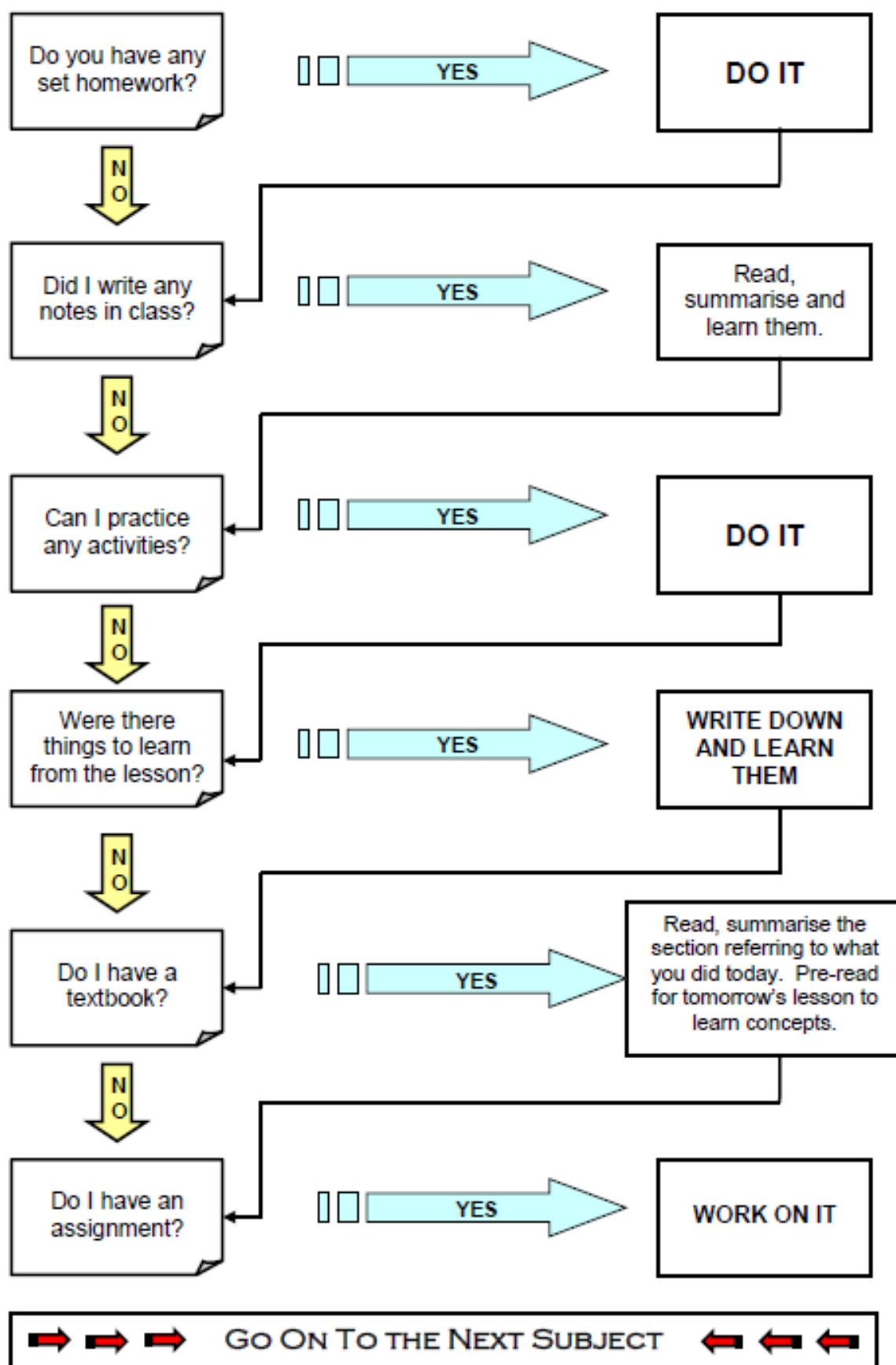
- Set homework through QLearn, which is relevant, accompanied by clear instructions including due date.
- Issue homework at a time in class which allows students to seek clarification on concerns they may have.
- Consistently monitor homework on an ongoing basis.
- Check homework for completion, accuracy and quality on the due date.
- Contact parents/carers when students are persistently not completing homework.

Parents/Carers should:

- Provide a homework/study area for your student away from noise and activity.
- Check your students QLearn Courses for set homework.
- Check what homework has been done at the end of the homework/study period.
- Support other activities being completed such as 20mins of reading, revision activities or the use of online platforms.
- Contact the teacher/school if you have any concerns about your student's homework.

The flow chart below, can assist students and parents to determine their own Homework requirements. After using the homework study guide students are also strongly recommended to complete at least 20 minutes of reading.

Homework Study Guide



Junior Secondary Subject Offerings

Collingwood Park State Secondary College offers a diverse range of educational opportunities in the Junior Secondary School. Our college aims to provide students with the opportunity to access learning experiences across key curriculum areas. All students study core subjects from the Australian Curriculum. They also trial a variety of elective subjects through Years 7 to 9, assisting them to make informed decisions about their future pathways. Provided in the tables below is an outline of the curriculum programs for students in Year 7, 8 & 9. Years 7 to 10 are currently undergoing revisions in light of the implementation of Version 9 of the Australian Curriculum. As a result, these units and assessment items are subject to change.

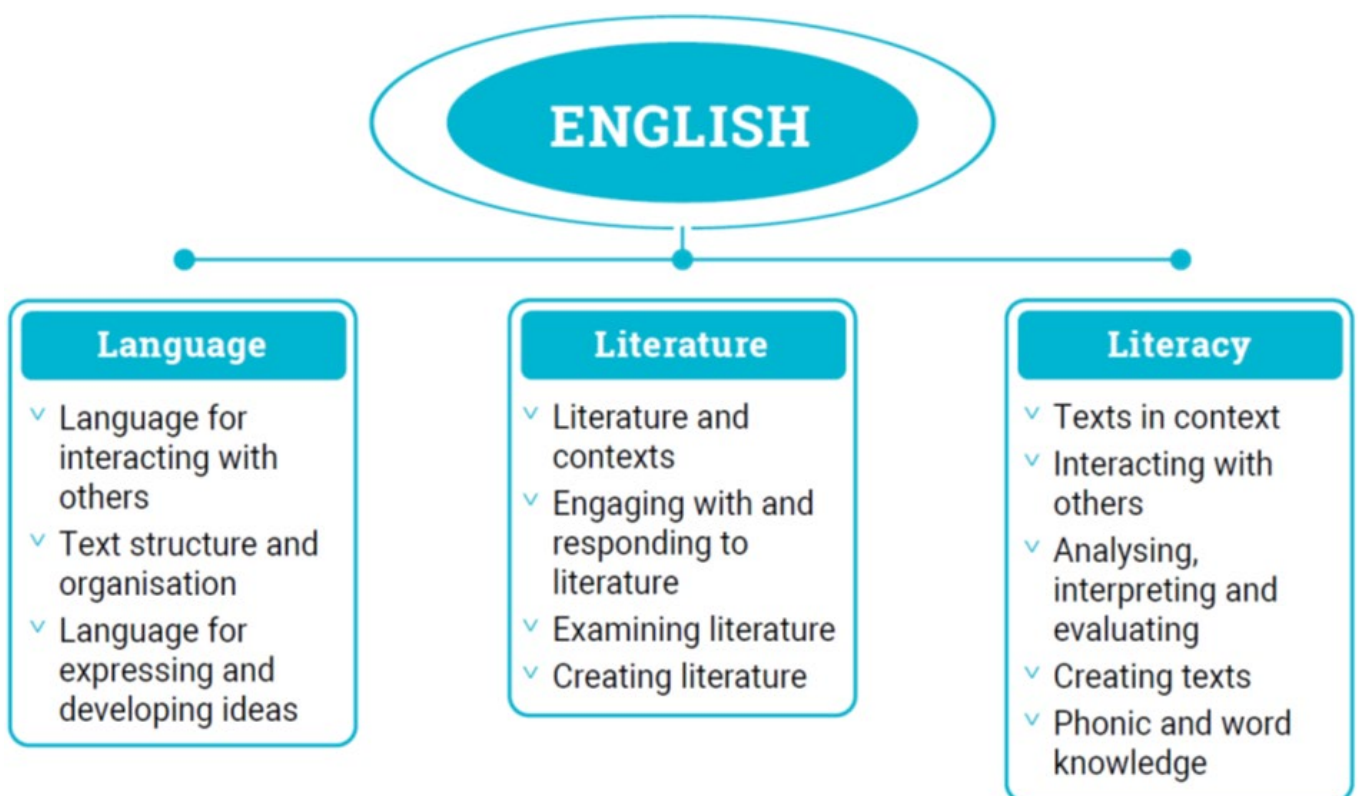
Years 7 – 9 Subject Offerings						
	Core Subjects					Electives
Year 7	English 3 periods	Mathematics 3 Periods	Science 3 Periods	Health and Physical Education 3 Periods	Humanities 3 Periods	Digital Technologies Food Specialisations Materials and Technologies Visual Art Drama Music Dance
	Core Subjects					
Year 8	English 3 periods	Mathematics 3 Periods	Science 3 Periods	Health and Physical Education 3 Periods	Humanities 3 Periods	<i>Students will study four of the electives from the list above over the course of year 7 and 8</i> 3 Periods Please note that elective units are subject to numbers and staffing availability
	Core Subjects					
Year 9	English 3 periods	Mathematics 3 Periods	Science 3 Periods	Health and Physical Education 3 Periods	Humanities 3 Periods	Digital Technologies Food & fibre Materials and Technologies Visual Art Drama Music Dance <i>Students will study two electives from the list above. One elective will be studied each semester</i> 3 Periods Please note that elective units are subject to numbers and staffing availability

- Please note that elective units are subject to numbers and staffing availability
- Please note that there will be an additional cost for some elective subjects – costs will be communicated prior to the start of year.



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English



English: Year 7

Unit 1	Unit 2
Can you be persuaded?	Spotlight on Australia
Students analyse and interpret persuasive texts, including famous speeches about social and ethical issues. Issues relate to different historical, social and cultural contexts and include Australian contexts. Students explore a variety of perspectives on selected social and ethical issues, and how ideas, groups and individuals are represented in speeches. Students examine text structures and language features, including technical vocabulary and figurative and rhetorical language, and how speech writers and presenters use them to influence audiences. Students use features of these texts as models when creating paragraphs that analyse persuasive devices in speeches.	Students analyse and interpret fiction texts, including the television drama, <i>My Place</i> (ABC, 2009), to examine representations of time and place, events, issues, groups and individuals. Texts include challenging sequences of events and less predictable characters. Students examine how authors use different literary text structures and language features, including literary devices and aesthetic qualities, to create events, settings, and characters to engage audiences. Students use features of these texts as models when creating a multimodal imaginative recount of a scene from a television show.
Assessment: <i>Analysing and evaluating persuasive devices and language</i> Technique: <i>Extended Response</i> Mode: <i>Written</i>	Assessment: <i>Creating an imaginative recount of a scene from a television show</i> Technique: <i>Extended Response</i> Mode: <i>Multimodal</i>
Unit 3	Unit 4
Tales of survival, secrets & truth	Change Maker
Students are introduced to biographies and analyse and interpret non-fiction texts, including those by First Nations Australians, that explore life events and experiences (crime theme – as per novel study). Students read the novel 'Two Wolves' by Australian author, Tristan Bancks, exploring the experiences of characters in the text. Students examine ideas and viewpoints about these life events and experiences, and about interpersonal relationships and ethical dilemmas and how experiences can be viewed from different perspectives. They identify narrative structures, language features, and literary devices. Students use features of these texts as models when creating a literary memoir including reflective tone, thoughtfulness, reflective/ looking back, inclusive language.	Students analyse and interpret a variety of songs, including those that put forward different perspectives on social and ethical issues. Songs include those of First Nations Australians, and Australian and world songwriters. Songs selected for study include a variety of text structures and language features, including figurative and rhetorical devices and aesthetic features. Students examine how songwriters use text structures and language features to engage and influence readers and listeners. Students use features of these texts as models when creating a multimodal persuasive response to a song.
Assessment: <i>Creating a literary memoir</i> Technique: <i>Extended Response</i> Mode: <i>Written</i>	Assessment: <i>Persuading an audience about a social issue in a song</i> Technique: <i>Extended Response</i> Mode: <i>Written</i>

English: Year 8

Unit 1	Unit 2
The Outsiders	Surviving Summer
Students analyse, interpret and evaluate a variety of literary texts and media texts, including those of First Nations Australian, Australian and world authors, including texts from and about Asia. Students read <i>The Outsiders</i> and develop understandings of how texts are influenced by context, purpose and audience. They examine representations of events, groups and individuals within the novel and how representations are shaped by the authors values. They examine techniques the author uses, such as literary devices, to position audiences to form particular viewpoints and respond in particular ways. Students use features of these texts as models when creating a series of written journal entries for the assessment task.	Students analyse, interpret and evaluate a drama text that explores characterisation and themes of interpersonal relationships, including non-stereotypical characters, and ethical dilemmas in a fictional setting. They develop their understanding of how drama texts are influenced by context, purpose and audience and how playwrights use text structures and language features to create events, settings, characters and tone in the selected drama text. Students explore, analyse and evaluate aesthetic features of a drama text. Students use features of these texts as models when creating a multimodal analysis of a drama text.
Assessment: <i>Creating journal entries that reflect an issue raised in The Outsiders</i> Technique: <i>Extended Response</i> Mode: <i>Written</i>	Assessment: <i>Explaining whether a character in the television drama, Surviving Summer, experiences or represents the concept of 'coming of age'</i> Technique: <i>Extended Response</i> Mode: <i>Multimodal</i>
Unit 3	Unit 4
The art of storytelling	Sell it to me
Students, analyse, interpret and evaluate short stories that relate to ideas, events, settings and characters. Texts include those written and created by First Nations Australians, and wide-ranging Australian and world authors, including <i>Bindi</i> by Kirli Saunders. Students understand text structures and language features that develop events, settings and characters to engage an audience. They identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students use features of these texts as models when creating a written short story.	Students analyse, interpret and evaluate literary and non-literary online and digital texts, including texts by First Nations Australians, to develop understanding of how text structures, language features and visual features can be used to structure ideas and shape meaning about the values of groups in society. Students analyse a variety of digital texts to identify language and visual features and explain how they combine to create meaning, and engage and influence an audience. They consider the ways that digital technology has influenced language use and communication. Students use features of these texts as models when creating a multimodal persuasive presentation and discussion.
Assessment: <i>Creating a short story</i> Technique: <i>Extended Response</i> Mode: <i>Written</i>	Assessment: <i>Persuading an audience about a digital text</i> Technique: <i>Extended Response</i> Mode: <i>Multimodal</i>

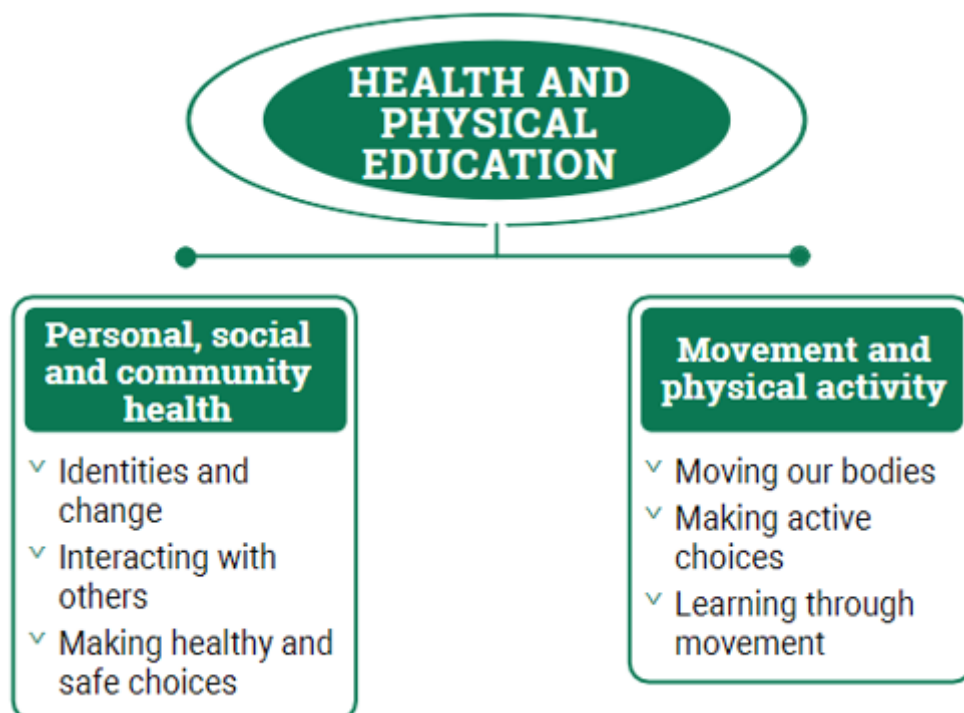
English: Year 9

Unit 1	Unit 2
Speculative Fiction	Dystopian World
In this unit, students will explore the speculative fiction genre through reading, analysis, gameplay, and creative writing. Students will engage with selected speculative fiction narrative games, cinematic scenes to analyse how story, character, and setting are constructed in immersive digital worlds. Students will examine how authors and game designers use language, structure, and genre conventions to reflect themes such as control, freedom, and resistance. Building on their understanding, students will then create the opening scene and mission launch for an original spec fiction-style video game. Their narrative will introduce a compelling protagonist, establish a setting, and launch a high-stakes mission that draws the audience into the world of the game.	In this unit, students will write an analytical essay exploring a central concept in a dystopian text. Students will read and explain, evaluate, and interpret as they examine the author's use of language and narrative choices. Students will apply analytical essay structure, close textual analysis, and the use of evidence to support ideas.
Assessment: <i>Creating a multimodal short story that could be adapted into a speculative fiction video game</i> Technique: <i>Extended Response</i> Mode: Multimodal	Assessment: <i>Analytical essay</i> Technique: <i>Extended Response</i> Mode: Written
Unit 3	Unit 4
The Stones	Twist in the Tale
In this unit, students will work in pairs to create a podcast that presents and supports their opinion on who should be considered guilty of the central event in The Stones by Stefo Nantsou. To complete this task, students will discuss, justify, collaborate, and evaluate to build a clear argument and engage listeners through thoughtful conversation. Teacher lessons should cover oral presentation skills, building persuasive arguments, and using tone, pace, and emphasis effectively in audio formats. Hints for success include scripting key points, practising dialogue delivery, and analysing model podcasts to understand effective structure and audience engagement.	In this unit, 'A Twist in the Tale', students will read and examine a variety of short stories to understand their common features in particular stories with twist endings. Students will examine how authors use language features and text structures, foreshadowing and twist endings in short stories to achieve particular purposes and effects. Students will practice and edit writing to demonstrate understanding of how authors experiment with language choices and foreshadowing to engage readers for a purpose and create an entertaining short story.
Assessment: Persuasive podcast Technique: <i>Extended Response</i> Mode: Spoken	Assessment: <i>Narrative based on stimulus under exam conditions</i> Technique: <i>Extended Response</i> Mode: Written



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Health and Physical Education



Health and Physical Educations: Year 7

Unit 1	Unit 2
Theory – Ready for Change Practical – Fundamental Movements	Theory – Personal Identities Practical – Athletics
Students propose strategies to enhance your own and others student wellbeing, relationships and safety in the transition to high school. You are required to research relevant health information to include on a A3 poster to educate the year 7 student community on ways to manage their emotions with the transition to high school including identifying the supports available at CPSSC. Students will complete a variety of sports which highlight their ability to move their bodies in a variety of ways enabling them to complete a range of life's tasks.	Students will explore 'who they are' to develop a sense of personal identity. They have examined how the development of their personal identity is influence by puberty and life transitions. Students have analysed how they can have multiple identities including online, gender and cultural identities. Students have also investigated the emotional impact of life transitions on their identity and relationships and investigated strategies to cope with challenges they may experience. Students will complete a variety of athletics-based movements such as jumping, throwing, running and relays and can reflect on feedback and make the appropriate modifications.
Theoretical Assessment: Technique: Project Mode: Visual Practical Assessment: Technique: Practical to assess practical components	Theoretical Assessment: Technique: Test/Examination Mode: Written Practical Assessment: Technique: Practical to assess practical components
Unit 3	Unit 4
Theory – Risk and Safety Practical – Touch Football	Theory - Food & Nutrition Practical – Fitness
Students will investigate the significant relationship between nutrition, energy expenditure and sports performance. You have developed an understanding that good nutritional health practices are imperative for healthy functioning. Students will have revised nutritional concepts relating to food groups and the Australian dietary guidelines to further your understanding of how an individual can employ health promoting nutritional practices. Students will learn and practice a range of fitness techniques which they can use to enjoy physical activity long term.	In this assessment task, students will explore the importance of sun, cyber and road safety and will develop decision-making skills to keep themselves safe in these areas. They will respond to scenarios and questions that address the topics above. Additionally, students will reflect on the strategies they can employ to ensure their safety in these contexts. Students will complete several touch Football games and drills which will highlight the importance of evasion, team cohesion, passing and catching
Theoretical Assessment: Technique: Short Response Mode: Multimodal Practical Assessment: Technique: Practical to assess practical components	Theoretical Assessment: Technique: Assignment Mode: Multimodal Practical Assessment: Technique: Practical to assess practical components

Health and Physical Educations: Year 8

Unit 5	Unit 6
Theory – Growing & changing Practical – Pickleball	Theory – Body Image Practical – Court Games
This unit provides students with the knowledge, understanding and skills to enhance their own and others wellbeing as they grow and change. Students will explore the physical, social and emotional changes that occur during puberty. Students will also be taught relevant coping strategies to mitigate the effects of these changes on their emotions Students will be exposed to sport specific movement patterns related to the sport of Pickleball (striking, moving, hand-eye coordination, tactical play) allowing the ability for self-reflection and improvements on technique.	This unit provides students with the knowledge, understanding and skills to enhance their own and others wellbeing as they identify the impact on identities. Students will investigate strategies and practice skills to manage the influence of media on self-esteem and body image. Students will play a variety of court games which will utilise a range of movement skills and concepts to improve their movement patterns.
Theoretical Assessment: Technique: Project Mode: Multimodal	Theoretical Assessment: Technique: Investigation Mode: Written
Practical Assessment: Technique: Practical	Practical Assessment: Technique: Practical
Unit 7	Unit 8
Theory – Risk taking Practical – AFL	Theory – Embracing Diversity Practical – Cultural Games
In this unit, students will explore how adolescents partake in risk-taking behaviours involving alcohol, e-cigarettes, and drugs. They will analyse the personal, social, and community factors that influence these behaviours, gaining insight into the challenges young people face in making healthy decisions. The unit also examines the role of peers and the community in shaping these decisions and how media can be leveraged to promote safer, healthier choices. Students will work both independently and collaboratively to develop strategies that encourage positive behaviours and enhance the health and safety of themselves and their peers. Students will be exposed to sport specific movement patterns (AFL) allowing the ability for self-reflection and improvements on technique.	In this unit, students use primary and/or secondary data to analyse personal and contextual factors that influence physical activity participation in community spaces (e.g. parks, playgrounds, surf beaches, sporting facilities, swimming pools, skate parks, snow fields) for people with a disability and neurodivergent people. They investigate how local councils and/or sporting organisations provide opportunities (e.g. through equipment, elements or features) to accommodate different user and access requirements. Students propose and evaluate strategies that reimagine the use of a community space to encourage maximum accessibility for all individuals to come together, interact and engage with each other regardless of ability. Students will be exposed to a range of cultural games which will highlight the importance of cultural diversity and embracing different cultures through sport.
Theoretical Assessment: Technique: Project Mode: Multimodal	Theoretical Assessment: Technique: Short Response Mode: Written
Practical Assessment: Technique: Practical	Practical Assessment: Technique: Practical

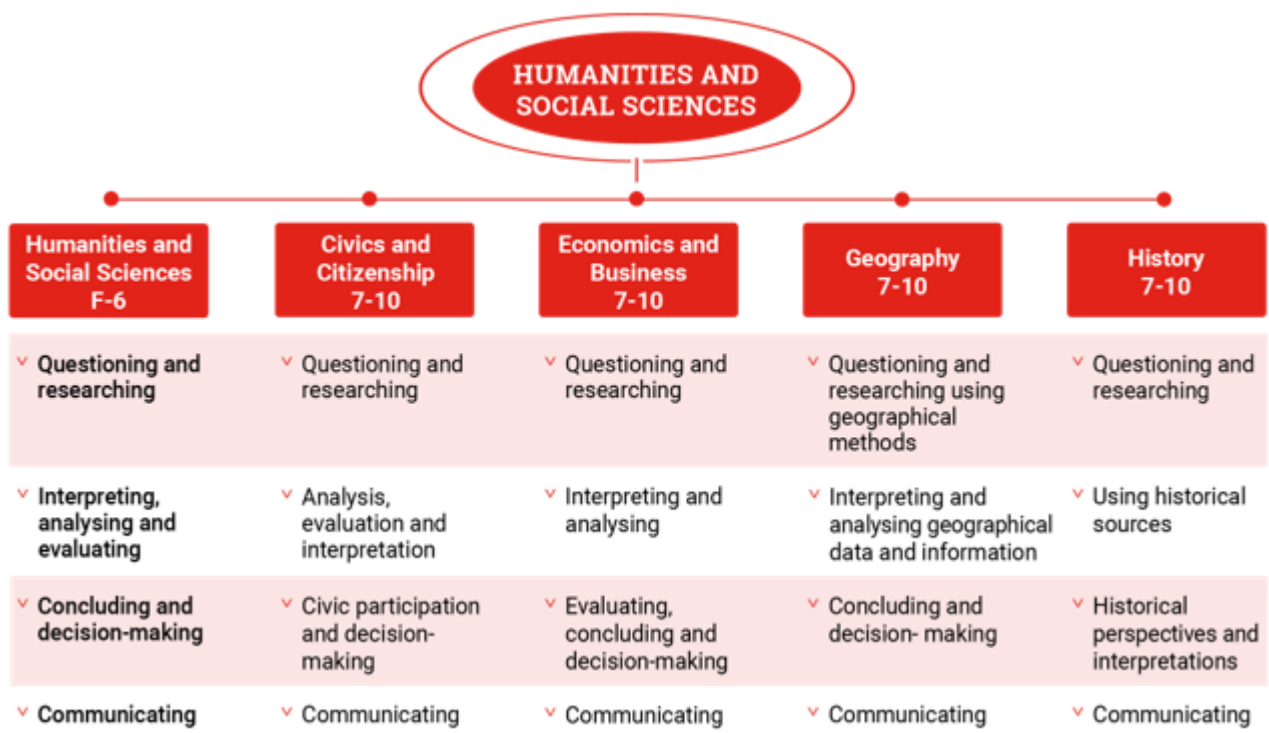
Health and Physical Educations: Year 9

Unit 1	Unit 2
Theory – Risky Business Practical – T-ball	Theory – Respectful relationships Practical – Futsal/Soccer
This unit provides the opportunity for students to propose and evaluate personal strategies to manage their identities, emotions and responses to change/scenarios with respect to drugs and alcohol. They propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. Participate in a range of movement activities associated with the sport of T-Ball, demonstrating specialised movement skills and concept. Judgements will be made on your ability to adapt and transfer a basic range of movement strategies to enhance performance. You will also analyse, adapt, and refine your own and others' movement skills and apply movement concepts in a variety of T-Ball scenarios.	This unit provides the opportunity for students to evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. They will be able to propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk Participate in a range of movement activities associated with the sport of Futsal/Soccer, demonstrating specialised movement skills and concept. Judgements will be made on your ability to adapt and transfer a basic range of movement strategies to enhance performance. You will demonstrate your ability to devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills
Theoretical Assessment: Technique: Short response Mode: Written Practical Assessment: Technique: Practical	Theoretical Assessment: Technique: Test/examination Mode: Written Practical Assessment: Technique: Practical
Unit 3	Unit 4
Theory – Food and Nutrition Practical – Netball	Theory – Mental Health and Wellbeing Practical – Volleyball
Students will be given the opportunity to synthesise health information from a range of credible sources to propose and justify strategies to enhance their own and other's health and wellbeing. They will understand the role of nutrition in physical activity, identify and apply the healthy eating guidelines, understand and balance energy expenditure and analyse the sugar content of common drinks to determine suitable alternatives. Participate in a range of movement activities associated with the sport of Netball demonstrating specialised movement skills and concept. Judgements will be made on your ability to adapt and transfer a basic range of movement strategies to enhance performance in both familiar and unfamiliar situations. You will also exhibit your ability to design, implement and evaluate your ability to construct personalised plans to improve yours and others physical skills.	This unit provides the opportunity for students to explore the concept of 'mental health'. They will be given the opportunity to evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of their mindset. They will be able propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk with a view to having improved mental health. Participate in a range of movement activities associated with the sport of Volleyball, demonstrating specialised movement skills and concept. Students will propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others and assess how we could implement such measures within our community
Theoretical Assessment: Technique: Assignment Mode: Visual & written. Practical Assessment: Technique: Practical	Theoretical Assessment: Technique: Performance/Presentation Mode: Spoken Practical Assessment: Technique: Practical



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Humanities and Social Sciences



Humanities and Social Sciences: Year 7

Unit 1	Unit 2	Unit 3
Civics: Welcome to Australia	Geography: Place & Liveability	Geography: Water in the World
Students develop their understanding of The Australian system of government including a representative democracy and compulsory voting. Students will then learn how Australian society is underpinned by the Australian Constitution, and draw connections between a fair and just legal system and our democratic principles. Students learn how they can make a difference by investigating Australia's system of government and the ways children, who are not yet old enough to vote, are able to participate in their democracy. Students investigate Australia's diverse society and identify values that are important to Australians and explore how local First Nations Australian communities are connected to Country/Place. Students also examine secondary information and data (e.g. the Australian Bureau of Statistics, news articles) to describe Australia's cultural and religious diversity.	Students investigate the concept of liveability, the influence of environmental quality (e.g. pollution, open spaces, traffic), and people's ability to access services and facilities (e.g. health care, education). In addition, students consider the cultural factors that influence the interconnections that exist between people, places and environments. This is explored through considering how connectedness of First Nations Australians to Country/Place is important to identity, a sense of belonging and the perceptions of a place. As students progress through the unit, they identify and explain a geographical phenomenon or challenge affecting liveability in the school. They develop a strategy for action that addresses the phenomenon or challenge so that liveability is enhanced. The geographical inquiry involves the collection, organisation and analysis of data and information, primary research methods (e.g. fieldwork/sketches, data collection through school surveys, firsthand observations), the use of geospatial technologies and digital tools and explaining the strategy's potential to affect liveability in that place. Students reflect on these learning activities to support the preparation of their investigation.	Students explore the uses of water and the ways water resources are sustained in Australia and Asia. Students undertake a case study by investigating Wivenhoe Dam and its surrounding catchment to understanding water management and sustainability. Students also develop an appreciation of the varied ways that water is valued across Australia with a focus on Wivenhoe Dam and this catchment area by considering its ongoing cultural, spiritual and aesthetic significance to First Nations Australians and their connection to Country/Place. Students take a case study approach to the Brisbane floods and understand how Wivenhoe Dam can be used for flood mitigation.
Task 1: Assessment: Examination Technique: Test/Examination Mode: Written Task 2: Assessment: Presentation suitable for international athletes competing in Australian Olympic games. Technique: Investigation Mode: Multimodal	Assessment: Report Technique: Investigation Mode: Written	Assessment: Examination Technique: Test/Examination Mode: Written

Unit 4	Unit 5
History: Ancient Rome	History: Deep Time History
Students investigate Ancient Rome including investigating how the ancient society harnessed water through aqueducts to engage in daily life practices like public baths. Students describe the significance of slavery/ key group slaves, in the period of the Roman Empire; for example, the acquisition of slaves through warfare and the use of slaves as gladiators for entertainment. Students analyse sources to understand culture/ daily life practices such as forms of entertainment in amphitheatres (Colosseum) and the different perspectives that existed around this. Students examine the historical context, early life and achievements of Roman Emperor, Julius Caesar.	Students investigate the world's oldest and continuing cultures emerged out of deep time in Australia. Students identify different theories regarding human evolution such as the Out of Africa Theory and the Modern Theory of Evolution and discuss how different approaches, such as the use of excavation and stratigraphy, oral history and the data derived from radiocarbon dating, inform historical interpretations. Students explore archaeological evidence to understand techniques used to predict chronology and the routes taken in the dispersal of early First Nations Australians, for example, DNA taken from hair samples to track genetic connections of First Nations Australians back to specific parts of Australia as far back as tens of thousands of years ago. As well as archaeological evidence showing evidence of occupation including a case study of Mungo Man. Students investigate the water management techniques used by early First nations Australians at Budj Bim and their adaptation of the landscape as a result of lava flow. Students investigate daily life of The Gunditjmara People at Budj Bim including land and water management practices (weirs, eel traps, smoke trees).
Assessment: Examination Technique: Examination/ test Mode: Written	Assessment: <i>Documentary</i> Technique: <i>Investigation</i> Mode: <i>Multimodal</i>

Humanities and Social Sciences: Year 8

Unit 1	Unit 2	Unit 3
Economics & Business: Pitch Your Business	Geography: Landscapes & Landforms	Geography: Changing Nations
PART 1: Students undertake an inquiry process to compare case studies of Australian businesses and entrepreneurs, including First Nations businesses and entrepreneurs, to explain how different businesses develop and adapt to identified market opportunities within Australia. Students then focus on the market opportunities in their local area by developing a survey of local residents to determine what goods and services are desired by consumers, e.g. food outlets, clothing stores. Through interpreting their survey results, and other data and information (e.g. local Chamber of Commerce resources, guest speakers from local businesses, Australian Bureau of Statistics graphs) students identify local economic and business issues and trends, and describe the relevant economic cause-and-effect relationships (e.g. viability of establishing a particular food outlet to be competitive in the local market, employment opportunities for local residents, supply opportunities for other local businesses). Students then develop their business pitch. reflect on these learning experiences to develop their business pitch. PART 2: Students explore how Australia's taxation system supports Australian society and influences decisions made by individuals and businesses. Students investigate the important of budgeting for the short and long term and how financial choices shape everyday life and business success.	Students investigate the diversity of landscapes (e.g. wetlands, forests, deserts) and the interconnections between human activity and geomorphological processes, using secondary research materials, (e.g. maps, statistical data, expert commentaries and news articles). Students explain the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians. Students will then focus on a case study of coastal erosion on the Gold Coast or Brisbane River to explore the causes and impacts of a geomorphological hazard and the sustainable management of the landscape.	Students investigate the concept of urbanisation and its impact on the changing human geography of countries. They identify the causes of urbanisation (e.g. internal and international migration, environmental constraints, transportation networks) for various locations including Australia and Asia, and examine its effects (e.g. decline in biodiversity, increase in carbon emissions) to explain patterns and trends in urban concentration. Through a case-study approach, students explore the opportunities and challenges in the rise of potential megacities at the national scale, including the growth of large capital cities in Australia and Los Angeles as a megacity. They consider the reasons why people may want to live in large cities or why they might prefer not to, They also examine strategies used by governments to manage projected population growth in megacities and identify implications for sustainability.

Assessment: Business pitch Technique: Investigation Mode: Multimodal Assessment: Examination Technique: Test/Examination Mode: Written	Assessment: Report Technique: Investigation Mode: <i>Written</i>	Assessment: Examination Technique: Test/Examination Mode: <i>Written</i>
Unit 4		Unit 5
History: Medieval Europe (c.590-c.1500)		History: The Spanish Conquest of the Americas (c.1492 - c. 1572)
Students investigate The Spanish conquest of the Americas. Students describe pre-Columbian life in the Americas, including the social organisation of the Aztecs (for example, nobility and slaves), their beliefs (for example, worship of the number of gods and the need to make human sacrifices to appease these gods), and life in the capital city of Tenochtitlan. Students describe the encounters between Hernan Cortes and the Aztecs, as well as the siege of Tenochtitlan. Students investigate the impact of conquest on the Indigenous populations of the Americas (for example, the introduction of new diseases, horses and gunpowder, and the loss of natural resources) and the wider world (for example, the introduction of crops such as maize, beans potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe). Students explain the significance of key chronological events in the lives of individuals such as Columbus, Balbo, Cortes, Montezuma II		Students investigate Medieval Europe and identify key events that have shaped the modern era, such as the decline of ancient empires and societies, the spread of Christianity across Europe, the spread of Islam through the Arab world, the development of the feudal system, the growth of towns and cities, trade, migration of people and emergence of new ideas. Students investigate the effects of the Black Death in a city such as Carthage, Damascus or Rome, for example, labour shortages, peasant uprisings, weakening of feudal structures and challenges to religious ideas and power. Students identify the effect of the Black Death on human populations using studies of church records from the period, considering the reliability of these statistics and explaining the impact of the population change in areas such as farming, commerce, culture and religion.
Assessment: Examination Technique: Test/ Examination Mode: Written		Assessment: <i>Virtual Exhibit</i> Technique: <i>Investigation</i> Mode: <i>Multimodal</i>

History: Year 9

History	
Unit 1	Unit 2
Making & transforming the Australian nation (1750-1914)	First World War (1914-1918)
In this unit, students will explore the making and transformation of the Australian nation between 1750 and 1914: a time of colonisation, migration, resistance, and change. Students will investigate how European imperial expansion transformed the Australian continent and examine the diverse experiences of individuals and groups during this period. A particular focus will be placed on the voices and experiences of marginalised groups, including First Nations peoples, Convicts, Chinese migrants, women, and non-European workers. Students will delve into key historical concepts, including evidence, perspectives, interpretations & contestability, continuity & change, cause & effects and significance. They will analyse primary and secondary sources to uncover untold stories of struggle, survival, and contribution that shaped Australia's social and political landscape.	In this unit students will investigate Australia's involvement in the First World War (1914–1918): from the causes of the conflict and the reasons Australians enlisted, to the experiences of soldiers and civilians, and the ongoing significance of the war in our national story. Students will examine places where Australians served, including Gallipoli and the Western Front, and explore the personal perspectives of those who lived through the war. Through engaging with historical sources, students will analyse significant events such as the Gallipoli campaign, the Battle of the Somme, and the Armistice, while also considering the broader effects of the war on Australian society. This includes investigating the role of women, the political divisions caused by conscription debates, and the challenges faced by returned soldiers. Students will also explore how the First World War is commemorated, the origins and evolution of the Anzac legend, and the debates surrounding its meaning today.
Assessment: Podcast episode on a historically marginalised voice Technique: Investigation Mode: Spoken	Assessment: <i>Commemorative address</i> Technique: Investigation Mode: Written

Economics & Business: Year 9

Economics & Business	
Unit 1	Unit 2
Economics: Global Connections	Business: Market Venture
In this unit, students explore the complex web of interdependence between consumers, businesses, government, and the financial sector within Australia and on the global stage. Through analysing real-world examples and economic data, students will understand how global events, supply chains, and trade relationships influence economic decision-making. They will investigate how disruptions in international markets affect Australian consumers and businesses, particularly focusing on Australia's trade connections with Asia. The unit encourages students to think critically about the economic forces that shape everyday choices and the broader economy.	In this unit, students will explore how businesses create and maintain a competitive advantage, with a particular focus on the role of entrepreneurs in driving innovation and success. They will investigate the processes businesses use to attract customers, differentiate their products or services, and respond to competition in the marketplace. Students will also examine how both individuals and businesses manage consumer and financial risks and rewards, considering strategies to safeguard profitability and build trust with customers.
Assessment: <i>Examination</i> Technique: <i>Test/ Examination</i> Mode: <i>Written</i>	Assessment: <i>Market Venture</i> Technique: <i>Project</i> Mode: <i>Written/Practical</i>

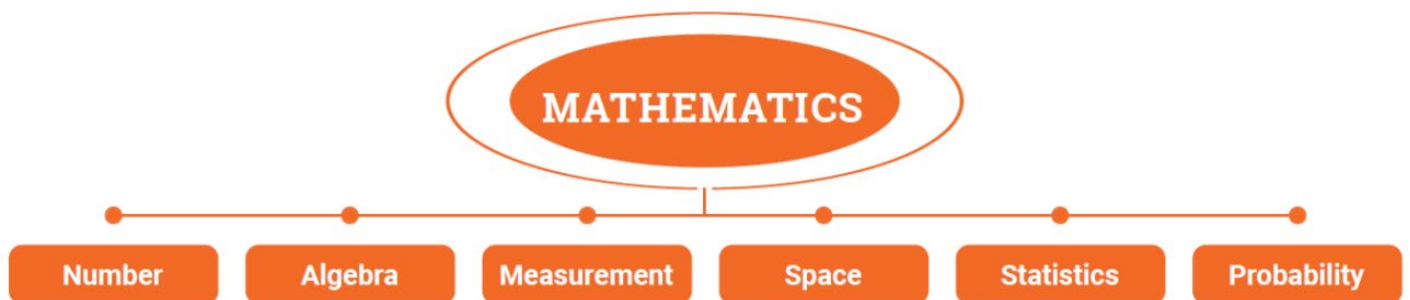
Civics & Citizenship: Year 9

Civics & Citizenship	
Unit 1	Unit 2
Australia's constitution in action	Inside the court room
In this unit, students will investigate how the Australian Constitution provides the framework for our democracy, sharing power between the federal, state, and local levels of government. They will analyse the role of the Constitution in shaping the federal system, explore how and why it may be changed, and examine the process of a referendum. Students will also gain an understanding of how policy ideas are developed, debated, and legislated.	In this unit, students will explore the structure, jurisdictions, and processes of Australia's court system, from local courts to the High Court. They will investigate the roles of courts and tribunals, examining how individuals and groups participate in and contribute to the legal system as part of civic life. A key focus will be evaluating the merits and challenges of trial by jury compared to trial by judge alone, considering fairness, efficiency, and community representation. Students will also analyse the influence of the media on the legal process, exploring how reporting can shape public perceptions, affect juries, and influence attitudes towards identity and diversity in the justice system. Through case studies and contemporary examples, they will critically examine perspectives and challenges relating to civic, political, and legal issues.
Assessment: Informative brochure Technique: Investigation Mode: Multimodal	Assessment: Mock trial & short response to questions under exam conditions Technique: <i>Performance & examination</i> Mode: Written & practical



Inspiring Minds, Brighter Futures

Mathematics



Mathematics: Year 7

Unit 1	Unit 2
Number	Measurement, Space and Number
This unit integrates a range of content strands, including number, measurement and space. Students are required to make equivalent representations of rational numbers and percentages, solve problems using exponent notation.	This unit integrates a range of content strands, including measurement, space and number. Students are required to construct 2D representations of 3D objects, use formulas to calculate area and volume and use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages. Apply knowledge of angle relationships and classify polygons.
Assessment: <i>Assessment 1.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i> Assessment: <i>Assessment 1.2</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>	Assessment: <i>Assessment 2.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i> Assessment: <i>Assessment 2.2</i> Technique: <i>Modelling Investigation</i> Mode: <i>Multimodal</i>
Unit 3	Unit 4
Statistics and Probability	Algebra and Space
This unit integrates a range of content strands including statistics and probability. Students are required to plan and conduct a statistical investigation and interpret data to determine the measures of central tendency. They conduct probability experiments and digital simulations, list sample space, assign probabilities to outcomes, and predict and discuss frequencies of related events.	This unit integrates a range of content strands, including algebra and space. Students solve linear equations, use substitution to determine unknown values and create tables of values related to algebraic expressions and formulas. They use coordinates in the Cartesian plane to describe transformations.
Assessment: <i>Assessment 3.1</i> Technique: <i>Statistical Investigation</i> Mode: <i>Multimodal</i> Assessment: <i>Assessment 3.2</i> Technique: <i>Probability Exam</i> Mode: <i>Multimodal</i>	Assessment: <i>Assessment 4.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i> Assessment: <i>Assessment 4.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>

Mathematics: Year 8

Unit 1	Unit 2
Number and Space	Number and Measurement
This unit integrates a range of content strands, including number and space. Students engage with concepts of number and space. They extend the exponent laws to numerical calculations involving positive and zero exponents, use the four operations in computations with integers and positive rational numbers, recognise the relationship between fractions and their terminating or infinitely recurring decimals, establish sets of congruency and similarity conditions for common shapes in the plane, apply the properties of quadrilaterals. Assessment: <i>Assessment 1.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i> Assessment: <i>Assessment 1.2</i> Technique: <i>Guided Inquiry</i> Mode: <i>Written</i>	The unit integrates a range of content strands, including, number and measurement. Students engage with concepts of number and measurement. They use the 4 operations in computations with integers and positive rational numbers, use Pythagoras' theorem to solve measurement problems, select metric measurement units fit for purpose to calculate perimeter and area of composite shapes and volume of right prisms, apply knowledge of the relationships between Pi and the features of circles. Assessment: <i>Assessment 2.1</i> Technique: <i>Assignment</i> Mode: <i>Multimodal</i> Assessment: <i>Assessment 2.2</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>
Unit 3	Unit 4
Statistics and Probability	Algebra, Measurement and Space
The unit integrates a range of content strands, including, statistics and probability. Students engage with concepts of statistics and probability. They describe the distribution of data, investigate variation in summary, statistics across samples of varying size, calculate corresponding probabilities of compound events using digital tools, represent complementary and mutually exclusive events, and their combinations using table and diagrams. Assessment: <i>Assessment 3.1</i> Technique: <i>Statistical Investigation</i> Mode: <i>Multimodal</i> Assessment: <i>Assessment 3.2</i> Technique: <i>Assignment</i> Mode: <i>Multimodal</i>	The unit integrates a range of content strands, including algebra, measurement and space. Students engage with concepts of algebra, measurement and space. They apply algebraic properties to rearrange, expand and factorise linear expressions, graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically, convert between 12- and 24-hour time across multiple time zones, construct and locate objects with reference to three-dimensional coordinates using digital tools. Assessment: <i>Assessment 4.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>

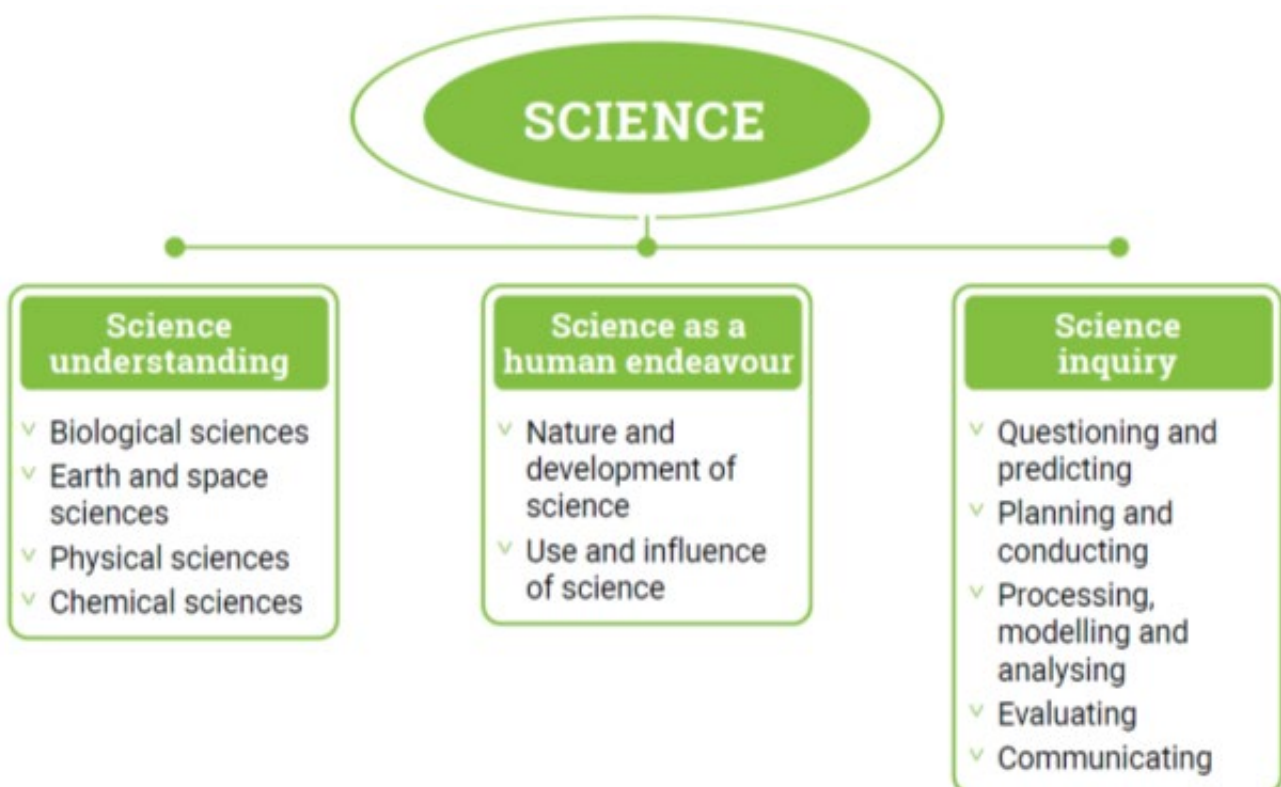
Mathematics: Year 9

Unit 1	Unit 2
Number and Space	Algebra
This unit integrates key content across the Number, Algebra and Space strands, with a focus on developing students' fluency, reasoning, and problem-solving skills in both abstract and applied contexts. Students engage with a range of number concepts, including recognising and using rational and irrational numbers to solve problems involving estimation, surds, and recurring decimals. They extend their knowledge of exponent laws to include positive integer exponents applied to variables and use the four operations in algebraic computations. Students apply coordinate geometry techniques to calculate the distance between two points, the midpoint, and the gradient of a line segment on the Cartesian plane. These skills are embedded within real-world and geometric contexts, supporting spatial reasoning and interpretation of linear relationships. Assessment: <i>Assessment 1.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i> Assessment: <i>Assessment 1.2</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>	In this unit, students build their understanding of algebra, graphs, and real-world problem solving. They learn how to find the distance, midpoint, and gradient between two points on the Cartesian plane. Students explore linear and quadratic functions, and use them to model and solve problems in financial and other practical situations. They practise graphing quadratic functions, solving monic quadratic equations with whole number solutions, and describing how changing parts of an equation affects its graph. Students also use digital tools to explore how algebraic rules connect to their graphs. Throughout the unit, students apply their knowledge to real-world scenarios, explain their thinking, and choose appropriate mathematical strategies. Assessment: <i>Assessment 2.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>
Unit 3	Unit 4
Statistics and Probability	Algebra, Measurement and Space
In this unit, students will build their skills in statistical analysis and probability through real-world investigations. They compare and interpret multiple data sets, describe distributions using summary statistics and shape, and evaluate the impact of outliers. Students examine how sampling techniques and data representation can influence conclusions or support particular viewpoints. In probability, they determine compound event outcomes, assign probabilities, and use digital tools to design and conduct simulations that model real-life scenarios. Throughout the unit, students apply critical thinking and justify their conclusions using evidence from data. Assessment: <i>Assessment 3.1</i> Technique: <i>Statistical Investigation</i> Mode: <i>Multimodal</i>	In this unit, students will develop their skills in applying measurement, geometry, and proportional reasoning to solve real-world problems. They calculate the surface area and volume of right prisms and cylinders and evaluate the accuracy of measurements by determining percentage errors. Students use ratio, similarity, and scale to solve two-dimensional problems such as interpreting maps, plans, and models. Students extend their geometric reasoning through the application of Pythagoras' theorem and trigonometric ratios to find unknown sides and angles in right-angled triangles. They also engage in mathematical modelling, using direct proportion, ratio, and scale to represent practical situations. Students evaluate the effectiveness of their models, refine their methods, and communicate their findings using clear mathematical reasoning. Assessment: <i>Assessment 4.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>



Inspiring Minds, Brighter Futures

Science



Science: Year 7

Unit 1	Unit 2
Biology: The Web of Life In this unit, students will explore how biodiversity is ordered and organised, and how energy and matter move through ecosystems. They will investigate the impacts of environmental changes on these systems and learn how traditional knowledge from First Nations Australians continues to guide modern conservation. Students will also examine sustainable practices, such as those used for harvesting dugongs and turtles, and discover how Indigenous land management informs contemporary strategies to protect biodiversity. Throughout this unit, students will use research, data analysis, and critical thinking to better understand the natural world. By the end, they will have developed key skills in scientific inquiry and a deeper appreciation for how ecosystems function and thrive.	Earth and Space Science: Planetary Patterns In this unit, students will explore the relationship between the Earth, Sun, and Moon to understand phenomena such as tides and seasons. Students will investigate how the positions of these celestial bodies impact our environment, from changing seasons to tidal variations. They will develop research skills, critical thinking, and data analysis abilities to explore scientific claims and challenge their ideas with evidence. By tracking real-world data, building models, and interpreting graphs, students will enhance their understanding of these cycles. Throughout the unit, students will learn how models represent scientific concepts that are difficult to experience firsthand. They will create visual representations of the Earth-Sun-Moon system and evaluate claims using evidence-based reasoning. By the end, students will gain a better understanding of our planet's interactions and strengthen their skills in scientific inquiry and argumentation.
Assessment: <i>Assessment 1.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>	Assessment: <i>Assessment 2.1</i> Technique: <i>Investigation</i> Mode: <i>Multimodal</i>
Unit 3	Unit 4
Physics: Thinking Like a Scientist In this dynamic unit, students will delve into the fascinating world of forces and motion, exploring how different forces act on objects to create movement or stability. They will learn to represent and explain the effects of these forces, uncovering the fundamental principles that govern how things move in our universe. Students will also investigate how scientific knowledge evolves over time, focusing on how new evidence and varying perspectives can shift our understanding of forces. Through hands-on experiments and real-world examples, students will observe how scientific inquiry leads to breakthroughs in knowledge. Throughout the unit, students will select and construct appropriate representations to organise and analyse data, revealing patterns and trends that illustrate the relationships between forces and motion. This unit culminates in an exam where students will showcase their understanding of forces, the nature of scientific knowledge, and their ability to analyse and communicate complex data effectively.	Chemistry: Mystery Mixtures In this chemistry unit, students will dive into the fascinating world of particles and mixtures. Using the particle theory, students will investigate how substances are made up of particles and how their physical properties influence the ways in which mixtures can be separated. Through practical experiments, students will plan and conduct safe investigations, learning how to use equipment to generate accurate data and analyse patterns. They will explore real-world applications of separation techniques, like those used by archaeologists or in laboratories. Students will also develop critical thinking skills as they evaluate their findings, identify errors, and construct evidence-based arguments to support or dispute scientific claims. By the end of the unit, students will have a deeper understanding of particles, mixtures, and how science is applied in the real world to solve complex problems. This unit is assessed through a combination of group work and an individual investigation report.
Assessment: <i>Assessment 3.1</i> Technique: <i>Experimental Investigation</i> Mode: <i>Written</i>	Assessment: <i>Assessment 4.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>

Science: Year 8

Unit 1	Unit 2
Earth and Space Science: Dynamic Earth Get ready to explore the incredible forces that shape our planet! In this unit, students will dive into the world of plate tectonics, uncovering how the shifting of Earth's massive plates creates mountains, volcanoes, and even triggers earthquakes. Through hands-on activities and digital models, students will map the dynamic movements beneath our feet and see how these processes continuously change the geosphere. Students will also journey through the rock cycle, discovering how igneous, sedimentary, and metamorphic rocks are formed and how their properties—like strength and texture—make them useful in everyday life. From the foundations of buildings to jewellery and technology, the rocks around us have amazing stories to tell. By the end of this unit, students will have a deep understanding of Earth's inner workings and the natural forces that constantly shape our world. Assessment: <i>Assessment 1.1</i> Technique: <i>Assignment</i> Mode: <i>Multimodal</i>	Biology: The Building Blocks of Life In this unit, students will explore the building blocks of life—cells—and dive deep into the functions of specialised cell structures and organelles. By investigating how these tiny parts work together to keep cells functioning, students will understand how cell structure relates to function. Students will also examine how cells combine to form tissues, organs, and entire body systems. By analysing the relationship between structure and function at the organ and body system levels, students will learn how each part of the human body is designed to work efficiently. Through hands-on investigations, model-building, and real-world examples, students will gain a deeper understanding of how specialised structures enable the body to perform its vital functions. Assessment: <i>Assessment 2.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>
Unit 3	Unit 4
Chemistry: Matter Matters In this engaging unit, students will delve into the fascinating world of matter, learning how to classify and represent different types—solids, liquids, gases, and more. Through interactive experiments and real-life examples, students will explore the properties that define each state of matter and how they interact with one another. Students will also investigate the differences between physical and chemical changes, examining how substances transform and what indicators signify these changes. By conducting hands-on experiments, students will distinguish between changes that alter a substance's form and those that create new substances altogether. This unit culminates in an exam where students will demonstrate their understanding of matter's classification, properties, and the science behind physical and chemical changes, equipping them with essential knowledge for future scientific exploration. Assessment: <i>Assessment 3.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>	Physics: Bouncing Balls In this engaging unit, students will embark on a journey through the fascinating world of energy. They will compare different forms of energy—kinetic, potential, thermal, and more—while learning how energy is transferred and transformed within simple systems. Through hands-on investigations, students will plan and conduct experiments to test their hypotheses about energy interactions, ensuring all safety protocols are followed. As they gather and process data, students will construct appropriate representations to visualise energy flows and transformations, enabling them to identify patterns, trends, and anomalies in their findings. They will learn to critically analyse their data, considering assumptions and sources of error in their methods, and evaluate their conclusions against conflicting evidence and unanswered questions. By the end of this unit, students will have a comprehensive understanding of energy dynamics and the skills necessary to conduct scientific inquiries, fostering a deeper appreciation for the role of energy in the world around them. Assessment: <i>Assessment 4.1</i> Technique: <i>Experimental Investigation</i> Mode: <i>Written</i>

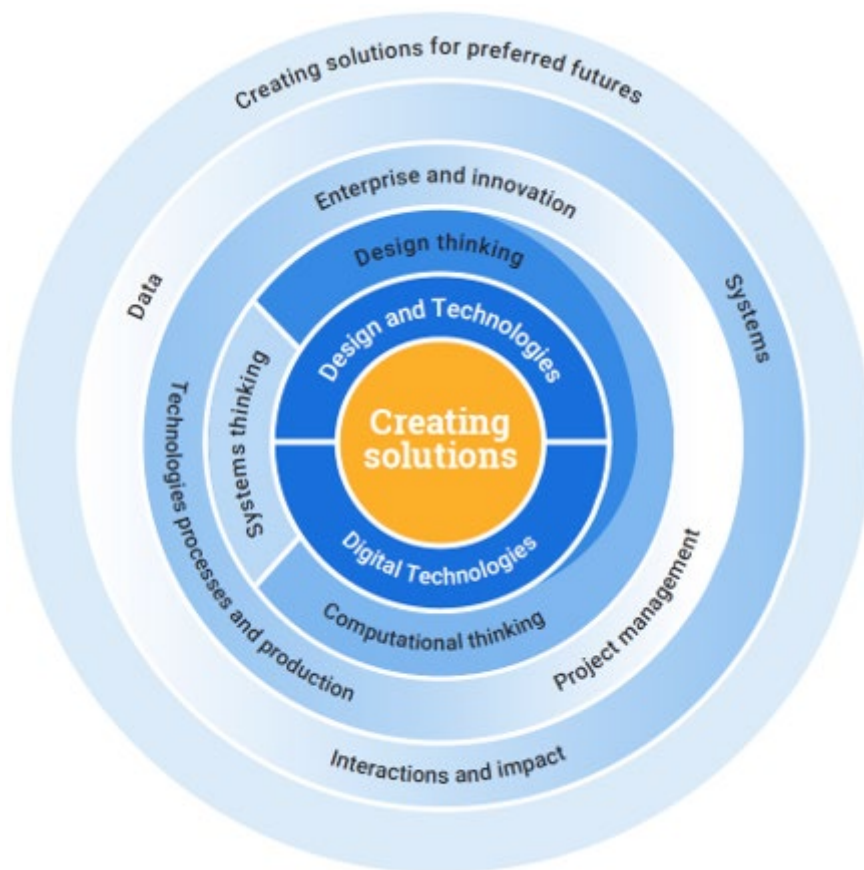
Science: Year 9

Unit 1	Unit 2
Chemistry: From Particles to Patterns	Physics: Energy in Action
In this unit, students will explore how chemical processes can be explained through changes in atoms, the rearrangement of particles, and the conservation of mass. They will plan and carry out their own safe and reproducible experiments to generate primary data in response to a scientific question. Students will learn how to organise and represent their data using tables, graphs, particle diagrams, and balanced chemical equations. They will analyse their findings to identify patterns, trends, and anomalies, and consider the impact of assumptions and errors on their results. By the end of the unit, students will have developed the skills to think scientifically, justify their reasoning, and present convincing evidence-based arguments about the chemical changes they have investigated.	In this unit, students will investigate the principles of energy conservation in simple systems and apply both wave and particle models to describe how energy is transferred. Through demonstrations, problem-solving, and analysis of real-world scenarios, students will examine how these models help explain phenomena such as sound, light, and heat. Students will also explore the processes that shape the development of scientific knowledge, including the role of publication and peer review. They will evaluate how science interacts with technologies and engineering to solve problems and drive innovation. Drawing on experimental data and secondary sources, students will analyse and connect information to identify and explain patterns, trends, relationships, and anomalies.
Assessment: <i>Assessment 1.1</i> Technique: <i>Experimental Investigation</i> Mode: <i>Multimodal</i>	Assessment: <i>Assessment 2.1</i> Technique: <i>Test/Examination</i> Mode: <i>Written</i>
Unit 3	Unit 4
Biology: Systems in Sync	Physics: Earth's Balancing Act
In this unit, students will investigate how the human body maintains homeostasis through the coordinated responses of body systems to internal and external stimuli. They will explore examples such as temperature regulation, blood glucose control, and reflex pathways to understand how multiple systems interact to keep the body in balance. Students will also examine how sexual and asexual reproduction contribute to the survival of species, comparing strategies and their role in maintaining continuity of life. Through a scientific investigation, students will research a problem, question, or hypothesis related to homeostasis or reproduction. They will select, collect, and interpret data and information, identifying assumptions, sources of error, and evaluating the validity of claims. Students will construct logical arguments supported by evidence and use scientific content, language, and text features to communicate effectively to a specific audience.	In this unit, students will investigate how interactions within and between Earth's spheres — the biosphere, atmosphere, hydrosphere, and geosphere — shape the movement of carbon through the carbon cycle. They will explore processes such as photosynthesis, respiration, combustion, and ocean absorption to understand how carbon flows and changes form across systems. Students will examine the connections between science and society, analysing how scientific understanding of the carbon cycle informs responses to issues such as climate change, land use, and sustainable energy. They will evaluate how science, technology, and decision-making interact to influence both local and global contexts. Using primary and secondary data, students will analyse and connect information to identify and explain patterns, trends, relationships, and anomalies in the carbon cycle.
Assessment: <i>Assessment 3.1</i> Technique: <i>Investigation</i> Mode: <i>Multimodal</i>	Assessment: <i>Assessment 4.1</i> Technique: <i>Project</i> Mode: <i>Multimodal</i>



Inspiring Minds, Brighter Futures

Technologies



Technologies Year 7 & 8

Food Specialisations: Year 7 and 8

Food Specialisations	
Unit 1	Unit 2
Pizza Perfection	Break the Fast - Smoothies
Students design and create solutions to maintain and enhance individual and community health. They demonstrate knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices. In this unit, student are exposed to safe work practices, the Australian Guide to Healthy Eating and a range of food preparation skills. They gain appreciation of the importance of having access to and eating a variety of foods and understand nutrition principles. They progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food.	Students design and create solutions to maintain and enhance individual and community health. They demonstrate knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices. In this unit, students are exposed to safe work practices, the Australian Guide to Healthy Eating and a range of food preparation skills. They gain appreciation of the importance of having access to and eating a variety of foods and understand nutrition principles. They progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food.
Assessment: <i>Healthy Pizza design folio</i> Technique: <i>Project</i> Mode: <i>Written/Visual/Practical</i>	Assessment: <i>Healthy Smoothie design folio</i> Technique: <i>Project</i> Mode: <i>Written/Visual/Practical</i>

Materials and Technologies Specialisations: Year 7 and 8

Materials and Technologies Specialisations	
Unit 1	Unit 2
Rubber Band Car	Metal Dust Pan
Students investigate and design a Dragster using Inventor. They apply knowledge of tools and processes to produce their selected design from wood and related materials. Students test and evaluate their design and make judgements on its success. Students have the opportunity to demonstrate high levels of complexity in the tasks, based on the compositional decisions they make and the mastery of the prescribed media.	Students Produce a dust pan using sheet metal. They apply knowledge of tools and processes to produce the dustpan to a set of specifications. They design and produce a handle for the dustpan and explore a range of production processes and evaluate the effectiveness of their choices and outcome.
Assessment: <i>Wooden Dragster design folio</i> Technique: <i>Project</i> Mode: <i>Written/Practical</i>	Assessment: <i>Dust Pan design folio</i> Technique: <i>Project</i> Mode: <i>Written/Practical</i>

Digital Technologies: Year 7 and 8

Unit 1	Unit 2	Unit 3	Unit 4
Esports Database	Create a Web App	AI, Digital Footprints and Cybersecurity	Robotics/Arduino
Students will explore the world of esports, the growing billion-dollar industry of competitive gaming. Students will utilise an understanding of esports industry to design user stories and criteria for the generation of an esports tournament database. Students will then build this database in Excel and evaluate its effectiveness.	Web applications (Web Apps) are now a major source of traffic online, from sites like Youtube to platforms like Canva, Web Apps provide millions of people with interactive applications in their browser. With the advent of AI, it is now even easier to develop your own web app. Students will use Canva AI to code multiple web apps and evaluate them against user stories and design criteria.	Students will be exposed to the ever-changing landscape of AI. Students will investigate machine learning and use Scratch and other programs to simulate basic machine learning. Students will effectively understand how to protect their digital footprint in the world of deepfakes, phishing and misinformation from AI. Students will be able to explain how networks transmit and secure data considering cybersecurity.	Students will be introduced to the concept of microcontrollers including Arduino. Students will build multiple small projects in class groups with guidance of the teacher. Students will then be tasked with coding and building a solution to a given problem. Students will select hardware for their solution including input and output and will represent their code in flowcharts before implementing it. Students will discuss how the binary data is being utilised in the Arduino to solve their problem.
Assessment: <i>eSports Database</i> Technique: <i>Project</i> Mode: <i>Practical</i>	Assessment: <i>Web App Prototyping</i> Technique: <i>Project</i> Mode: <i>Multimodal</i>	Assessment: <i>AI and Digital Footprints</i> Technique: <i>Exam</i> Mode: <i>Written</i>	Assessment: <i>Personal Binary Interpreter</i> Technique: <i>Project</i> Mode: <i>Practical</i>

Technologies Year 9

Food Specialisations: Year 9

Food Specialisations	
Unit 1	Unit 2
Lunchtime Solutions	The Tote Project
Students design and create solutions to maintain and enhance individual and community health. They demonstrate knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices. In this unit, student are exposed to safe work practices, the Australian Guide to Healthy Eating and a range of food preparation skills. They gain appreciation of the importance of having access to and eating a variety of foods and understand nutrition principles. They progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food.	Students design, plan and construct a functional and aesthetically pleasing tote bag. They demonstrate knowledge of fabric types, explore sustainable design principles and develop practical skills in sewing, pattern reading and construction techniques. In this unit students will investigate fibre types and their properties and generate annotated sketches. They learn and apply safe work practices with sewing machines and sewing tools. Students reflect on their design choices and evaluate the success of their final product against design criteria.
Assessment: Lunchbox item design folio Technique: Project Mode: Written/Visual/Practical	Assessment: Tote bag sewing item Technique: Project Mode: Written/Visual/Practical

Materials and Technologies Specialisations: Year 9

Materials and Technologies Specialisations		
Unit 1	Unit 2	Unit 3
Dragster	Carry-All	CADD
Students design and fabricate their own CO₂ Dragster to satisfy predetermined specifications. They will then race these cars at the end of the unit. Students use the design process to produce a product that satisfies identified needs. They apply knowledge tools and machinery used in the production of projects and design outcomes. They select and use tools correctly and safely to manipulate materials. The learn	Students create a sheet metal Carry All to given specifications. Design and make a tray/insert for the Carry All. Students create products to a standard and specification They apply knowledge of tools and machinery used in the production of projects and design outcomes. They use tools correctly and safely to manipulate materials. They learn how to work	Students to develop knowledge and skills implicit in the design and drafting industry and apply CADD processes to produce formal drawings. Students to model and assemble all components. They learn how to model effectively and interpret information given in a drawing. They learn to create different parts and assemble using Assembly tools. They utilise Inventor

to work sustainably to minimise environmental impacts. They investigate physical variables impacting the performance of their designed solution. They identify criteria for evaluation of success. They use language conventions to write empirical procedures. They evaluate the effectiveness of the product and reflect on the processes and procedure, including problems that may/have occurred and make suggestions for improvement. They take part in collaboration, cooperation, and communication to work safely in a shared environment	sustainably to minimise environmental impacts. They use language conventions to write empirical procedures.	to generate dimensioned Orthographic drawings for each component.
Assessment: CO ² Dragster design folio Technique: <i>Project</i> Mode: <i>Written/Practical</i>	Assessment: Carry-All drawing folio Technique: <i>Project</i> Mode: <i>Written/Practical</i>	Assessment: CADD design folio Technique: <i>Project</i> Mode: <i>Written/Practical</i>

Digital Technologies: Year 9

Unit 1	Unit 2
Build a Handheld Gaming Console	Kali Linux – Pen Testing
Students will learn how to use digital tools to model and 3D print objects. They will decompose real-world problems and consider user stories and user needs. Students will design, model and build a handheld gaming console using 3D printers and Raspberry Pi's.	Students will explore cybersecurity threats and how data is transferred and secured in networks. Students will utilise Kali Linux to learn about penetration testing and to practice various cybersecurity processes. Students will be able to identify threats and plan their responses to these threats
Assessment: <i>Handheld console</i> Technique: <i>Project</i> Mode: <i>Practical</i>	Assessment: <i>Vulnerability report and Pen test</i> Technique: <i>Exam</i> Mode: <i>Multimodal (Written and Practical)</i>



Inspiring Minds, Brighter Futures

The Arts



The Arts: Year 7 & 8

Visual Art	
Unit 1	Unit 2
In My Element	Identity: This is Me
Students create a folio of tasks related to the Elements of Art. Written tasks accompany each making task as students reflect, evaluate and generate their visual arts practice. Students consider presenting and exhibiting artworks for a particular audience	Students create a folio of tasks related to the theme "Identity". Students explore their own identity and culture and understand how First Nations artists display aspects of culture through their art work. Students explore Masks from many cultures, times and places. Students write reflections of their work, document and develop ideas for artworks and manipulate visual art conventions and materials to create individual responses.
Assessment: <i>Folio of work</i> Technique: <i>Folio</i> Mode: <i>Written/Practical</i>	Assessment: <i>Folio of work</i> Technique: <i>Folio</i> Mode: <i>Written/Practical</i>

Drama	
Unit 1	Unit 2
Improvisation	Melodrama
Students present performing tasks and write reflections about their own Drama practices. This is done via two assessment tasks Tasks are aligned to the understanding of the Elements of Drama. Students have the opportunity to demonstrate high levels achievement in the group tasks, based on their individual performances.	Students present a scripted performance in small groups and write a series of rehearsal reflections about their own Drama practices. This is done via two assessment tasks. Tasks are aligned to the understanding of the Elements of Drama and conventions of Melodrama. Students have the opportunity to demonstrate high levels of achievement in the group task, based on their individual performance.
Assessment: Performance and responding task Technique: <i>Performance/Presentation</i> Mode: <i>Written/Practical</i>	Assessment: Performance and responding task Technique: <i>Performance/Presentation</i> Mode: <i>Written/Practical</i>

Music	
Unit 1	Unit 2
Classical goes Pop - Performance	Classical goes Pop - Composition
Students will perform short pieces and or exercises on the keyboard and guitar manipulating the elements of music to demonstrate performance skills on instruments for an audience. Students will then evaluate their performances on how they have manipulated relevant elements of music and devices.	Students will compose an original song incorporating a given melody within the piece. Students will manipulate music elements and compositional devices relevant to their chosen style to communicate an original idea. Students will then analyse their use of music elements and compositional devices to reinvent a historical melody.
Assessment: Performance and responding task Technique: <i>Performance/Presentation</i> Mode: <i>Written/Practical</i>	Assessment: Composition and responding task Technique: <i>Performance/Presentation</i> Mode: <i>Written/Practical</i>

Dance	
Unit 1	Unit 2
Popular Dance	Choreographic Studies
Students perform a teacher-devised Popular Dance routine demonstrating technical and expressive skills and complete a written response analysing and evaluating how elements of dance are used to communicate meaning. Students also develop a short choreographic sequence.	Students extend and refine their Unit 1 choreography by manipulating the elements of dance and choreographic devices. They document/refine their choreographic choices and rehearse and perform the completed work for a live audience.
Assessment: Performance and responding task Technique: <i>Performance/Presentation</i> Mode: <i>Written/Practical</i>	Assessment: Choreography and Performance Project Technique: <i>Project</i> Mode: <i>Practical</i>

The Arts: Year 9

Visual Art	
Unit 1	Unit 2
Food for thought	The object of my affection
Students explore contemporary art movement Pop Art through photoshop exploration and a 3D folio of works. Students will consider the work of Pop Artists for inspiration in their own art making. Students will analyse their application of the elements of art and inspiration drawn from relevant artists.	Students explore drawing and painting techniques and processes to create a still-life painting. Students analyse the work of a still life artist and reflect on their application of the elements of art during the unit.
Assessment: <i>Art work and Artist analysis</i> Technique: Other Mode: <i>Written/Practical</i>	Assessment: <i>Art work and Artist analysis</i> Technique: Other Mode: <i>Written/Practical</i>

Drama	
Unit 1	Unit 2
Cultural Storytelling	Realism
In this unit, students will explore the concept of cultural storytelling* and how oral traditions help to keep culture and knowledge alive. Students will watch a performance that reflects the impact on culture on sharing stories for audiences. Students will create a monologue based on their research of a culture, sharing perspectives and stories	In this unit, students will explore and develop an understanding of realism in relation to celebrating and/or challenging the Australian Identity. Students will work in groups to rehearse and perform a scripted performance for an audience of their peers
Assessment: Individual Performance and responding task Technique: <i>Performance</i> Mode: <i>Written / practical / multimodal</i>	Assessment: Group Performance Technique: <i>Performance</i> Mode: <i>Practical</i>

Music	
Unit 1	Unit 2
Game Music - Performance	Game Music - Composition
Students will develop skills in performance and composition in the genre of game music. Throughout this unit students will explore how music can manipulate the way games and scenes are viewed and played to create atmosphere and engage the audience. Students will also analyse and evaluate the work of others and how it informs the music that they have composed.	Students will develop skills in performance and composition in the genre of game music. Throughout this unit students will explore how music can manipulate the way games and scenes are viewed and played to create atmosphere and engage the audience. Students will also analyse and evaluate the work of others and how it informs the music that they have composed.
Assessment: Performance and responding task Technique: <i>Performance</i> Mode: <i>Practical / written</i>	Assessment: Composition and responding task Technique: <i>Performance</i> Mode: <i>Practical / written</i>

Dance	
Unit 1	Unit 2
Commercial Dance	Partnering
Students explore the world of Commercial Dance and the diverse careers available within the industry, including professional dancers, choreographers, dance teachers, cruise ship and theme park performers, music video and backup dancers, and stage performers. Students develop technical and expressive skills through learning, rehearsing and performing commercial choreography. Students analyse how choreographic and performance choices communicate ideas, meaning and purpose to an audience.	Students explore Partnering through Contemporary/Lyrical Dance, Social/Popular Dance and Ballroom/Latin Dance. They develop safe partnering techniques, including weight sharing, counterbalance, lifts and spatial relationships, before creating, refining and performing their own partnered choreography.
Assessment: Commercial Dance Project Technique: <i>Project</i> Mode: <i>Practical / Written</i>	Assessment: Partnering Performance & Choreography Technique: <i>Performance/Presentation</i> Mode: <i>Practical</i>



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