

Year 9 2027

Curriculum Handbook



WYNNUM
STATE HIGH SCHOOL

We're Wynnum, We're PROUD





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Middle School at Wynnum State High School

At Wynnum State High School, the Middle School years are an important time of discovery, direction and growth. Year 9 and Year 10 are not simply a bridge between junior and senior schooling; they are a vital stage where students begin to better understand themselves as learners, as people, and as young adults preparing for their future.

Our Middle School philosophy is:

“Discover who you are, explore what’s possible, and build the direction for your future.”

This philosophy guides the way we support students across Years 9 and 10. We want every student to develop a clearer understanding of their strengths, interests, values and passions. Students are encouraged to reflect on who they are, what they enjoy, what they are good at, and what kind of future they may want to work towards. The aim is to help students build confidence, make informed decisions, and take ownership of their learning journey.

In Year 9, students begin this process by exploring their strengths, interests, passions, possible career areas and subject choices for Year 10. This helps them see the connection between their current learning and the pathways that may be available to them in the future.

In Year 10, this thinking becomes more focused. Students are supported to consider their options beyond school, including senior subjects, future study, training, apprenticeships, traineeships, TAFE, university and employment pathways. They begin to ask important questions about what their final two years of schooling could look like and how their choices can support their goals.

A key part of our Middle School approach is helping students become active leaders in their own planning. Rather than subject selection and pathway decisions being something that simply happens to students, we want students to understand the process, ask questions, seek advice, reflect on their progress and make informed choices. This includes building stronger links between subject selection, personal strengths, interests, career planning and future goals.

Ultimately, our Middle School philosophy is about helping students move from uncertainty to clarity. We want students to know themselves, understand what is possible, and begin building a meaningful pathway towards their senior schooling and life beyond Wynnum State High School.

How is Year 9 different to Year 8?

Year 9 is an important step into Middle School, where students begin to experience greater choice, independence and responsibility in their learning. Unlike Year 8, students are no longer locked into set core classes for all subjects. This provides more freedom and flexibility, helping students begin to develop the confidence and independence they will need as they move towards senior schooling.

In Year 9, students choose two elective subjects that they study for the whole year. This allows them to explore areas of interest in more depth and begin thinking about their strengths, passions and future pathways. Students also study one semester of HPE, and one semester of History.

A key feature of Year 9 is Year 9 Camp, which focuses on building leadership, strengthening relationships between peers, and helping students grow in confidence. Year 9 is a year where students are encouraged to discover more about who they are, develop positive learning habits, and begin making more informed choices about their future.

PROUD Start

PROUD Start is the daily 10-minute start to the school day where students connect with their teacher, settle into learning, and focus on what it means to be a PROUD Wynnum student. Wynnum State High School's PROUD values are Positive, Respectful, On Task, Unified and Determined, and these values sit at the heart of the school's expectations and culture.

For Middle School students, PROUD Start is a valuable opportunity to begin the day with purpose. It can be used for short discussions, reflection, goal setting, wellbeing check-ins, notices, and activities that help students think about who they are becoming as young people.

For parents and carers, PROUD Start supports consistency, routine and connection. It gives students a calm and purposeful beginning to the day and reinforces the behaviours and attitudes that help them succeed at school.

Linked to the Middle School philosophy, PROUD Start helps students discover who they are by reflecting on their choices, values and behaviours; explore what's possible by engaging in short ideas, challenges and discussions; and build the direction for their future by starting each day with focus, responsibility and purpose.

PROUD Pathways

PROUD Pathways is a weekly lesson that supports students to think more deeply about themselves, their learning, their wellbeing and their future. Wynnum State High School describes PROUD Pathways as focusing on pathways, goal setting, academic organisation, emotional and social health and wellbeing.

In the Middle School, PROUD Pathways gives students time to engage in important learning beyond their regular subjects. This includes units on personal health, relationships, safe decision making, career planning, personal reflection on grades and results, academic organisation, study skills and goal setting. It helps students make connections between their choices at school now and the opportunities available to them in the future.

PROUD Pathways is underpinned by the Positive Psychology framework of PERMAH, developed from the work of Martin Seligman. PERMAH focuses on the key elements that support wellbeing and flourishing: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health. Through this framework, students are supported to build positive habits, strengthen relationships, reflect on their progress, set meaningful goals and develop the skills needed to thrive both at school and beyond.

For students, PROUD Pathways is about learning how to understand themselves, manage challenges, make safe and informed decisions, set meaningful goals, and begin planning for future pathways. For parents and carers, it provides a structured program that supports conversations at home about learning progress, wellbeing, friendships, decision making, careers and future aspirations.

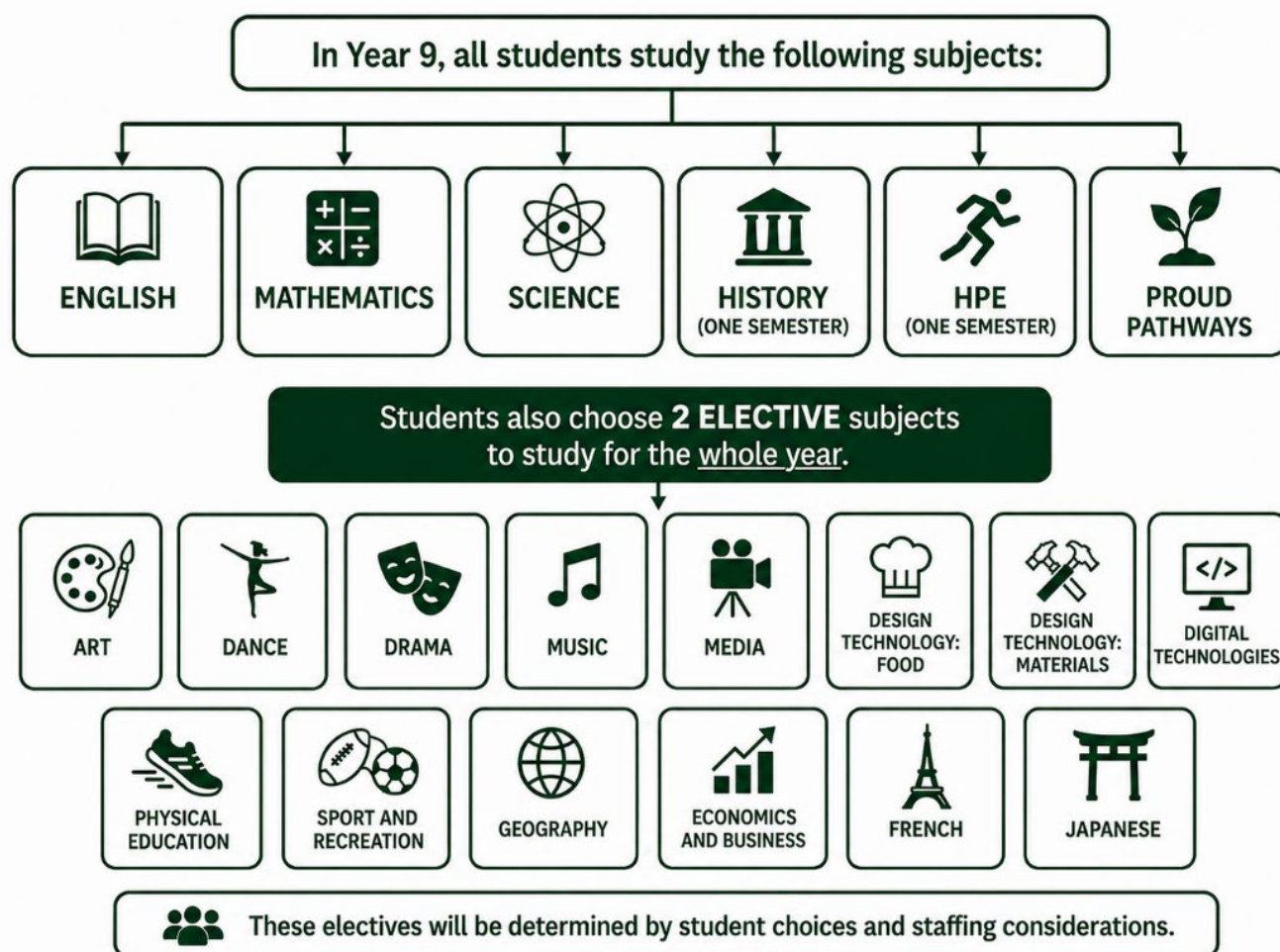
PROUD Pathways strongly reflects the Middle School philosophy: Discover who you are, explore what's possible, and build the direction for your future. Students are encouraged to discover their strengths, interests and values; explore careers, study options and personal possibilities; and build direction through goal setting, reflection and planning. In Year 10, this connects directly to career development, senior subject selection and SET Planning.

Choosing Subjects in the Middle School

Choosing subjects is an important part of helping students build direction for their future. Students are encouraged to select subjects that connect with their interests, strengths and passions, while also considering how these choices may support future learning, senior subjects and life beyond school.

Where possible, subject choices should build on one another. This means students should think carefully about how their electives can help them develop the skills, knowledge and confidence needed for success in Years 11 and 12. For example, a student interested in creative industries, sport, technology, business, languages, humanities, trades or university pathways should consider subjects that help them explore and strengthen these areas over time.

The goal is not for students to have their whole future planned, but to begin making thoughtful and informed choices. By choosing subjects with purpose, students can better discover who they are, explore what's possible, and build the direction for their future.



English

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
English	English	English	- English - Introduction to Literature - Introduction to Essential English	- English - Literature - Essential English

Unit	Topic	Unit Description	Assessment
1	Speculative Fiction What if...	Students explore elements of good narrative writing in the speculative fiction genre: eg superheroes, fantasy, science fiction – all the 'what if' fictions. Students will write their own speculative fiction narrative.	Narrative <i>written</i> 600-700 Words
2	Novel study for analysis	Students will study a novel, either <i>Tiger Daughter</i> by Rebecca Lim or <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon. Students will analyse the themes, characterisation and aesthetic elements of the novel. They will write an analytical essay in exam conditions.	Analytical Essay Exam <i>written</i> 600-700 Words
3	About Justice	Students will consider the ethical implications of justice systems and human action in a unit exploring representations of justice, terror, and the philosophical concept of Utilitarianism. A number of shorter texts will be studied, including Reginald Rose's <i>Twelve Angry Men</i> and Ferdinand von Shirach's <i>Terror</i> . The assessment for this task is a feature article that explores the messages in these texts and connects them to contemporary ethical issues.	Feature Article <i>written</i> 600-700 Words
4	Youth in the Media	Students will explore representations of youth found in a variety of media: news media, social media, entertainment. They will present a spoken analysis of 2 media texts representing youth and evaluate the fairness of the representations.	Analysis <i>spoken</i> 4-5 Minutes

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 9 booklist for required stationery

Mathematics

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Mathematics	Mathematics	Mathematics	• Introduction to Essential Mathematics • Mathematics Extension Mathematics • Introduction to Specialist Mathematics	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics

Unit	Topic	Unit Description	Assessment
1	Indices; Algebraic Expressions; Measurement	• Apply the exponent laws with positive integers to variables. • Expand binomial products and factorise monic quadratic expressions. • Apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. • Express small and large numbers in scientific notation. • Determine percentage errors in measurements.	Examination <i>60 minutes</i>
2	Pythagoras' Theorem; Similarity; Trigonometry	• Apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. • Solve problems involving ratio, similarity and scale in two-dimensional situations. • Apply the enlargement transformation to images of shapes and objects and interpret results.	Examination <i>60 minutes</i>
3	Statistics; Linear Functions	• Compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. • Explain how sampling techniques and representations can be used to support or question conclusions or promote a point of view. • Find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. • Solve practical problems involving direct proportion, including financial contexts.	Problem Solving and Modelling Task <i>8 pages</i>
4	Quadratic Functions	• Graph quadratic functions. • Describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations. • Use mathematical modelling to solve problems involving quadratic functions.	Examination <i>60 minutes</i>
5	Quadratic Equations; Probability	• Solve monic quadratic equations with integer roots algebraically. • Determine sets of outcomes for compound events and represent these in various ways. • Assign probabilities to the outcomes of compound events.	Examination <i>60 minutes</i>

Cost and materials

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Science

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Science	Science	Science	Science	• Biology • Chemistry • Physics • Aquatic Practices • Certificate III in Laboratory Skills

Unit	Topic	Unit Description	Assessment
1	Biology: Reproduction	Take a closer look at how things create the next generation. Compare sexual and asexual reproduction, and how these processes help species survive over time.	Written Examination <i>60 minutes</i>
2	Earth Science: Carbon Cycle	Follow the journey of carbon as it moves through Earth's systems. From the atmosphere to living things, to the oceans and the ground. Explore how Earth's spheres interact to shape our planet's climate and life. Discover how human activities are interrupting the carbon cycle and creating long term impacts on our planet.	Research Task <i>Length: 600-800 Words</i>
3	Biology: Homeostasis	Explore how body systems provide a coordinated response to stimuli. Plan and conduct experiments to discover how the human body maintains its temperature and energy needs.	Student Experiment <i>Length: 600-800 Words</i>
4	Chemistry: Atoms & Energy	Discover the workings of chemical reactions during which atoms combine, separate, or rearrange, whilst still maintaining total mass. Learn about energy transformations and transfers, and use wave and particle models to explain how energy moves through different mediums.	Written Examination <i>60 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

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Health & Physical Education (HPE)

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
HPE	HPE	Core - HPE Elective - Physical Education - Sport & Recreation	Core - HPE Elective - Physical Education - Sport & Recreation	- Physical Education - Sport & Recreation - Certificate III in Fitness - Certificate III in Health Services Assistance

Health and Physical Education (core subject – one semester only)

In Health and Physical Education, students analyse factors that influence identities, relationships, decisions, and behaviours in a variety of contexts. They evaluate strategies to enhance their own and others' health, safety, and wellbeing, including the impact of external influences such as relationships, media, societal expectations, and cultural norms. Through movement and physical activity, they refine their skills, adapt strategies, and collaborate effectively to achieve personal and team goals. Students also evaluate how physical activity and fitness contribute to overall health and wellbeing.

Unit	Topic	Unit Description	Assessment
1 (Theory)	Health: Sustainable Health Challenge	In this unit, students explore factors supporting sustainable health, including physical activity, nutrition, mental wellbeing, and community connection. They examine external influences on decision-making and develop a plan to address a community health concern.	Multimodal Presentation <i>Length: up to 5 minutes</i>
1 (Prac)	Movement: Team Ball Sports, Net Sports or Striking Sports	In this unit, students will participate in a selected physical activity, demonstrating specialised movement skills and applying them in various contexts. They will refine strategies to improve individual and team performance and evaluate their effectiveness in achieving desired outcomes.	Physical Performance and Written Evaluation <i>Length: up to 300 words</i>
2 (Theory)	Health: Respectful Relationships	In this unit, students will examine the features of respectful relationships. They will develop an understanding of consent, methods of contraception and sexually transmitted infections to promote positive health and wellbeing. They will evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts.	Written Assignment <i>Length: 600-800 words</i>
2 (Prac)	Movement: Team Ball Sports, Net Sports or Striking Sports	In this unit, students will participate in a selected physical activity, demonstrating specialised movement skills and applying them in various contexts. They will refine strategies to improve individual and team performance and evaluate their effectiveness in achieving desired outcomes.	Physical Performance and Written Evaluation <i>Length: up to 300 words</i>

Cost and materials

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Refer to the Year 9 booklist for required stationery

Year 9 Physical Education (Elective)

Physical Education focuses on the integration of theoretical knowledge and practical performance to develop students' understanding of physical activity, sport, and exercise. Students explore topics such as anatomy, biomechanics, motor learning, and sport psychology to analyse and improve performance. Through physical performance and inquiry-based learning, students develop skills in critical thinking, problem-solving, and decision-making, preparing them for further study and careers in Senior Physical Education, as well as the health, sport, and fitness industries.

88% of results across each semester come from written work. 12% of results come from physical performance.

Prerequisite: Students are only able to select this subject if they were a member of the Year 8 SHAPE Program. Students who are not in the SHAPE Program, are required to have achieved an A in Year 8 HPE.

Unit	Topic	Unit Description	Assessment
1	Equity: Barriers and Enablers	In this unit, students will engage with and understand equity concepts such as equity and access, interact to impact engagement in physical activity, factors acting as barriers or enablers to physical activity and megatrends interacting to influence these factors. They will identify relationships between factors and devise and evaluate the effectiveness of equity strategies to influence personal, social, cultural and environmental factors in physical activity.	Written Assignment <i>Length: up to 1200 words & Physical Performance</i>
2	Sports Psychology & Netball	In this unit, students will engage with and understand sports psychology concepts such as motivation, confidence, arousal, attention and concentration as well as body and movement concepts. They will devise sports psychology strategies to optimise performance and evaluate the effectiveness of these strategies. This unit will be covered in the context of Netball.	Written Assignment <i>Length: up to 1200 words</i>
3	Motor Learning & Badminton	In this unit, students will engage with and understand motor learning concepts such as motor skills, motor programs, categories of motor skills, characteristics of motor skills, the cognitive systems approach, the dynamic systems approach (including constraints and rate limiters), practice, feedback and body and movement concepts. They will devise motor learning strategies to optimise performance and evaluate the effectiveness of these strategies. This unit will be covered in the context of Badminton.	Multi-Modal <i>Length: up to 9 minutes</i> <i>Physical Performance Evidence: up to 2 minutes</i>
4	Biomechanics & Functional Anatomy	In this unit, students will explore the principles of functional anatomy and biomechanics to understand how the human body moves and performs during physical activity. They will analyse how forces, motion, and levers influence movement efficiency and performance. Through practical activities and movement analysis, students will apply their knowledge to improve technique, enhance performance	Exam <i>70 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 9 booklist for required stationery

Year 9 Sport and Recreation (Elective)

In Sport and Recreation, students engage in a variety of physical activities to develop practical skills, teamwork, and leadership abilities. They explore the role of sport and recreation in promoting health and wellbeing, while investigating safety, event management, and community participation. Through practical and theoretical learning, students plan, implement, and evaluate strategies to enhance performance, organise recreational activities, and contribute to active and healthy lifestyles.

Unit	Topic	Unit Description	Assessment
1	Fitness for Sport & Recreation	In this unit, students examine the benefits of physical activity and the risks of inactivity. They investigate participation trends among Year 9 students and other groups, identify barriers, and analyse data to propose a strategy to improve fitness or participation. Students justify their strategy and participate in various fitness activities, with their performance assessed throughout the term.	Project <i>Length:</i> <i>up to 600 words</i> <i>Physical Performance and Written Evaluation - up to 300 words</i>
2	Event Management	In this unit, students learn how to plan, manage, and run a sports tournament. They explore event formats, risk management, promotion, and audience engagement. Students will design and conduct a tournament, create promotional materials, plan fixtures, and complete a risk assessment. After running the event, they will evaluate its success and recommend improvements.	Project <i>Length:</i> <i>500-700 words</i> <i>Physical Performance and Written Evaluation - up to 300 words</i>
3	Australian Sport History	In this unit, students will examine the role physical activity has played historically in defining cultures and cultural identities. They will research athletes, sporting teams and events that have shaped Australia as a nation. Students will participate in team ball sports. They will apply and transfer movement concepts and strategies to new and challenging movement situations in popular sports in Australia.	Written Assignment <i>Length:</i> <i>500-700 words and Physical Performance</i>
4	Outdoor Recreation	In this unit, students explore outdoor recreation, including planning, risk management, and sustainable practices. They design an overnight camping trip to North Stradbroke Island, incorporating trialled activities, analysing planning factors, and proposing improvements. Students will engage in a range of outdoor recreation activities, including orienteering, camping and swimming.	Project <i>Length:</i> <i>500-700 words</i> <i>Physical Performance and Written Evaluation - up to 300 words</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 9 booklist for required stationery

Humanities and Social Sciences

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Humanities	Humanities	Core - History Electives - Economics and Business - Geography	Core - History Electives - Economics and Business - Geography - Introduction to Ancient History	- Ancient History - Business - Geography - Modern History - Social and Community Studies - Tourism - Certificate III in Business

History (Core – one semester only)

Year 9 History is a compulsory core subject. Students study two units of History across one semester only. The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in the First World War (1914–1918), known as the “war to end all wars”.

Unit	Topic	Unit Description	Assessment
1	Making and Transforming the Australian Nation	Students learn about the significant events, developments and ideas in Australia during the period from colonisation to Federation. They consider how this period made Australia the nation it is today. Students also explore key historical figures and groups that transformed Australia during this time. (e.g. convicts, free settlers and Chinese goldminers) to consider a range of push and pull factors influencing the movement of people. They build their critical and creative thinking skills through examining primary and secondary sources to understand the frontier war period, the impacts of expanding European settlement and aspects of source analysis such as origin, purpose, usefulness and reliability.	Short Response Examination <i>2 x 70 min lessons</i>
2	World War I	Students consider deeply the significance of Australia's involvement in the First World War and how this contribution led to Australia's burgeoning nationhood. They study primary sources to develop an understanding of the range of Australians who joined the Australian Imperial Forces, including First Nations Australians, and their reasons for enlisting. Students explore the places Australians fought (e.g. Gallipoli, the Western Front and the Middle East) to compare perspectives on the nature of fighting and the experiences of soldiers. Students learn about the effects of the First World War	Portfolio of Work <i>Length: 600-800 words e.g. research, paragraphs, timeline</i>



		on Australian society through discussions about conscription and the role of women, with a focus on developing their ethical understanding.	
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Cost and materials

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Refer to the Year 9 booklist for required stationery.

There will be a curriculum incursion which will incur a cost of approximately \$15 - \$20.

Economics and Business (Elective)

Year 9 Economics and Business is an elective subject. Students study four units across the full year. The Year 9 curriculum provides a study of;

Unit	Topic	Unit Description	Assessment
1	Financial Risks and Rewards	Students study how and why the financial sector plays an important role in the Australian economy. Through locating, selecting and analysing data and information, they use their critical thinking skills to investigate the ways in which a financial sector decision can potentially affect economic and business decisions made by the consumer, business and/or government sectors. Students consider how individuals manage their finances to minimise possible risks and maximise rewards.	Research Portfolio <i>Length:</i> 600 – 800 words
2	Australia's Trading Connections	Students study the economic and business connections that Australia has across the globe. They interpret a range of data and information from historical and contemporary sources (e.g. Australian Bureau of Statistics graphs, infographics, cartoons, media commentaries) to examine Australia's trading relationships. Through case studies, they investigate the significance of trade with Asian countries (e.g. China, Japan, India), and analyse the benefits of trade with Asia, as well as the challenges for Australian businesses.	Short Response Exam 2 x 70 mins lessons
3	Creating a Competitive Advantage	Students explore the reasons businesses seek to build or create a competitive advantage. They delve into the processes that businesses use to build connections. Students investigate processes that businesses use to produce goods and services at a lower cost. They consider how businesses innovate and differentiate their products and services from competitors, with a focus on the ways that First Nations Australian businesses out-perform competitors and innovate in global markets.	Business Report <i>Length:</i> 800 words
4	A Business Venture	Students will apply their knowledge and understanding gained throughout the year to create and run their own business venture for a Market Day at WSHS.	Vlog/Blog <i>Length:</i> 3-4 mins + Market Day

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).

Refer to the Year 9 booklist for required stationery.

There may be a curriculum excursion during the year, which could incur a small cost.

Geography (Elective)

Year 9 Geography is an elective subject. Students study four units across the full year. The Year 9 curriculum provides a study of:

Unit	Topic	Unit Description	Assessment
1	Biomes	Students explore the major biomes of the world by investigating and comparing locations, climate, soils, dominant vegetation and level of productivity. They examine data and maps to analyse the distribution of biomes as regions. Students investigate global land use and draw inferences about the effects of human activity on natural biomes. They analyse data and information related to a particular food crop to compare environmental, economic and technical factors that influence agricultural productivity, e.g. rice production in Australia and Thailand.	Combination Response Exam <i>2 x 70 mins lessons</i>
2	Food Security	Students investigate food security through case studies from across the world, including Haiti and Yemen. They represent raw data about food security in a series of maps and graphs and examine challenges to sustainable food production and food security. Students draw evidence-based conclusions about the impacts of food insecurity on people, places and the environment. They investigate management strategies that could be implemented to manage food security and make recommendations.	Data Report <i>Length:</i> <i>600-800 words</i>
3	Geographies of Interconnections	Students investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students explore interconnections relating to technology, transport, trade and tourism by interpreting and analysing graphs, maps, data and information. They consider equity of access for different people in different places and evaluate the costs and benefits of these interconnections.	Portfolio of Work <i>Length:</i> <i>800 words + survey and graphs</i>
4	Interconnections and Tourism	Students focus on interconnections relating specifically to tourism and leisure. They explore the benefits of tourism and leisure activities for individuals and communities. Students participate in a local field trip to investigate the tourism interconnections between people and places and environments in the Wynnum-Manly area. They collect, represent and compare data and information from this fieldwork to draw conclusions about potential environmental, economic and social impacts of tourism in the region and make a recommendation to enhance local sustainable tourism.	Field Report <i>Length:</i> <i>800 words + maps/graphs</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).

Refer to the Year 9 booklist for required stationery.

There will be a fieldwork excursion for the final unit which could incur a cost of approximately \$50 - \$70.

Languages

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
- French - Japanese	- French - Japanese	- French - Japanese	- French - Japanese	- French - Japanese

In Year 9, students may select a Language to study as an elective for the full year. They may opt to study either French or Japanese.

Language learning in Year 9 builds on each student's prior learning and experiences. Students use French/Japanese to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of French/Japanese in local and global settings.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

French (Elective)

Unit	Topic	Unit Description	Assessment
1	Going Shopping	Students learn names of shops and places around town using the French language. They create real-world French dialogues to practice shopping in France. Students learn to follow directions to find places on a map. They reflect on their own language use and cultural identity and draw on their experiences of learning French to discuss how this learning influences their ideas and ways of communicating.	Examination: Short Response: Listening and Writing <i>70 minutes</i>
2	My Hero	Students develop their French language skills to speak and write about someone they admire. They reflect on admirable traits and use the conditional mood to talk about their own aspirations. Students explore their understanding of context, purpose and audience in both spoken and written French texts.	Examination: Short Response: Reading <i>65 minutes</i>
3	My Typical Day Ma Routine Quotidienne	Students learn to describe their daily routines, using reflexive verbs and telling time. They develop their ability to use French language to speak about school and their subject preferences. Students practice their ability to use non-verbal and spoken language by applying features of the French sound system to enhance fluency.	Multimodal Presentation and Reflection <i>Length: 3 mins + 200 words</i>
4	Holidays En Vacances	Students learn to speak in the future tense about upcoming holiday plans. They develop their ability to describe a location in a foreign country and speak about the weather. Students extend their ability to interpret and analyse information and ideas in written French texts.	Examination: Short Response: Reading and Writing <i>70 minutes</i>

Japanese (Elective)

Unit	Topic	Unit Description	Assessment
1	Hobbies	Students compare hobbies in Australia and Japan, and develop their skills of describing their likes, dislikes and abilities using Japanese language. They revise their preferences and time words and learn how to speak about abilities and frequency. Students discuss structures and features of texts, using metalanguage Katakana and new kanji script are introduced.	Examination: Short Response: Reading <i>65 minutes</i>
2	Festivals and Celebrations	Students investigate the culture of Japanese festivals and celebrations and compare with Australian festivals and celebrations. They learn how to write about various festivals and what typically happens at these events using a range of adjectives with a variety of adjective conjugations.	Project: Written Poster <i>12-16 sentences + visuals</i>
3	Animals	Students learn how to describe animals and speak about their abilities and likes and dislikes. They further develop their ability to communicate using non-verbal and spoken language. Students apply features of the Japanese sound system to enhance their fluency.	Multimodal Presentation <i>3 minutes</i>
4	My House	Students compare and contrast housing in Japan and Australia. They learn how to write and speak about their own house and what items can be found in rooms. Students use Japanese language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world.	Examination: Short Response: Listening and Writing <i>70 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).
Refer to the Year 9 booklist for required stationery.

Design Technologies

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies	• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies	• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies	• Design Technologies - Food • Designs Technologies • Digital Technologies • Certificate I in Furnishing	• Design • Digital Solutions • Early Childhood Studies • Certificate III in Hospitality • Certificate II in Applied Digital Technologies • Certificate II in Engineering Pathways • Certificate II in Furniture Making Pathways • Certificate II in Construction Pathways • Certificate III in Education Support

Design Technologies - Food

Unit	Topic	Unit Description	Assessment
1	Tuckshop Tucker	Students will utilise the kitchens to design products that incorporate concepts of personal safety, time management, Australian Guide to Health Eating, food chemistry, food nutrition labelling software, kitchen skills, packaging and marketing and design. Students design a nutritious food prototype suitable for sale within the school tuckshop or cafe using a design journal.	Project: Design Journal Project: Tuckshop Tucker
2	What's for dinner?	Students will utilise the kitchens to design products that incorporate concepts of personal safety, time management, Australian Guide to Health Eating, food seasonality, food sustainability, kitchen gardens, kitchen skills, CAD for promotion of healthy eating. Students will design for their own family a dinner menu plan for a week including a flyer to promote cooking.	Project: Design Journal Project: Family Meal Plan for a budget

Design Technologies - Textiles

Unit	Topic	Unit Description	Assessment
1	Apparel	Students will utilise textile workshops and CAD software to design products that incorporate concepts of personal safety, time management, end use requirements and sustainability of materials, textile skills and sketching. Students will redesign a recycled textile item to be incorporated into an apparel prototype such as sleepwear meeting end user requirements.	Project: Design Journal Project: Sleepwear
2	Upcycling	Students will utilise the textile workshop and CAD software to create products that incorporate concepts of the design process, personal safety, time management, end use requirements and sustainability of materials, textile skills and sketching. Students will design a non-apparel textile item using recycled products such as denim that could be marketed to a family member.	Project: Design Journal Project: Upcycling denim product

Design Technologies - Materials

Unit	Topic	Unit Description	Assessment
1	Have a seat at my table	Students will utilise the workshop and CAD software to design products that incorporate concepts of personal safety, time management, end use requirements and suitable materials (wood, textiles), CAD software, workshop skills and sketching. The students will design a portable seat and table that could be marketed to a family member.	Project: Design Journal Project: Portable table
2	C02 Dragsters	Students will utilise the industrial workshop, CAD software and 3D printers to create prototypes that incorporate concepts of design process, personal safety, time management, end use requirements, 3D modelling, sketching and working drawings. Students will design a dragster prototype that incorporates principles of engineering systems such as force and motion using a design journal. Students will compete with their dragster against each other for the champion racer award.	Project: Design Journal Project: C02 Dragster

Digital Technologies

Unit	Topic	Unit Description	Assessment
1	Robotics	Students will utilise the specialist coding software and CAD software to code a Lego robot that incorporates concepts of the design process, personal safety, time management and end use requirements. Students will use the Lego robotics kits to develop coding to compete in a coding robot competition.	Project: Design Journal Project: My robot rules!
2	Website design	Students will be introduced to website coding software to create a website that incorporates concepts of the design process, privacy and security, testing prototypes, introduction to HTML, CSS and javascript. The focus of the project is a design journal that showcases the development of their own website to meet a design brief.	Project: Design Journal Project: Website

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 7 booklist for required stationery

Creative Arts - Visual Arts

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Visual Arts	Visual Arts	Visual Arts	Visual Arts	- Visual Arts - Visual Arts in Practice

Unit	Topic	Unit Description	Assessment
1	Metamorphosis	Unit 1 explores the themes and styles of Modern Art through the concept of 'Metamorphosis'. Students will produce a Zine that incorporates images and written information about an artwork inspired by movements of the Modern era. In response, they will produce a mixed-media illustration that depicts imagery from this time. In addition to this, they will design and produce a sculpture that is inspired by abstract art styles.	Mixed Media Drawing <i>Research Zine</i> <i>400-600 words</i> <i>3D Abstract Sculpture and artist statement</i>
2	Photosynthesis	Unit 2 explores themes and styles of Contemporary artists through the concept of 'Photosynthesis'. Students will create a ceramic sculpture that is inspired by contemporary Japanese and Aboriginal artistic styles. They will explore a range of clay decorative techniques such as texture, sgraffito and underglaze. Students will plan and produce a ceramic pumpkin that demonstrates the visual features and processes explored throughout the unit. Students will analyse the artworks of contemporary Australian Artists, to create a mixed media lino print and a podcast about the work of their chosen artist.	3D ceramic sculpture and design plan <i>Analytical essay or podcast on related artist and style</i> <i>Resolved lino print</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 9 booklist for required stationery

Creative Arts - Dance

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Dance	Dance	Dance	Dance	- Dance - Certificate III in Community Dance, Theatre and Events

Unit	Topic	Unit Description	Assessment
1	Things that make you move!	In this unit students will manipulate the elements of dance through making and responding to stimulus in the contemporary dance genre. Stimulus will be chosen from a range of print, aural and tactile forms.	Choreography <i>30 seconds of choreography per person in group</i> Response to stimulus <i>Length: 400-600 words</i>
2	Things that make you move!	In this unit students will manipulate the elements of dance through making and responding to stimulus in the contemporary dance genre. Stimulus will be chosen from a range of print, aural and tactile forms.	Performance <i>1-2 minutes</i>
3	Modern influences	In this unit students make and respond to current music trends by exploring lyrical and commercial dance and storytelling. They will choreograph, perform and analyse lyrical dance.	Performance <i>2-3 minutes</i>
4	Modern influences	In this unit students make and respond to current music trends by exploring lyrical and commercial dance and storytelling. They will choreograph, perform and analyse lyrical dance.	Choreography <i>30 seconds of choreography per person in group</i> Responding: choreographic response <i>Length: 400-600 words</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 9 booklist for required stationery

Creative Arts - Drama

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Drama	Drama	Drama	Drama	Certificate III in Community Dance, Theatre and Events

Unit	Topic	Unit Description	Assessment
1	Masks, mischief and mayhem	Students will explore the dramatic form of Commedia dell'arte. They will deepen their knowledge and understanding improvisation skills, physical comedy and masks. Students will apply their skills and knowledge in a group devised performance.	Performance <i>Length:</i> 1-2 minutes
2	Script to spotlight	Students explore a class script and apply their knowledge and understanding of performance skills and elements of drama to create a performance.	Performance <i>Length:</i> 2-3 minutes
3	Theatre in focus	Students will analyse and evaluate elements of drama and performance skills in response to a theatre performance.	Analytical essay <i>Length:</i> 400-600 words
4	Scriptwriting	Students will engage in the scriptwriting process to produce a piece of original work based on stimulus. They will then direct sections of their script.	Script <i>Length:</i> up to 600 words Director's log <i>Length:</i> up to 600 words

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 9 booklist for required stationery

Creative Arts - Music

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Music	Music	Music	Music	• Music • Music in Practice

Unit	Topic	Unit Description	Assessment
1	World of music	In this unit, students will analyse music genres from around the world and apply their knowledge and understanding of different cultural music conventions in an exam.	Exam <i>Length:</i> 90 minutes
2	Music and the moving image	In this unit, students will compose an underscore for a silent film. They will then perform this to a live audience Composition of a soundscape for a film.	Composition <i>Length:</i> Min 1 minute or 12 bars in length Performance <i>Length:</i> 1-2 minutes
3	Feelin' blue	In this unit, students will study the foundational structure of 12 Bar blues and apply this knowledge to a composition and performance.	Composition and Performance: <i>Min 1 minute or 12 bars in length</i>
4	Song writing	In this unit, students will examine the process of song writing and apply this knowledge to compose and perform an original song.	Composition and Performance: <i>Min 1 minute or 12 bars in length</i> Performance <i>Length:</i> 1-2 minutes

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 9 booklist for required stationery

Creative Arts - Media

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Media	Media	Media	Media	- Film, Television & New Media - Certificate III in Screen Media

Unit	Topic	Unit Description	Assessment
1	Unit 1: Camera Licence: First Nations Spaces and Initiatives	In this unit, students explore how media represents identity, with a focus on First Nations Australian perspectives. They analyse a First Nations media artist's work and develop skills in camera use, safety, and editing. For their assessment, students create a 2–3-minute promotional video highlighting a significant First Nations space or initiative within the school. Working in groups to film and individually to edit, students use media techniques to shape audience understanding of Australian identity while demonstrating respectful representation and effective storytelling.	Promotional Video <i>2-3 minutes</i>
2	Film it! Genre Film: Horror	In this unit students are provided the opportunity to engage with the horror genre by creating their own short films. They will delve into the elements that make horror films impactful, such as mood, pacing, and character development, and learn how these elements can be manipulated to explore themes of fear and the unknown. Each student will individually script and, in groups, shoot and produce a short horror film, aiming to evoke unease and provoke reflection on societal and personal fears.	Short Film Script and Production <i>2-3 minutes</i>
3	Film it! Foley	In this unit students explore Foley sound design within action and comedy genres. They will learn the significance of Foley sounds in enhancing narrative impact through individual storyboarding and group filming projects. Each student will craft a storyboard that integrates Foley effectively, followed by collaborative filming to apply these sounds dynamically. The unit concludes with individual editing sessions, allowing students to synchronise and refine Foley sounds in their group's film production.	Action or Comedy Production with Foley Sound Effects <i>2-3 minutes</i> Storyboard <i>12-24 Frames</i>
4	Film it! Mockumentary	In this unit students delve into the mockumentary style, a satirical take on documentary filmmaking, to explore and critique various representations. They will begin by individually writing a screenplay that humorously distorts typical documentary elements, emphasizing exaggerated or fictionalized depictions of reality. Following the scripting phase, students will collaborate in groups to film their scripts, applying documentary filmmaking techniques in a satirical context. The project culminates with each student individually editing their group's production, enhancing the mockumentary's impact through creative editing choice.	Mockumentary Treatment and Production

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

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