<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Year 8</strong></td>
<td><strong>Unit 1: Personal stories</strong>&lt;br&gt;Students examine and analyse how individuals are represented in a range of personal story texts. They examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity.</td>
<td><strong>Unit 2: Teens in the news</strong>&lt;br&gt;Students listen to, read and view a variety of multimodal news media texts. They explore representations of teens in the texts to produce close readings of excerpts selected from them.</td>
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<td><strong>Unit 5: Fractured Fairy Tales</strong>&lt;br&gt;Students read and view a film or television’s script of a well-known fairy tale that explores significant moral or ethical questions. They listen to, read and view text excerpts relevant to the central ideas in the story. Students demonstrate their understanding of the value and ideas underpinning the story through creating and presenting their own written script adapting another fairy tale.</td>
<td><strong>Unit 6: Wide Reading</strong>&lt;br&gt;Students read and interact with a variety of fictional texts (e-literature, graphic novels etc). They also read and view websites associated with literary texts. Students create a home page for a character they select from a favourite literary text.</td>
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<tr>
<td><strong>English</strong></td>
<td><strong>Year 9</strong></td>
<td><strong>Unit 1: Australian Identity</strong>&lt;br&gt;Students listen to, read and view a variety of information and literary texts featuring different representations of Australia’s peoples, histories and cultures to produce close readings of excerpts selected from these texts.</td>
<td><strong>Unit 2: Australian Identity Transformed</strong>&lt;br&gt;Students create at least one transformation based on literary and information texts they have listened to, read and/or viewed to persuade the audience to adopt a particular point of view. Either a written transformation of a visual image OR the other a multimodal presentation regarding transforming the national flag.</td>
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<td><strong>Unit 5: Walk in My Shoes</strong>&lt;br&gt;Students read a novel to closely study the ways characters are constructed. They explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They demonstrate their understanding of the ways characters are constructed in novels in an analytical exposition. Students also create and deliver a persuasive presentation to support or challenge a particular character’s actions in response to events and issues in the novel.</td>
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<tr>
<td>Year</td>
<td>Unit 1</td>
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| 10   | **Unit 1: Representations of adolescents**  
Students read, view and analyse the techniques used in satirical texts that focus on teens. Students write an analytical essay/report to demonstrate how this group is satirised in a text. They also create and present an imaginative performance using satirical language to interpret adolescent experience. | **Unit 2: Contemporary Literature**  
Students read a contemporary novel and view the accompanying film that explores a social, moral or ethical issue or question. They also read, listen to and view a variety of other texts to further their understanding of the novel's features and the issue or question it explores. They compare and contrast how social, moral and ethical themes are represented in the novel and film. In a spoken persuasive discussion or speech justifying a character's action in response to the ethical or moral dilemma. | **Unit 3: Perspectives on issues and events in media texts**  
Students listen to, read and view a variety of advertisements. Students will analyse and evaluate how language and images construct groups/individuals and position audiences. | **Unit 4: The Classics**  
Students read a Shakespearean play and demonstrate their understanding of the play in an analytical response to a scene from the text. Students respond to a Shakespearean play by comparing two film adaptations of a selected scene |
| 8    | **Unit 1: My Place in the World**  
Students are introduced to the basic concepts of analysing data and sources to explore archaeological concepts and ancient civilisations. Students draw conclusions and make decisions through analysis of provided sources (response to stimulus exam). The culminating activity is an in-depth research task based on an ancient civilisation. | **Unit 2: Fun in the Sun**  
Students develop geographical skills and apply mapping concepts to their own design task. Geographical issues of local, regional, national and global significance are investigated through interpretation of data, maps and information (practical exam). | **Unit 3: Making a Difference**  
Students investigate the importance of balancing economic, social, political and environmental factors with creating sustainable development globally, nationally and locally. They will develop arguments for and against issues relating to social justice, democratic process, sustainability and peace as part of a persuasive speech. Students plan and collaboratively organise a campaign that will benefit a group or community. | **Unit 4: Celebrating Australia**  
Students explore the multicultural nature of our society and the contributions that a variety of ethnic groups make to our lives and celebrations. In-depth comparative studies will be undertaken on the diversity of rich cultures in Australia, the movement of the world’s people and the experiences of refugees and immigrants. Students will demonstrate their knowledge in a research task/oral presentation. |
| 9    | **Unit 1: A Beautiful Place to Live**  
Students will further develop geographic skills including mapping and surveying by looking at Kilcoy’s local geographic identity. Students then have the opportunity to examine a specific geographic issues in the Kilcoy area, such as bushfires, salinity or town planning. Students will complete a practical research project that investigates and provides solutions to balancing human activity with sustainable use of the natural environment. | **Unit 2: Law Makers, Law breakers**  
Students to understand how to make a difference in the world by becoming politically informed and active. It examines the rights and responsibilities of citizens, and moves onto an examination of local, state and federal governments, focusing on the structure of and access to government. The unit culminates in an overview of law, crime and civil order. Knowledge is assessed via a written exam. Students may also interact with a mock political campaign or attend an excursion to the law courts/museum. | **Unit 3: Making of a Modern World**  
Students investigate the making of the modern world from the Industrial revolution, through Imperialism and the settlement of Australia. Federation and the impact of World War One on Australia as a nation are investigated through various responses to stimulus and research tasks. Students will also empathise with those involved in the war effort through an in role oral presentation. | **Unit 4: Human Rights**  
Students investigate Australia’s global contribution and relationships with other nations with respect to the important ideas of democracy, global systems of law, diplomacy and human rights. Students will be assessed via a response to stimulus exam and an in-role discussion and reflection. |
### Year 8 - Japanese

**Unit 1: Getting to know you, getting to know me:** Students investigate and learn all the language needed to introduce themselves to a new person. The practise in role-play situations. Student learning is checked with an exam that involves a series of 3 self-introductions where the students need to listen, recognize and record the information before making a decision on who to have as a pen pal and why.

**Unit 2 – Hello:** Students continue to explore the language and cultural practices related to meeting, greeting and getting to know people from Japan. They focus in more detail on how the language and behaviour of these conversations vary according to the relationship between speakers. Assessment for this will be an EXAM, reading conversations, making assessments and a reflection sheet.

### Year 8 - Junior Performing Arts

**Unit 1: Elements of Drama:** Students study the elements of drama and basic stagecraft. Basic improvisation is then explored and impromptu and rehearsed improvisations are performed in groups. Students reflect and evaluate all performance work.

**Unit 2: Movement, Mime and Scripting:** Students engage in a range of movement activities where students present a performance with sound and lighting to a given stimulus. The physiology of sound/voice is studied and students complete a voice test as part of their assessment. An extension puppetry performance is encouraged for those students who excel in performing arts.

### Year 9 - Junior Performing Arts

**Unit 1: Commedia dell’Arte:** Students study commedia and clowning techniques and styles, performing in groups to an informal audience. Students incorporate physical theatre techniques and perform in groups with sound and lighting to a class audiences.

**Unit 2: Creating and Directing Performance:** In this process drama unit students work as a whole group in role to participate in a variety of smaller assessment items related to drama based on a social issue. Finally students are given the opportunity to perform a chosen excerpt from a script to a formal/invited audience. Students evaluate and reflect upon every performance.

### Year 10 - Junior Performing Arts

**Unit 1: Non-realistic theatre:** Students investigate non-realistic theatre and present a non-realistic performance for assessment incorporating sound and lighting techniques. Performance is staged in a non-traditional space to a local audience.

**Unit 2: Monologues:** Students explore the theatrical possibilities of a solo based performance, investigating skills and knowledge of dramatic monologue. They examine the dynamics of the actor audience relationship before performing individually a chosen monologue for a student audience.

**Unit 3: Course Production:** Students audition for a role and participate in the performance of a script. Students work as part of an ensemble, using elements and conventions appropriate to the selected style and purpose of script. Performance is directed by the Year 11 Creative Arts students and performed for a formal audience at the town hall. Students complete a digital profile of their role and evaluate and reflect upon their work.
Unit 1: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers, Money and financial mathematics students have opportunities to develop understandings of:

- The real number system — representing, comparing and ordering integers
- Calculations — problem solving involving the four operations and integers
- Percentages — making connections between percentages, fractions and decimals and applying this to percentage increase or decrease situations, and problem solving in a range of contexts including financial situations.

Unit 2: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers, Linear and non-linear relationships and Using units of measurement, students have opportunities to develop understandings of:

- Index notation — expressing numbers in index, establishing the index laws with whole number bases and positive integral indices
- Decimals — expressing rational numbers as terminating or recurring decimals
- Irrational numbers — appreciate that irrational numbers can be expressed as infinite decimals
- Probability — draw and interpret Venn diagrams to assign probabilities, state the complement of an event, use the complement to solve problems involving probability, draw and use two-way tables to assign probabilities.

Unit 3: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers, Linear and non-linear relationships and Using units of measurement, students have opportunities to develop understandings of:

- Rates and ratios — modelling situations involving proportional relationships and solving a range of problems involving rates and ratios
- Linear and non-linear relationships — interpreting, modelling and formulating patterns and relationships; representing patterns and relationships as rules, functions, tables & graphs; solving linear equations using graphical techniques.
- Time — solving problems involving time duration, for 12 and 24 time formats, within a single time zone.

Unit 4: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers, Linear and non-linear relationships, Geometric reasoning and Using units of measurement students have opportunities to develop understandings of:

- Perimeter and Area — developing an understanding of area and finding the perimeter and area of parallelograms, rhombuses, kites and circles (including semi- and quarter-circles) — using formulas for perimeter and area to solve problems.
- Volume of prisms — developing formulas for volume and capacity of rectangular and triangular prisms and prisms, solving volume problems involving rectangular and triangular prisms and converting units of measurement.

Unit 5: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers, Linear and non-linear relationships, Geometric reasoning and Using units of measurement students have opportunities to develop understandings of:

- Distributive Law — expanding and factorising algebraic expressions
- Volume of prisms — developing formulas for volume and capacity of rectangular and triangular prisms and prisms, solving volume problems involving rectangular and triangular prisms and converting units of measurement.

Unit 6: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of:

- Statistics — collecting, organising and displaying data, interpreting data displayed in tables and graphs, connecting samples and populations, exploring the effect of sample size, calculating measures of centrality, identifying outliers and their affect on measures of centrality, identifying sources of bias and applying this knowledge to make hypotheses and support conclusions.

Unit 7: Through the sub-strands — Patterns and algebra and linear and non-linear relationships students have opportunities to develop understandings of:

- Algebra — applying number laws to algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically and graphically, connecting patterns, linear functions, tables of values, graphs and worded statements, plotting coordinates on the Cartesian plane and solving realistic problems, and investigating patterns to develop an algebraic rule.

Unit 8: Through the sub-strands — Patterns and algebra and linear and non-linear relationships students have opportunities to develop understandings of:
### Year 9 Mathematics

#### Unit 1: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Real numbers, Linear and non-linear relationships and Pythagoras and trigonometry, students have opportunities to develop understandings of:

- Direct proportion — apply proportional thinking to rates, express rates algebraically and graphically, solve problems including speed
- Analytical geometry — explore and solve problems involving the calculation of gradients, distance between two points and midpoints
- Pythagoras’ Theorem — make connections between right-angled triangles, Pythagoras, the distance between points and gradients.

#### Unit 2: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Units of measurement and Pythagoras and trigonometry, students have opportunities to develop understandings of:

- Index laws — numeric and algebraic terms, positive, negative and zero indices, scientific notation
- Simple interest — calculating and solving problems
- Distributive law — factorising algebraic expressions including binomials, collecting like terms, sketching simple non-linear relations including parabolic, hyperbolic and circular graphs

#### Unit 3: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Patterns and Algebra and Geometric Reasoning, students have opportunities to develop understandings of:

- Distributive laws — expanding and factorising algebraic expressions including binomials, collecting like terms, sketching simple non-linear relations including parabolic, hyperbolic and circular graphs
- Similarity — using enlargement to explore, develop and apply the conditions of similarity in a number of contexts; comparing similarity to congruence; solving problems using representations of scale including ratio and scale factors.

#### Unit 4: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Patterns and Algebra and Geometric Reasoning, students have opportunities to develop understandings of:

- Surface area and volume — calculating and solving problems involving cylinders and prisms, applying knowledge in a realistic context.
- Pythagoras — solving problems involving right-angled triangles including checking if an unknown angle is acute or obtuse; calculating the length of sides.
- Trigonometry — linking similarity to the constancy of the trigonometric ratios; identifying and describing patterns in trigonometric ratio values; identifying hypotenuse, opposite and adjacent sides; calculating trigonometric ratios; finding unknown side lengths and angles and solving problems.

#### Unit 5: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Units of measurement and Pythagoras and trigonometry, students have opportunities to develop understandings of:

- Pythagoras — solving problems involving right-angled triangles including checking if an unknown angle is acute or obtuse; calculating the length of sides.
- Trigonometry — linking similarity to the constancy of the trigonometric ratios; identifying and describing patterns in trigonometric ratio values; identifying hypotenuse, opposite and adjacent sides; calculating trigonometric ratios; finding unknown side lengths and angles and solving problems.

#### Unit 6: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Data representation and interpretation and Chance, students have opportunities to develop understandings of:

- Data reports — investigating how data used in media reports has been obtained to estimate population means and medians and evaluating the validity of statistics used to make estimates of population characteristics in media reports.
- Probability — calculating relative frequencies, determining outcomes of two-step chance experiments using tree diagrams & array, assigning probabilities to outcomes, determining probabilities of events, including ‘and’ and ‘or’ criteria, and organising data and determining relative frequencies in Venn diagrams & two-way tables.

#### Unit 7: Through the sub-strands — Data representation and interpretation and Chance, students have opportunities to develop understandings of:

- Data representation and interpretation and Chance, students have opportunities to develop understandings of:

#### Unit 8: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands — Real numbers, Patterns and algebra, Using units of measurement, and Pythagoras and trigonometry, students have opportunities to develop understandings of:

- Direct proportion — apply proportional thinking to rates, express rates algebraically and graphically, solve problems including speed
- Analytical geometry — explore and solve problems involving the calculation of gradients, distance between two points and midpoints
- Pythagoras’ Theorem — make connections between right-angled triangles, Pythagoras, the distance between points and gradients.

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**SUCCESS WITH HONOUR**
| Year 10 | Unit 1: | In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra and Linear and non-linear relationships, students have opportunities to develop understandings of: • Linear equations — exploring algebraic and graphical representations, making generalisations in relation to parallel and perpendicular lines and solving word problems • Simultaneous equations — identifying the solution to two intersecting linear equations, applying graphical, elimination and substitution methods and solving word problems • Inequalities — recognising the difference between linear equations and linear inequalities, graphing linear inequalities and solving word problems.
<p>| Year 10A | Unit 2: | In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra, Linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of: • Expressions — simplifying and solving algebraic fractions and linear equations • Binomial and quadratic expressions — expanding binomial products and factoring monic quadratic expressions • Quadratic equations and functions — solving quadratic equations. 10A students will also be taught to: • Surds operations and irrational numbers • Linear and non-linear equations • Substitution into an equation, rule or formula • Quadratic functions of the form ax^2 + bx + c. 10A students will also be taught to: • Solve problems involving Pythagoras’ Theorem in 2-D, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity. 10A students will also be taught to: • Solve index equations using trial and error, digital technologies and logarithms • Simplify relationships using index rules including those with fractional indices. |
| Year 10 | Unit 3: | In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra and Pythagoras and trigonometry students have opportunities to develop understandings of: • Pythagoras and Trigonometry • Revision of Pythagoras’ Theorem and solving contextualised problems • Applying the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions • Solving contextualised trigonometric problems including surveying and orienteering. 10A students will also be taught to: • Evaluate statistical reports in the media (e.g. the appropriateness of sample size, sampling methods and methods of display). |
| Year 10A | Unit 4: | In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra, Linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of: • Probability — describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability and investigating the concepts of dependence and independence. 10A students will also be taught to: • Formulate proofs using knowledge of angles, lines, similarity and congruence • Measurement — solving problems (algebraically and using digital technologies) involving surface area and volume • Conics — representing algebraic relationships (parabolas and circles) graphically on the Cartesian plane. 10A students will also be taught to: • Apply proofs to circles • Sketch and describe hyperbolas. |
| Year 10 | Unit 5: | In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra, Linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of: • Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay) 10A students will also be taught to: • Solve index equations using trial and error, digital technologies and logarithms • Simplify relationships using index rules including those with fractional indices. |
| Year 10A | Unit 6: | In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra, Linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of: • Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay) 10A students will also be taught to: • Solve index equations using trial and error, digital technologies and logarithms • Simplify relationships using index rules including those with fractional indices. |
| Year 10 | Unit 7: | Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of: • Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay) 10A students will also be taught to: • Solve index equations using trial and error, digital technologies and logarithms • Simplify relationships using index rules including those with fractional indices. |
| Year 10A | Unit 8: | Through the sub-strands — Real numbers, Patterns and algebra, Linear and non-linear relationships, Using units of measurement, Pythagoras and trigonometry, students have opportunities to develop understandings of: • Polynomials — sketching quadratics and polynomials using a table of values, key features such as x- and y-intercepts and the general shape of particular functions, and solving problems, with and without technologies, in a range of situations including those involving trigonometry, surface area and volume and developing a model to describe the relationship between variables in a problem situation. 10A students will also be taught to: • Solve problems involving exponential equations. |</p>
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<thead>
<tr>
<th>Year 8</th>
<th>Unit 1: Particles matter</th>
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<td>Students explore matter at a particle level. They examine how scientific knowledge changes as new evidence becomes available and is re-interpreted by scientists. Students engage in investigations related to the different states of matter and determine variables that affect the rate of change. They examine the organisation of the Periodic Table of Elements. Students will apply their understandings developed in this unit in their ongoing studies in chemistry.</td>
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<th>Unit 2: Chemistry of common substances</th>
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<td>Students distinguish between chemical and physical changes. They investigate simple chemical reactions using common substances, and explore the use of chemical reactions by the community. Students investigate useful applications for products of chemical reactions and identifies materials developed for a particular use.</td>
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<th>Unit 3: Rock never dies</th>
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<td>Students explore different types of rocks and the minerals of which they are composed. The dynamic nature of the rock cycle, the interrelationships between rock types and the role of energy and force are examined. This unit needs to precede the Unit: Rocks in my world.</td>
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<th>Unit 4: Rocks in my world</th>
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<tr>
<td>Students consider the incidence of rocks and minerals in the local community and more broadly the uses of minerals extracted from rocks. They evaluate the environmental impact of mineral extraction and how society can address the diminishing availability of mineral resources. This unit needs to be preceded by the Unit: Rock never dies.</td>
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<tr>
<th>Unit 5: Energy for my lifestyle</th>
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<td>In this unit students explore and classify different forms of energy. Students investigate different energy transfers and transformations and the efficiency of these processes. The practical uses of energy and the idea of wasting energy are evaluated from a scientific perspective. Students use experimentation to identify relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views. The concepts developed in this unit will be applied in unit 6. This unit needs to precede Unit 6: What's up.</td>
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<th>Unit 6: What's up</th>
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<tr>
<td>In this unit students build on the concepts developed in unit 5, Energy in my lifestyle. It examines energy converters used by the community, and quantitatively examines the comparison of the efficiency of transformations. This is applied to a real-world situation to make judgements about the efficiency of the energy transformation process from a range of energy sources. A student-designed investigation will allow the analysis of first-hand data related to energy concepts. This unit should follow Unit 5: Energy in my lifestyle.</td>
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<tr>
<th>Unit 7: Building blocks of life</th>
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<td>In this unit cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used for the identification of plant and animal cells. The functions of the main structures are represented and identified. The concept of cell division is examined, and its repair and reproduction purpose identified. This unit needs to precede Unit 8: Reproduction.</td>
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<th>Unit 8: Survival</th>
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<td>In this unit students deal with sexual reproduction and immunity, with a focus on organ systems that allow multi-cellular plant or animal organisms to reproduce and survive. The structure of reproductive organs is identified, and the function of each organ in relation to the overall function of the organ system is also identified. The impact of reproductive technologies is discussed. The functions of the immune system are explored and consideration given to ways in which diseases can be prevented. This unit needs to follow Unit 7: Building blocks of life.</td>
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Year 9

Unit 1: Energy on the move
Students inquire into ways in which energy can be transferred through different materials. Students have opportunities to form hypotheses and investigate quantitative and qualitative variations to the transmission of electricity and heat energy. They use these findings and the information of secondary data sources in order to form evidence based arguments. Students make informed decisions by quantifying resistance and insulation values.

This unit needs to precede the Unit: Making Waves.

Unit 2: Making waves
Students build on their knowledge of energy transfer to include the wave-based transfer of energy including sound and light. Students investigate wave motion and the variations to sound and light transfer caused by differing materials. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design investigations and apparatus using available materials to transmit a form of energy through a medium.

This unit needs to follow the Unit: Energy on the move.

Unit 3: It’s elementary
Students explore the historical development of understandings of atomic structure. Students model an atom according to currently accepted understandings. They identify the work of selected early researchers into natural radiation and examine the concepts of isotopes and half-life. They explore practical applications of natural radiation.

Students reflect on the theory and practical limitations of carbon dating.

This unit needs to precede units: Chemical Matters and Heat and eat

Unit 4: The changing Earth
Students will explore the historical development of scientific theories via the investigation of earth movement. It introduces the technological developments that have aided scientists in the study of tectonic plate movement, and explores the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity.

Unit 5: My life in balance
In this unit students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems, and discuss the body’s responses to diseases. They consider health-based claims made in advertising and use scientific language to report their findings.

This unit should precede the Year 9 unit 6: Responding to change.

Unit 6: Responding to change
In this unit students engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an affect on the populations and interrelationships that exist. It provides students with an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.

It is recommended that this unit be delivered after the Year 9 Unit 5: My life in balance.

Unit 7: Chemical patterns
In this unit students will explore and represent a variety of chemical reactions and their applications in daily life.

Unit 8: Heat and eat
In this unit students will investigate chemical reactions for use as an energy source in a Heat and Eat meal container. They will explore and explain chemical reactions in a range of every day contexts such as food preparation including detoxifying food, remedies for relieving indigestion and bushfires.

This unit needs to follow Unit 7: Chemical patterns.
<table>
<thead>
<tr>
<th>Year</th>
<th>Unit 1: Life blueprints</th>
<th>Unit 2: Life evolves</th>
<th>Unit 3: Chemistry isn't magic</th>
<th>Unit 4: Chemical reactions matter</th>
<th>Unit 5: Moving along</th>
<th>Unit 6: Energy of motion</th>
<th>Unit 7: Global Systems</th>
<th>Unit 8: The Universe</th>
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<tr>
<td>10</td>
<td>In this unit students investigate the importance of DNA and genes in controlling characteristics of organisms. They explore the ethics of genetic manipulation. This unit needs to precede the Unit: Life Evolves. Understanding in this unit will be applied in the Unit: Life Evolves.</td>
<td>This unit builds on knowledge of genetics and inheritance gained in Unit 1. It develops an understanding of the theory of evolution by natural selection and biodiversity, and constructing evidence-based arguments. Students examine ethical issues associated with current and future applications of gene technology and understandings of inheritance. This unit needs to follow the Unit: Life Blueprints.</td>
<td>Students will identify patterns in atomic structure that allow prediction of the products of chemical reactions and are reflected by the Periodic Table. Students will examine how scientific understanding of the Periodic Table is refined over time and reinforces the use of scientific conventions and representations.</td>
<td>Students will be investigating chemical reactions used to create products, and ways in which rates of reaction can be changed. Students will examine the development of useful materials and products, and chemical processes.</td>
<td>In this unit, students explore the effect of forces on the motion of objects. They consider technologies that allow measurement of forces and motion. They collect quantitative data and apply the laws of physics to predict and describe motion. This unit needs to precede Yr 10 Unit 6: Energy of motion.</td>
<td>In this unit students will investigate the impact of forces and energy on the motion of objects. They will explore the effect of energy and motion during collisions and the use of safety features to minimise their impact. This unit should be taught after Unit 5: Moving along as it consolidates and extends the concepts taught in that unit.</td>
<td>In this unit students examine the cause and effect of changes in global systems and analyse the effect of human activity on the environment. They evaluate the impact of changes to the global systems on the planet’s equilibrium and biodiversity. The role of science and scientific research in assisting society to address global environmental issues is explored. Students are asked to consider their individual responsibility to the sustainability of the planet. The assessment of this unit is in Unit 8: The Universe.</td>
<td>In this unit, students explore features of the universe and how the Big Bang theory is used to explain the formation of the universe. They will consider how theories have changed over time in line with technological advances and are continuing to be refined. They will see how secondary data is analysed to describe astronomical phenomena. This unit needs to follow Unit 7: Global Systems.</td>
</tr>
</tbody>
</table>
Agriculture

Year 10

Unit 1: Cattle
- Bos indicus and Bos taurus cattle
- Dairy and Beef- products and production
- Production cycle in dairy cattle- lactation, composition of colostrum and milk
- Factors affecting milk composition and yield
- Pasture management and grazing systems (dairy and beef)
- Farm operations- drenching, feeding, pest and disease control
- Feeding and Breeding
- Breeding technologies- AI, ET, sync of Oestrus, Hybrids, genetic selection
- Production cycle (enterprises- weaners, vealers, steers etc)
- Carcase composition and assessment
- Animal handling and safety skills while working with cattle (hands on skills)

Practical work with cattle that will be exhibited and paraded at local shows

Unit 2: Poultry
- Chicken Production- layers and broilers
- Breeds- eggs and meat
- Production systems- free range, barn laved, cage systems
- Management- watering, feeding vaccination, worming, hygiene, disease
- Marketing- eggs and meat products
- Animal welfare and ethics issues
- Handling
- Incubation and brooding
- Hatching and handling
- Trial design for WSPC

Practical work with the incubation of chickens (silkies) and handling and care of young, along with handling chickens from the trial as well as our layers

Unit 3: Plants
- Soils- types, horizons, components, properties and structure
- Monocots and dicots
- Plants- parts and components of flowers, fruit and seeds
- Parts we eat
- Fertiliser
- Pesticides
- PPE
- MSDS
- Watering and irrigation
- Pests and diseases/fungi
- Germination
- Potting mixes
- Seedlings
- Practical work with the seeds in germination, growth monitoring, planting, flowering/fruiting, harvesting, while also working within the ag facility with the plants in the gardens and in the nursery

Unit 4: Agribusiness
- Running a farm as a business
- Setting goals
- Listing resources
- Identifying a possible enterprise within the Agriculture area
- Pros and cons of the choice of business
- Components of farm management- financial issues that need to be considered for venture
- Resource management
- Marketing management
- Decision making
- Budgeting on farm
- Value adding to products
- Careers in agriculture within different industries- opportunities available through one products production
- Practical work with the possible business enterprise that they select- growing, making decisions, using equipment, managing time, marketing product for target audience

Health & Physical Education

Year 8

Unit 1
1. Subject Introduction
2. Tobacco /Alcohol including assignment
3. Puberty/Growth and Development
4. Human Reproduction Systems
5. Assignment
6. Personal hygiene
7. Revision
8. Exam

Unit 2
1. Intro games
2. Swim Carnival
3. Swim safety
4. Theory assignment
5. Yr 8 Camp Swimming
6. Assessment - test
7. Swimming

Unit 3
1. Health concerns
2. Assignment based on practical assessment
3. Nutrition
4. Obesity Assessment
5. Assessment Report Due

Unit 4
1. Subject Introduction
2. Tobacco /Alcohol including assignment
3. Puberty/Growth and Development
4. Human Reproduction Systems
5. Assignment
6. Personal hygiene
7. Revision
8. Exam
| Year 9 | Unit 1: Diet and health problems  
Healthy food choices  
Assignment work – oral presentation  
Body weight and management  
Dietary Guidelines  
Societal influences on diet  
Exam | Unit 2: Soccer  
Soccer – rules and basic skills  
Trapping, passing, dribbling  
Shooting and saving  
X-country  
Throw-ins, heading, tackling  
Modified games  
Soccer game play  
Soccer games | Unit 3: What is anatomy  
Skeletal System  
Muscular System  
Joints  
Health related issues eg, osteo arthritis  
Exam prep and revision  
Exam | Unit 4: Water polo/ swimming  
Basic Skills (passing, shooting, swimming)  
Stroke correction  
Dive entry  
Stroke correction  
Games and activities  
Exam | Unit 5: Drug awareness  
what is a drug  
What is a risk  
Curing risky behaviours  
Smoking  
Alcohol  
Illicit drugs  
Obesity  
Sip slop slap  
Ad campaigns  
Assignment intro | Unit 6: AFL/ Touch football  
AFL skills and drills  
Touch football skills and drills  
Game play  
Game play  
Tennis  
Tennis serve, groundstrokes and volley  
Tennis gameplay | Unit 7: Health adverts  
Shockvertising  
Assignment work  
Report Due  
Water polo drills and skills | Unit 8: Tennis gameplay  
Swimming  
Stroke correction  
Water polo and pool games  
Water polo tactics and strategy |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Year 10 | Unit 1: Systems of the body  
Human Anatomy Revision  
Systems of the body  
Joints, types of muscles fibres, fitness components overview  
Fitness and training | Unit 2: The culture of sport  
Violence in sport sociology, comparing codes, culture, NFL bounties, deliberate infliction of pain, the rise of blood sports, appeal of rough sport, influence of mass media  
Tennis Athletics short course | Unit 3: Games analysis  
3 types of games analysis, usefulness of games analysis, filming of games, comparison of students over two different games  
Futsal and Basketball | Unit 4: Biomechanics  
Biomechanics- Newtons laws- centre of gravity-summation of forces  
Fitness training programs, FUTT principle, Adaptations and overload, variety, specificity, training program goals, designing a sport and athlete specific program  
Swimming and water polo |
| Year 8 | Unit 1: Working in the Kitchen  
An introduction to cooking and nutrition. Aims to encourage students: to develop health promoting behaviours and make healthy lifestyle choices; develop basic cooking skills; be safe and hygienic in the kitchen. | Unit 2: Beginning to Sew  
This unit introduces students to the sewing machine and aims to encourage students to examine the world of textiles, develop basic sewing skills, create, construct and decorate a textile item. | Unit 1: Working in the Kitchen  
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| Year 9 | Unit 1: Whipping up a Feast  
With food choices are not always straight forward this unit will focus on promoting healthy lifestyles. It examines the food pyramid, essential nutrients, functions of food, different food groups – cereals, fruit, vegetables, meat, fats, sugars and salt as well as focusing on safety and hygiene procedures in the kitchen. | Unit 2: Rags to Riches  
This unit extends on the basic sewing skills learnt in year 8 and examines the characteristics of natural fibres/fabrics and looks at commercial patterns. Students will plan, create and decorate a textile item that would be suitable to sell including creating swing tags and care labels. | Unit 1: Whipping up a Feast  
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| Year 10 | Unit 1: Fashion for the Sun  
Designing, creating and evaluating clothing that is both fashionable and sun protective. | Unit 2: Surviving Adolescence  
Developing interpersonal skills that teenagers can use to cope with circumstances that confront them in their lives and assist them in forming connection with other people | Unit 3: Food For Thought  
Extending knowledge of nutritional requirements of teenagers and looking at nutrition related illness such as obesity and diabetes. | Unit 4: Around the World  
Examining food cultures from around the world. | Unit 5: Where to Live  
Investigating housing needs of families and how to enhance a living space. | Unit 6: Stepping Forward  
Introduction to catering & hospitality. |

SUCCESS WITH HONOUR
<table>
<thead>
<tr>
<th>Year</th>
<th>Unit 1: Metal Work</th>
<th>Unit 2: CAD</th>
<th>Unit 3: Woodwork Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td><strong>This unit aims to give students an introduction to:</strong></td>
<td><strong>Through this unit students will explore a range of basic functions of the CAD program Prodesktop, including:</strong></td>
<td><strong>In this unit students will undertake practical tasks accompanied by theory lessons focusing on:</strong></td>
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<tr>
<td></td>
<td>• Basic workshop safety</td>
<td>• Drawing planes</td>
<td>• General workshop safety</td>
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<tr>
<td></td>
<td>• Sheet metal terminologies</td>
<td>• Extruding to add and remove</td>
<td>• Sheet metal terminologies</td>
</tr>
<tr>
<td></td>
<td>• Metal work hand tools</td>
<td>• Album views</td>
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</tr>
<tr>
<td></td>
<td>• Development of skills with regard to forming sheet metal including: marking out processes, a range of folds and seams, mechanical folding and cutting</td>
<td>• Principles of drawing including view selection, orthographic and pictorial.</td>
<td>• Development of skills with regard to marking out</td>
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<td>Students will be assessed on both their theoretical knowledge and their practical application of skills and processes learnt over the unit.</td>
<td>• Drill Press and disk sander safety</td>
<td>Students will be assessed on both their theoretical knowledge and their practical application of skills and processes learnt over the unit.</td>
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<td></td>
<td><strong>Suggested Project: Dust Pan</strong></td>
<td>• Development of skills with regard to forming sheet metal including: marking out processes, a range of folds and seams, mechanical folding and cutting</td>
<td><strong>Suggested Project: Desk Tidy</strong></td>
</tr>
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<td></td>
<td></td>
<td>Students will be examined on their ability to produce an engineering drawing along with a pictorial view of their workshop project (the Desk Tidy).</td>
<td>Students will be examined on their theoretical understanding along with their practical application of skills and knowledge learnt over the unit.</td>
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<td><strong>Suggested Project: Desk Tidy</strong></td>
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Industrial Technology

Year 9

Unit 1: CAD
Student will utilise CAD software to learn about:
- Principles of drawing including view selection, orthographic and pictorial.
- Basic functions of Prodesktop including: Drawing planes, new sketches, line commands, editing dimensions and constraints
- Creating 3D features including: Extruding, rounding, inserting holes
- Create Engineering and Album views
- Dimensioning and presentation
- Assembling components
- Drawing types

Unit 2: Working with wood
Students will utilise the drawing they created in the CAD unit to construct a basic woodworking project – the Jeep. While completing this students will learn about:
- Reading workshop drawings and preparation of material lists
- Woodwork hand tools and terminologies
- Joint types and their uses
- Properties of timber including: parts of a tree, timber sources (natural and plantation), defects, milling processes
- Manufactured board – plywood and MDF
- Machine safety including: Band saw, disc sander and bobbin sander
- Preparation and application of finishes

Suggested Project: Jeep

Unit 3: Design
Students will investigate the design process and utilise this to design, plan and complete a design of their own when provided with a design brief
- Investigation
- Research
- Possible solutions
- Working Drawing
- Construction
- Evaluation

Safe use and application of machinery is an integral part of this unit.

Suggested Project: 'Wildside Clock'

Year 10

Unit 1: Spice rack
This unit aims to introduce students to the safe use of tools and machines to accurately make housing joints. They will then make a Spice Rack. Theory covered will include workshop expectations (procedural and safety). The use of the Band Saw and the Compound Mitre Saw. Finishing the job and applying stains and finishes.

Unit 2: Sliding Bevel and Hose Reel Holder
The unit aims to introduce students to engineering processes of marking out, cutting and filing and drilling mild steel. They will also be introduced to the metal lathe processes of facing off, knurling, drilling and parting off. Skills will be developed in the use of a gauge to produce finger grips in timber. Students will be introduced to the bending and forming machines, arc welding and using the finisher while making the Hose Reel Holder. Theory covered will include workshop safety, metals and their properties, engineering tools, the drill press and arc welding.

Unit 3: Dovetailed Box / BBQ Tray
The unit aims to introduce students to skills required to produce accurate box dovetail joints. Theory covered will include safe use of portable power tools and dovetail joints.

Unit 4: Sheet Metal Tool Box
This unit will introduce students to skills required to make sheet metal projects. They will be introduced to use of the guillotine, pan brake and spot welder as they make a tool box.

Suggested Project: 'Wildside Clock'
<table>
<thead>
<tr>
<th>Year 9</th>
<th>Business Studies</th>
</tr>
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<tbody>
<tr>
<td>Unit 1: Who wants to be a Millionaire</td>
<td>Students look at entrepreneurs and learn what they are and the types of skills and characteristics they have. The students then look at the different types of business documents are used. Students are introduced briefly to Marketing and learn basic techniques. Students combine these three mini units together to complete their assessment task.</td>
</tr>
<tr>
<td>Unit 2: Creative Multimedia Madness</td>
<td>During this unit students look at design techniques and using image editing software. Students create a mock-up of a CD cover and inside booklet.</td>
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<td>Unit 1: Introduction to the Business World</td>
<td>This unit aims to introduce students to the world of business. The topics which will be studied are: marketing, business structures and cash accounting. The students are in small groups where they organise and run a business throughout the semester selling healthy food and drinks.</td>
</tr>
<tr>
<td>Unit 2: Enterprise Me (Small Business Venture)</td>
<td>The students are in small groups where they organise and run a business throughout the semester selling healthy food and drinks. The skills students obtain are many – communication, working with others, customer relations, handling of money, an understanding and knowledge of the workplace; deal with risk and uncertainty; be creative; take initiative; assume responsibility; and be purposeful and goal-oriented.</td>
</tr>
<tr>
<td>Unit 3: Multimedia</td>
<td>Students create web page or PowerPoint to promote a marketing campaign for a Queensland resort of their choice.</td>
</tr>
<tr>
<td>Unit 4: Learners IT</td>
<td>Students further develop their skills in word processing, spread sheeting and desk-top publishing using a range of software to create various projects.</td>
</tr>
</tbody>
</table>
Art

Unit 1: Understanding Art
The year 8 program serves to widen the experiences of students who begin the secondary art program with a wide range of primary art experiences. Year 8 art provides a foundation to the later years by introducing students to the skills and processes they will build upon in your year nine and then future studies.

During the first unit Understanding Art students will study the elements and principles of art producing a folio of works in response to elements such as colour, line, texture and shape. Students will also study how practicing artists have used these elements and principles of design to create meaning in their work.

Students will also complete a theory assignment which demonstrates some relevant knowledge and understanding of the artwork/artworks. Students will be able to describe, analyse, interpret and evaluate artworks effectively, demonstrating some understanding of the function of the elements and principles of design in art.

Unit 2: Who I Am
During the second unit Who I Am students will use knowledge and understanding developed in unit 1 to produce a portrait drawing about themselves and their identity. Students will develop a relevant and competent creation of art to express ideas by selecting and combining arts elements, techniques, skills and processes.

These units will be studied by all year 8 students for a semester. By the end of the semester students will have been given the chance to develop the necessary foundation skills for the ongoing study of art in year 9, optionally in year ten and in the senior phase of schooling.

Students will also complete a theory assignment which demonstrates some relevant knowledge and understanding of the artwork/artworks. Students will be able to describe, analyse, interpret and evaluate artworks effectively, demonstrating some understanding of the function of the elements and principles of design in art.

Year 9

Unit 1: Express Yourself
After completing a semester of art in year 8, students have gained foundation skills which will be developed further in year 9 Art. This unit of work explores the concepts of identity and covers a mixed range of two dimensional media, including paint, collage, computer generated and pencil. Students will explore a range of techniques and processes to produce a folio of portraits.

Appraising Tasks will take the form of an essay which evaluates student’s knowledge of the elements and principles of design and their ability to analyse, artworks.

Term 2: My Place
The unit My Place includes a printmaking and a sculptural component in the making task. Students will learn the techniques and processes of design and construction. They will be able to effectively present art works to display with a focus on the presentation of interpretive and technical skills.

Students will develop an informed and effective ability, to create artworks that express ideas by, selecting and combining arts elements, techniques, skills and processes.

The appraising tasks consists a portfolio of theory task which allow students to analyse artworks effectively, demonstrating an All year nine students will study this unit for one semester. When completed along with year ten Art, students should be well positioned to study senior art.

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Unit 1: Appropriation.
During this unit students will explore a recurrent theme in contemporary art practice; appropriation, to ultimately create a painting. Students will choose a famous artwork from a variety of examples and appropriate it, giving the work new meaning.

Unit 2: The Path I Have Travelled.
In the second unit students will interpret the concept 'The Path I Have Travelled' to produce a folio of works that are a combination of drawing and printmaking. Students will then use collected or found objects to create an assemblage/3D work.

Unit 3: Art Can Make a Comment.
In this unit students will research artists who use their art to make powerful social commentary. Student will select a social issue and produce an artist's book followed by a design and prototype for a public artwork.

Unit 4: Abstracting is Natural
In the final unit this year student will select a natural object, abstract this object and then produce a series of ceramic sculptures from these studies.