



2027

JUNIOR SUBJECT GUIDE



For more information
cabooltureshs.eq.edu.au

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The Caboolture State High School Junior Secondary Framework is built upon the core values of Pride, Respect, Integrity, Diligence, and Excellence, providing a values-driven foundation for student growth and achievement. It integrates the Real Schools behavioural approach, promoting strong, restorative relationships and a positive school culture where expectations are clear, consistent, and student-centred. Drawing on Brain Science principles, the framework ensures that teaching aligns with how adolescents learn best—through engagement, relevance, and emotional safety.

Aligned with the Australian Curriculum Version 9, this model delivers academic rigour while embedding general capabilities and personal development. A key focus across all learning areas is the explicit use of high impact reading strategies, ensuring all students develop strong literacy skills essential for success in both Senior Secondary and life beyond school. These strategies are embedded in curriculum delivery to build deep comprehension, critical thinking, and confidence in navigating complex texts.

The framework promotes diverse, meaningful learning experiences through project-based learning, cross-curricular tasks, and student-led inquiry. These experiences empower students to explore interests, reflect on their strengths, and make informed decisions about future pathways. By fostering responsibility, curiosity, and resilience, the framework prepares students to thrive academically, socially, and personally in a rapidly changing world.

OVERVIEW YEARS 7 TO 9

Caboolture State High School offers a variety of educational experiences to meet the needs of our diverse student cohort. By creating diversity in our Junior Secondary area, our school aims to ensure that students feel confident leading into key subject selection junctures such as Year 10 SET planning.

YEAR 7

At enrolment students will complete coursework in both Core and Elective subjects. Core subjects in Year 7 include English, Mathematics, Humanities, Health and Physical Education. Students will also complete a semester in Science as a core subject and as we also have the ability to educate around Agriculture, students also complete a semester of Agriculture as a core subject.

Students will elect to complete TWO (2) electives in Year 7. They will complete one (1) elective each semester.

Students may also wish to apply for selection into one of our signature enrichment programs. These programs provide a variety of experiences across key focus areas of Academics, Agriculture, Leadership, Sport (Rugby League and Volleyball) and The Arts.

YEAR 8

Students will complete coursework in both Core and Elective subjects. Core subjects in Year 8 include English, Mathematics and Science. Humanities and Health and Physical Education both remain as core subjects; however, students study each of these subjects for one (1) semester each in Year 8.

Students will elect to complete TWO (2) electives in Year 8. They will complete each elective for a full year.

Students may also wish to apply for selection into one of our signature enrichment programs. These programs provide a variety of experiences across key focus areas of Academics, Agriculture, Leadership, Sport (Rugby League and Volleyball) and The Arts.







YEAR 9

Students will complete coursework in both Core and Elective subjects. Core subjects in Year 9 include English, Mathematics and Science. History and Health and Physical Education both remain as core subjects; however, students study each of these subjects for one (1) semester each in Year 9.

Students will elect to complete TWO (2) electives in Year 9. They will complete each elective for a full year.


Students may also wish to apply for selection into one of our signature enrichment programs. These programs provide a variety of experiences across key focus areas of Academics, Agriculture, Leadership, Sport (Rugby League and Volleyball) and The Arts.

Year 7 Agriculture	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	Agriculture is a unit of work that will provide students with the opportunity to sample the different areas of Agriculture. They will be exposed to new technologies, materials, animals and processes throughout the unit.
COURSE CONTENT	
UNIT 1 – (Term 1 or 3) – Agriculture – Where does my food come from?	ASSESSMENT
Through the exploration of various agricultural systems found on the school farm, students understand how the agricultural systems are interconnected. Plant growth, development and production is a central focus of agriculture. Students explore plants nutritional requirements for successful growth and development. Students will acquire and document knowledge on plant nutrition and design a fertilizer program to obtain optimal growth of sunflowers. Compiling and documenting the acquired knowledge in the development and creation of an information pamphlet.	Written folio Practical
UNIT 2 – (Term 2 or 4) – Animal Husbandry – What came first the chicken or the egg?	ASSESSMENT
Students acquire knowledge and understanding small animal reproductive systems and of foetal development. Through the exploration of chicken reproductive systems and embryonic development in eggs, students will investigate and explain how a fertilised egg develops from fertilisation of the germinal disk to the formation of a fully formed chicken within 21 days. Students will also be investigating and understanding mechanical incubation of eggs. Communicating their understanding and knowledge in a multi modal presentation and TEEL paragraph.	Written folio Practical
CAREER PATHWAYS	
Students considering a career in agriculture would be ideally suited, provide a solid foundation for senior agriculture subjects. This subject leads directly into senior agricultural subjects – it is designed to give you a foundation knowledge that you can build on in Year 9. This subject would fit into the STEM Hub.	
FIND OUT MORE	
Australian Agriculture Employment	http://www.ruralcareers.net.au/agriculture
	https://farmers.org.au
Australian Agriculture overview	https://www.youtube.com/watch?v=fFUZ_j2cCe0
The farm and the environment	https://www.youtube.com/watch?v=Tgfvymh5Zns
The future of farming technology	https://www.youtube.com/watch?v=Qmla9NLFvU

Year 7 Auslan	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	Laptop with a front-facing camera
COURSE CONTENT	
UNIT 1	ASSESSMENT
AUSLAN in the Classroom <p>In this hands-on unit, students will begin their journey into AUSLAN by developing essential communication skills used in everyday classroom interactions. They will learn basic fingerspelling, counting, greetings, and colours, building a strong foundation in both expressive and receptive AUSLAN. Students will practise using key signs through interactive activities, routine conversations, and short presentations. To demonstrate their learning, students will create a video portfolio showcasing their signing skills and complete an AUSLAN skills test. This unit focuses on meaningful communication, helping students gain confidence and fluency as they engage with the language in real-world classroom contexts.</p>	<p>Student video portfolio</p> <p>Auslan skills test - receptive and expressive</p>
UNIT 2	ASSESSMENT
Deaf Gain (not Hearing Loss) <p>In this inspiring unit, students will explore the concept of Deaf Gain—the idea that Deaf culture and community bring unique strengths and contributions to society. Through stories, research, and visual texts, students will learn about influential Deaf individuals who have made a lasting impact across various fields. They’ll investigate how Deaf identity, language, and culture enrich the world, challenging the idea that deafness is something to be “fixed.” Students will showcase their learning through a video portfolio and a research assignment, celebrating the value of diverse ways of communicating, thinking, and being.</p>	<p>Student video portfolio</p> <p>Research assignment</p>
CAREER PATHWAYS	KEY TRANSFERABLE SKILLS
<ul style="list-style-type: none"> • Auslan Interpreter • Classroom Auslan teacher • Educational support teacher • Support worker • Integration aide • Speech therapist • Early educator/kindergarten teacher • Occupational therapist • Community liaison officer • Community educator • Advocate • Policy adviser 	 COMMUNICATION  INTERPERSONAL SKILLS  ATTENTION TO DETAIL  APPLY SKILLS  LINK THEORY AND PRACTICE  CULTURAL AWARENESS
FIND OUT MORE	
<p>Signbank</p> <p>I am Australian</p> <p>Lisa Mills online AUSLAN Course Drisana Levitzki-Gray</p>	<p>http://www.auslan.org.au/dictionary/</p> <p>https://www.youtube.com/watch?v=YGaEvYW7Qg8</p> <p>https://www.lisamillsonline.com/</p> <p>https://www.youtube.com/watch?v=AEDBIA5oDJo</p>

Year 7 Business and Digital Technologies	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	Laptop
COURSE CONTENT	
UNIT 1: Digital Technologies Game Creation	ASSESSMENT
<p>In Year 7 Digital Technologies, students dive into the world of algorithms, data, and digital systems as they learn how technology shapes the way we live and work. Through hands-on projects, they explore how to design solutions, create digital products, and safely navigate the online world-building skills to become confident creators in a digital age.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • The components of digital systems and their interactions. • Representation of data in digital systems. • Defining and decomposing real-world problems. • Designing user experiences and interfaces. • Evaluating digital solutions against criteria and user stories. 	<p>Project: Multiplayer Game File & Planning Booklet</p>
UNIT 2: Business & Economics- Work, Business, and Buying – How Choices Shape Our Lives	ASSESSMENT
<p>In Year 7 Business, students explore how choices are made when resources are limited and discover what drives businesses to succeed. Through real-world examples and investigations, they learn about work, income, entrepreneurship, and the rights and responsibilities of consumers and producers-building the skills to think like young economists and future innovators.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • The role of individuals, businesses, and governments in resource allocation. • Characteristics of successful businesses and entrepreneurial behaviour. • Rights and responsibilities in consumer and financial contexts. • Developing questions to investigate economic issues. Interpreting data to identify economic trends. 	<p>Folio of work</p>
CAREER PATHWAYS	
<p>Foundation skills in Digital Technologies can lead to careers:</p> <ul style="list-style-type: none"> • Software development • Cybersecurity • Data analysis • Digital design and multimedia 	<p>Foundation skills gained in Business can lead to careers in:</p> <ul style="list-style-type: none"> • Business management • Marketing and advertising • Financial planning • Entrepreneurship
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p>📌 Year 7 Digital Technologies – Student Feedback</p> <p>💬 "Creating my own game using coding was the best part—it was challenging but fun!"</p> <p>💬 "I didn't know much about computers before, but now I can write simple code and understand how data works."</p> <p>💬 "I liked using different programs to design digital stuff. It felt like I was making something real."</p> <p>💬 "Learning about online safety and how to solve problems with tech was really useful, even outside of school."</p> <p>📌 Year 7 Business – Student Feedback</p> <p>💬 "I liked learning how businesses actually make money and why people start them-it made me think about starting my own!"</p> <p>💬 "It was cool to see how decisions are made about money and jobs. I didn't know there were so many types of work out there!"</p> <p>💬 "I enjoyed the part where we got to look at real businesses and figure out what made them successful."</p>	

Year 7 Drama and Dance	
DURATION OF SUBJECT	ONE SEMESTER
COURSE CONTENT	
UNIT 1	ASSESSMENT
<p>Everybody Dance Now – Dance</p> <p>Do you love to dance? In this unit, you will be introduced to dance from different contexts, including dance choreographed and performed by First Nations Australians. You will develop your understanding of the elements of dance, through a range of genres, such as Jazz, Contemporary, Musical Theatre and Hip Hop. You will develop and refine your dance practices and technical and expressive skills throughout the term. You will reflect on your own work and that of others, to improve your practice and develop an understanding of safe dance practice. You will perform a hip-hop choreographed routine.</p>	Performance
UNIT 2	ASSESSMENT
<p>From Page to Stage – Drama</p> <p>Do you love to act or playing different characters? In this unit, you will continue to develop your performance skills, however this time, in the area of Drama. You will explore a range of scripted drama, as you develop your understanding of role/character, relationship and tension. You will explore a range of Australian scripted drama and develop an understanding of how this is used to express culture and connection to country. You will learn how to interpret a script and develop your performance and expressive skills as an actor. As part of a small ensemble, you will perform an excerpt from a scripted piece of drama.</p>	Performance
CAREER PATHWAYS	
<p>https://docs.education.gov.au/system/files/doc/other/2013 - bullseye_booklet_update.pdf</p> <p>Studying Dance can lead to and benefit careers in fields such as:</p> <ul style="list-style-type: none"> • arts administration and management • communication, e.g. writer, communication strategist, arts editor, blogger/vlogger • creative industries, e.g. professional performer, choreographer, independent artist and practitioner • education, e.g. educator in schools, private studios, universities and professional dance • public relations, e.g. campaign manager, publicist, creative director • research, e.g. dance researcher and academic, dance journalist/critic • Science and technology, e.g. dance/drama health professional 	
FIND OUT MORE	
<p>https://www.youtube.com/watch?v=tbk1_K0bRrY https://www.youtube.com/watch?v=q3DGHtpuV28 https://www.youtube.com/watch?v=CMZRPLzKCzA</p>	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Dance as a school subject has given me and other students many opportunities to excel. This subject lets you perform many different and creative styles. It is a subject that everyone can enjoy".</i></p> <p><i>"Drama has really boosted my confidence, and I have made new friends who share the same interest in Drama with me. Our class is small, and it feels like a little family".</i></p>	

Year 7 English	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: SPOOKY STORIES	ASSESSMENT
In this engaging unit, students will explore a range of spooky short stories, delving into how suspense, characterisation, and setting are crafted through the narrative structure. Through close analysis of narrative text structures and language features, students will gain insight into what makes a story truly unsettling. They will then apply their understanding by planning, writing, and refining their own original spooky short story. To complement their narrative, students will design a visually compelling book cover that captures the mood and themes of their tale.	Narrative – assignment Rationale - exam
UNIT 2: NOT ALL HEROES WEAR CAPES	ASSESSMENT
Get ready to be inspired! In this exciting unit, students will uncover the powerful and personal stories of extraordinary Australians, like the fearless Robert Irwin, the unstoppable Turia Pitt, the hilarious Anh Do, the gritty Ned Brockmann, the globally iconic Margot Robbie, and the legendary Johnathan Thurston. From surviving lifechanging events to conquering world stages, these individuals have shaped what it means to be an Aussie hero. Students will craft and deliver a persuasive speech to argue who truly deserves the title of Australia’s ultimate hero.	Persuasive spoken - assignment
UNIT 3: LIGHTS, CAMERA, ACTION!	ASSESSMENT
Step into the world of powerful storytelling through film! In this dynamic unit, students will dive into <i>Wonder</i> or <i>Hunt for the Wilderpeople</i> , exploring how directors use language features, visual techniques, and text structures to shape meaning and leave a lasting impact on audiences. From heartfelt moments to laugh-out-loud scenes, students will unpack how these films convey powerful messages about identity, belonging, and resilience. Get ready to think critically, view creatively, and analyse like a film critic as you uncover how stories on screen are crafted to move, inspire, and connect.	Analytical Paragraphs – assignment
UNIT 4: POETRY IN MOTION: BRING WORDS TO LIFE!	ASSESSMENT
In Term 4, students will step into the world of poetry and uncover how poets use language, rhythm, and imagery to spark emotion and share powerful messages. But this isn’t just about reading poems—this is about transforming them! After selecting a poem that speaks to them, students will creatively reimagine it into something bold and original: a diorama, a board game, a piece of art, a musical composition, a short film—or something entirely unexpected. With endless possibilities, this unit is a celebration of creativity and personal expression. To finish, students will take part in a panel discussion to unpack the meaning behind their masterpiece and the poetic message they’ve brought to life.	Poetry Multimodal Transformation – assignment
CAREER PATHWAYS	
	
FIND OUT MORE	
Why Study English?	English is a compulsory subject that builds essential skills in communication, critical thinking, and creativity—preparing you for success in every career and walk of life.
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
"Year 7 English made me see stories in a whole new way—now I actually look forward to writing and sharing my ideas!"	

Year 7 Food Technology	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	A passion for cooking, and a strong desire to learn new skills. Parental permission is required for high or extreme risk activities.
COURSE CONTENT	
UNIT 1 (Term 1 or 3) - Back to Basics	ASSESSMENT
Students will participate in the technology design thinking process to design and create a food item and engaging video that demonstrates their cooking skills. When planning their video and food item students need to consider a range of factors and constraints. Students will reflect on their practical lessons throughout the term to evaluate their cooking skills, the cooking processes and final products. Throughout the unit students will learn basic skills in the kitchen, under safe and hygienic guidelines and get their first taste for what Hospitality is all about. Upon conclusion of this unit, students will demonstrate key cooking skills to create a successful product. Students will undertake practical cooking between Week 2 – Week 8.	Project: Part A: Process Journal Part B: Product
UNIT 2 (Term 2 or 4) – Cooking for Health	ASSESSMENT
Students will begin building nutrition knowledge and develop an understanding of how nutrition concepts can impact overall health and wellbeing. Topics covered include energy density, macronutrients, the Australian Guide to Health Eating, and making healthier choices. Students continue to build on their basic cooking skills developed in the previous unit, through the cooking of various recipes. Students use design thinking to re-design a recipe from the unit to improve nutritional quality and are required to justify their decisions. Students will undertake practical cooking between Week 2 – Week 8.	Project: Part A: Process Journal Part B: Product
CAREER PATHWAYS	
Year 7 Food Technology prepares students for senior subjects including Hospitality and Food & Nutrition. Careers that link with these subjects may include:	
<p>CHEF Dietician NUTRITIONIST</p> <p>Caterer Teacher</p>	

Year 7 Health and Physical Education	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Students will need to be willing to engage in a range of practical activities, with a particular focus on Touch Football, Basketball, Fitness and other modified ball sports. It is expected that students wear a hat and sunscreen when participating in outdoor activities. Sunscreen will be provided if the student cannot provide their own. A water bottle is also encouraged.
COURSE CONTENT	
UNIT 1: Safety and Fundamental Movement Skills	ASSESSMENT
Safety addresses safety issues that students may encounter in their daily lives. The content supports students to make safe decisions and behave in ways that protect their own safety and that of others. Fundamental movement skills focus on the development of fundamental movement skills that support competent and confident participation in physical activities.	Project
UNIT 2: Relationships and Sexuality & Active Play and Minor Games.	ASSESSMENT
Relationships and sexuality address physical, social and emotional changes that occur over time and the significant role relationships, identities and sexuality play in these changes. The content supports students to develop positive and respectful practices in relation to their reproductive and sexual health and their identities. Active play and minor games focus on students learning through play with people, objects and representations – indoors, outdoors, alone, with a partner or in a group. The content supports students to be physically active and develop creativity, persistence, negotiation, problem-solving, planning and cooperation.	Project
UNIT 3: Health Benefits of Physical Activity & Lifelong Physical Activities.	ASSESSMENT
Health benefits of physical activity address the impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make active choices. They explore influences on physical activity participation and choices. Lifelong physical activities focus on how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan.	Exam
UNIT 4: Alcohol and Other Drugs & Games and Sports	ASSESSMENT
Alcohol and other drugs address safe practices in relation to a range of drugs, including prescription drugs, natural and alternative medicines, energy drinks, caffeine, tobacco, alcohol, e-cigarettes and other synthetic drugs, cocaine, ecstasy, and methamphetamines. Games and sports focus on the development of movement skills, concepts and strategies through a variety of games and sports. This content builds on learning in active play, minor games and fundamental movement skills.	Investigation
CAREER PATHWAYS	
Students interested in Health and Physical Education may be interested in exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.	
FIND OUT MORE	
https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/	

Year 7 Humanities	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1	ASSESSMENT
Water, Water Everywhere In Year 7 Geography, dive into the fascinating world of climate science by exploring how El Niño triggers intense droughts across Australia. Uncover the dramatic effects of these dry spells on the environment and communities and become a water-saving superhero by designing creative solutions to cut down water usage at home. From innovative gadgets to clever habits, you'll learn how small changes can make a big impact.	Portfolio Task
UNIT 2	ASSESSMENT
Create Community In this exciting unit, you'll become an urban planner and create your very own sustainable community. Explore what makes a place liveable by diving into the key elements of successful towns and cities. You'll discover how to balance the needs of people with the health of the environment, designing a sustainable community that thrives for generations to come. Get ready to shape the world of tomorrow by learning how to build liveable and sustainable places today!	Inquiry Task
UNIT 3	ASSESSMENT
Australia's Deep Time Moving into the study of History, embark on an incredible journey through Australia's ancient past by delving into the mysteries of deep time. Explore the fascinating artefacts and human remains found at Lake Mungo, uncovering stories that stretch back tens of thousands of years. As budding archaeologists, you will conduct your own dig and uncover ancient stories in your own backyard. Get ready to be amazed by the rich history beneath our feet and become a detective of the distant past!	Portfolio Task
UNIT 4	ASSESSMENT
Personalities of Ancient Rome Continue the study of history by journeying back to Ancient Rome and meeting the captivating personalities that shaped its history, from the ambitious Agrippina and the infamous Nero to the legendary rebel Spartacus. Students dive into primary and secondary sources, uncovering the intriguing stories and deeds of these iconic figures. Using their newfound knowledge, they will contribute to an exciting card game featuring ancient personalities, blending history with strategy and fun. Get ready to explore Rome's vibrant past and bring its most fascinating characters to life!	Inquiry Task
CAREER PATHWAYS	
FIND OUT MORE	
Why Study History?	https://www.youtube.com/watch?v=MH-poqMomhk
Why Study Geography?	https://www.youtube.com/watch?v=ri0_ijyFni4

Year 7 Industrial Materials Technology	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	Safety is an aspect of the course, which is considered of great importance as it involves all workshop users. Students are required to wear closed in leather shoes of strong construction. Long hair must be tied back and the behaviour of students in the workshop is to be of a safe manner at all times. Safety glasses are to be worn at all times in the workshop. Parental permission is required for high or extreme risk activities.
COURSE CONTENT	
<p>Materials Technology involves the design and manufacture of products, industrial systems and graphical representations focusing on metal, timber and plastics industries. Materials Technology will focus on the creation, development and communication of concepts and specifications for products, with references to the procedures and techniques used to combine and process materials, and organise and control systems into useful products. In short, students use metal, timber, and plastic materials to produce a product.</p> <p>The communication of design through sketches, annotations, documentation and graphical representations is an integral aspect of the design process. When communicating design ideas for different audiences, the needs of the audience influence the complexity and presentation of the communication.</p>	
UNIT 1	ASSESSMENT
Laminated Key Ring and 3D puzzle	Students produced effective designed solutions for the manufacture of a laminated acrylic key ring and a 3d printed puzzle or name tag.
UNIT 2	ASSESSMENT
Shut the Box	Students manage production techniques and skills to document and use workshop knowledge to manage the manufacture of a wooden shut the box board game.
UNIT 3	ASSESSMENT
Wire Brain Teaser	Students manage production techniques and skills to document and use workshop knowledge to manage the manufacture of a wire brain teaser.
CAREER PATHWAYS	
<p>A course of study in Materials Technology can establish a basis for further education and employment in the furnishing, engineering, or construction industry.</p> <p>With additional training and experience, potential employment opportunities may be found in industrial trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier, sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic, construction worker, concreter, bricklayer or labourer.</p>	
FIND OUT MORE	Construction Skills Queensland Ai Group - Apprenticeships and Traineeships Housing Industry Australia

Year 7 Mathematics	
COURSE DURATION	FULL YEAR
COURSE REQUIREMENTS	Students require an approved scientific calculator in this subject.
COURSE CONTENT	
UNIT 1 – Number	ASSESSMENT
Students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers.	Exam
UNIT 2 – Algebra	ASSESSMENT
Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation. They solve linear equations with natural number solutions. Students create tables of values related to algebraic expressions and formulas, and describe the effect of variation.	Assignment (Percentages & Ratios) Exam (Linear Equations) Monitoring Task (4 operations)
UNIT 3 – Statistics and Probability	ASSESSMENT
Students will plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.	Investigation (Statistics) Experiment (Probability)
UNIT 4 – Measurement and Space	ASSESSMENT
Students apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle. Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students use coordinates to describe transformations of points in the plane.	Exam (Measurement) Exam (Space) Monitoring Task (Circle)
CAREER PATHWAYS	
Trade and construction • Software engineering • Data analyst/statistician • Government/public service • Academic/mathematician • Accounting/auditing • Mathematics teacher • Economist • Physicist/scientist • Banking and finance	
FIND OUT MORE	
Mathematics in the NRL	https://youtu.be/BilJ10URb1
Mathematics in Nursing	https://youtu.be/w3vAj57UCw
Mathematics in Teaching	https://youtu.be/LgEV11KqPAk
Australian Curriculum for Mathematics	https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-7







Year 7 Music	
DURATION OF SUBJECT	ONE SEMESTER
COURSE CONTENT	
UNIT 1: School of Rock	ASSESSMENT
Do you enjoy listening to music? Would you like to develop your performance skills? In this unit, you will explore the popular musical style of rock music. You will learn to play popular chords and riffs and develop your listening and performance skills, whilst learning about the musical elements of pitch and duration. You will develop your performance skills in guitar, keyboard, vocals, bass and/or drums. You will perform a rock song individually, or as part of a band.	Performing
UNIT 2: Game On	ASSESSMENT
Do you enjoy gaming? Would you like to learn how to create electronic music? In this unit, you will develop your understanding of video game music and how time, place, mood and action can be created through the use of musical elements. You will continue to learn about the musical elements of pitch and duration, as you further develop your listening, performance and compositional skills. You will compose a character theme or video game soundtrack, using electronic loops.	Composition
CAREER PATHWAYS	
<p>Studying music will help students gain the confidence to be creative, innovative, thoughtful, skilful and informed musicians. Students will build skills to compose, perform, improvise, respond and listen, and will gain knowledge and respect for music and music practices across global communities, cultures and musical traditions. Studying Music can sharpen memory, teach discipline, allow for creativity, and fosters teamwork and collaboration. Students who study music will develop problem solving skills, time management skills and communication skills.</p> <ul style="list-style-type: none"> • copyright/royalty's manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager • communication, e.g., music copyist, music editor, music librarian, print music manager, sound archivist • education, e.g., arts educator, instrumental teacher, studio teacher, university music academic • creative industries, e.g., backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager • public relations, e.g., creative director, music lawyer, music merchandiser • Science and technology, e.g., music therapist, music video clip director, new media artist, producer, programmer, sound designer. 	
FIND OUT MORE	
https://musicaustralia.org.au/discover/music-education/ https://www.youtube.com/watch?v=ROJKCYZ8hng https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Music is always a brilliant subject to enhance my skills and knowledge as a drummer and church singer. My passion is playing instruments and singing- the Music subject allows me to do this".</i></p> <p><i>"Music has taught me to never give up and keep persisting even when it is hard." "Music has helped me to express my emotions and connected me with other people".</i></p>	



Year 7 Rugby League Academy – Health and Physical Education	
DURATION OF SUBJECT	FULL YEAR – Application ONLY.
FINANCIAL COMMITMENT	\$50.00 Academy fee. Carnivals, competitions and Gala Days are user pay. Students have the option of purchasing an Academy Polo and Training shirt.
COURSE REQUIREMENTS	Students will need to be willing to engage in a range of specific skills and drills, with a focus on Rugby League. Students MUST wear a mouthguard, boots and any other additional safety equipment to all practical sessions. A water bottle is also encouraged.
COURSE CONTENT	
UNIT 1	ASSESSMENT
<p>Safety and Rugby League</p> <p>Safety addresses safety issues that students may encounter in their daily lives. The content supports students to make safe decisions and behave in ways that protect their own safety and that of others.</p> <p>Lessons often cover fundamental skills like gripping, carrying, passing, catching, tackling, kicking, and playing the ball, as well as more advanced techniques like evasion and defensive strategies.</p>	Project
UNIT 2	ASSESSMENT
<p>Relationships and Sexuality & Active Play and Rugby League</p> <p>Relationships and sexuality address physical, social and emotional changes that occur over time and the significant role relationships, identities and sexuality play in these changes. The content supports students to develop positive and respectful practices in relation to their reproductive and sexual health and their identities. The Rugby League program emphasises the importance of teamwork, communication, and building a positive relationship.</p>	Project
UNIT 3	ASSESSMENT
<p>Health Benefits of Physical Activity, Lifelong Physical Activities and Rugby League.</p> <p>Health benefits of physical activity address the impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make active choices. They explore influences on physical activity participation and choices.</p> <p>Rugby League requires a good level of fitness, so lessons may include fitness, strength and conditioning sessions, and discussions on the importance of aerobic base.</p>	Exam
UNIT 4	ASSESSMENT
<p>Alcohol and Other Drugs & Games and Sports</p> <p>Alcohol and other drugs address safe practices in relation to a range of drugs, including prescription drugs, natural and alternative medicines, energy drinks, caffeine, tobacco, alcohol, e-cigarettes and other synthetic drugs, cocaine, ecstasy, and methamphetamines.</p> <p>Lessons may introduce game concepts like attacking and defensive principles, including roles of key positions (e.g., dummy half), passing backwards and forwards, running into space, and supporting ball carriers.</p>	Investigation

Year 7 Science	
COURSE DURATION	ONE SEMESTER
COURSE REQUIREMENTS	Students require an approved scientific calculator in this subject.
COURSE CONTENT	
UNIT 1 – Chemistry (10 Weeks)	ASSESSMENT
Students use particle theory to explain the physical properties of substances and develop processes that separate mixtures. They explain how scientific responses are developed and can impact society. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.	Experimental Investigation
UNIT 2 – Physics (7 Weeks)	ASSESSMENT
Students represent and explain the effects of forces acting on objects. They plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They process data and information and analyse it to describe patterns, trends and relationships. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information.	Experimental Investigation
UNIT 3 – Earth Science (3 Weeks)	ASSESSMENT
Students model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They identify the factors that can influence development of and lead to changes in scientific knowledge.	Exam
UNIT 4 – Biology (10 Weeks – taught in Agriculture)	ASSESSMENT
Students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They identify potential ethical issues and intercultural considerations required for field locations or use of secondary data. They explain the role of science communication in shaping viewpoints, policies and regulations.	Research Investigation
CAREER PATHWAYS	
<p>Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Exciting careers involving science include:</p> <p>Microbiologist • Chemist • Clinical Technician • Biologist • Biomedical Scientist • Robotics Engineer • Forensic Scientist • Physicist • Geologist • Science Teacher</p>	
FIND OUT MORE	
Science in Sports	https://www.youtube.com/watch?v=NJH5os-
Science in Medicine	https://www.youtube.com/watch?v=gllxGk7_Od8
Australian Curriculum for Science	https://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas/p-10-science

Year 7 Visual Art	
DURATION OF SUBJECT	ONE SEMESTER
COURSE CONTENT	
UNIT 1: Tribal Totems	ASSESSMENT
You will be introduced to the Visual Arts program and explore and apply the Elements of Arts and Design and colour theory. You will respond to Mexican alebrijes sculptures, as you explore traditional Indigenous patterns, symbology and spirit animals. You will develop ideas, make and create your own tribal totem.	3D Papercraft, ink painting and mixed media Short Written Response
UNIT 2: Marvelous Me	ASSESSMENT
Design a Superhero character inspired by you and your hidden strengths. Learn drawing skills and develop a greater understanding of what makes you tick. You will learn the skills to use digital painting programs to create your final product	2D Drawing/digital painting Short Written Response
CAREER PATHWAYS	
https://docs.education.gov.au/system/files/doc/other/2013 - bullseye_booklet_update.pdf <ul style="list-style-type: none"> • advertising, e.g., art director, brand specialist, content marketer, photographer, graphic artist • arts administration and management, e.g., art project manager, agent, events and festivals manager • communication, e.g., writer, journalist, sign writer, art editor, blogger/vlogger, web content producer • creative industries, e.g., visual artist, illustrator, photographer, screenwriter • design, e.g., architect, fashion designer, environmental designer, graphic designer, industrial designer, interior designer • education, e.g., specialist classroom teacher, lecturer, private teacher • galleries and museums, e.g., curator, registrar, exhibition designer, director, public programs officer, conservator • film and television, e.g., animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer • public relations, e.g., campaign manager, publicist, creative director 	
FIND OUT MORE	
https://www.youtube.com/watch?v=vKjx6PzajE https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH STUDENTS HAVE TO SAY	
<p><i>"Art allows you to express yourself through creative, fun, and personal ways in a controlled environment. Our Art room is a judgement free and supportive place where we can truly express ourselves through the creation of artwork".</i></p> <p><i>"I like Art because I love drawing. Art is a fun subject to do because it helps you to express yourself through your drawings. Drawing in art is relaxing and enjoyable for me".</i></p>	


Year 8 Agriculture	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Participation in basic farm jobs which could include maintaining and harvesting from the garden beds, nut orchard and plant nursery as well as feeding and caring for various animals such as cattle, sheep, chickens, alpacas, fish and red claw.
COURSE CONTENT	
Term 1 - Shark Tank - Farmer Style	ASSESSMENT
Building on the investigation and exploration of career in Term 1, students develop their understanding of various business case studies that exist on the school farm. Students will explore how technology and innovation contribute to various agribusinesses. What are our main agricultural industries here in Australia? Students are given an overview of our main agricultural industries here in Australia particularly Queensland. What is involved in developing a business idea, 'pitching' the idea to a group of 'investors' while using project management skills to produce a saleable agricultural product.	Learning Journal
Term 2 – Ekka Chickens – Egg Laying Champions	ASSESSMENT
Students continue to investigate how Hy-line Brown chickens are bred for sustainable egg production. Students participate in the Brisbane Exhibition Hy-line Brown Laying Hen competition while they undertake the husbandry and care of point of lay chickens. Students investigate and justify the selection of hy-line brown hens compared to other dual purposes or meat breeds of chickens. Students will have the opportunity to participate in the submission and attendance at the Brisbane Exhibition at the Hy-line Brown Hen competition presentation.	Learning Journal
Term 3 – What's Your Beef? The Australian Cattle Industry	ASSESSMENT
Students explore the Australian Beef Industry through research of a range of different beef cattle breeds. Using our GPS tracking collars (a fit bit for cows), students will be able to investigate the everyday behaviours of the school cattle. By better understanding, the animals' everyday behaviour students will create and develop a farm management plan. Students will need to justify their management decisions with industry data.	Learning Journal
Term 4 – Zucchini in Bikinis – Cucurbit Summer Vine Crops	ASSESSMENT
Students will round out their agriculture journal with the exploration of plant husbandry and care of various vine crops. Students will plant and care for the crop in the school cultivation paddocks that have different fertilizer applications. Students will be able to compare the results of different fertilizer applications against the harvested crop at the end of term.	Learning Journal
CAREER PATHWAYS	
Students considering a career in agriculture would be ideally suited, provide a solid foundation for senior agriculture subjects. This subject leads directly into senior agricultural subjects – it is designed to give you a foundation knowledge that you can build on in Year 9.	
FIND OUT MORE	
Australian Agriculture Employment Australian Agriculture overview The farm and the environment The future of farming technology	http://www.ruralcareers.net.au/agriculture https://farmers.org.au https://www.youtube.com/watch?v=ffUZ_j2cCe0 https://www.youtube.com/watch?v=Tgfvymh5Zns https://www.youtube.com/watch?v=Qmla9NLFvU

Year 8 Auslan	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Laptop with front-facing camera
COURSE CONTENT	
UNIT 1	ASSESSMENT
Technology: Machines and Processes In this unit, students discover the awesome tech Deaf people use every day—from vibrating alarms to captioned videos. They'll build cool vocab around machines and processes, then create their own captioned instructional video to show off their AUSLAN skills.	Student video portfolio Individual creation of an instructional video with captions
Unit 2	ASSESSMENT
Deaf Storytelling Get ready to bring stories to life! Students dive into the world of Deaf storytelling, using facial expressions, role-shift and movement to tell powerful tales in AUSLAN. Using digital tools, they'll retell a story of their choice and turn it into a showstopping video performance.	Student video portfolio Individual retelling of a story
UNIT 3	ASSESSMENT
Deaf Groups and History Step back in time and discover the people, places and moments that shaped Deaf history. Students work in teams to tell these stories using AUSLAN, drama and tech. Their final project is a creative group re-enactment that brings Deaf history to the screen.	Student video portfolio Group re-enactment/dramatic multi-media presentation
UNIT 4	ASSESSMENT
Deaf Poetry Hands become poetry in this expressive unit! Students explore how movement, rhythm and handshape can turn ideas into visual art. They'll create and perform their own Handshape Poem on video, showing that poetry isn't just spoken — it's signed, too!	Student video portfolio Create and present a Handshape Poem using technology
CAREER PATHWAYS	KEY TRANSFERABLE SKILLS
<ul style="list-style-type: none"> • Auslan Interpreter • Classroom Auslan teacher • Educational support teacher • Support worker • Integration aide • Speech therapist • Early educator/kindergarten teacher • Occupational therapist • Community liaison officer • Community educator • Advocate • Policy adviser 	 COMMUNICATION  INTERPERSONAL SKILLS  ATTENTION TO DETAIL  APPLY SKILLS  LINK THEORY AND PRACTICE  CULTURAL AWARENESS
FIND OUT MORE	
Signbank I am Australian Lisa Mills online AUSLAN Course Drisana Levitzki-Gray	http://www.auslan.org.au/dictionary/ https://www.youtube.com/watch?v=YGaEvYW7Qg8 https://www.lisamillsonline.com/ https://www.youtube.com/watch?v=AEDBIA5oDJ0

Year 8 Business and Digital Technologies	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Laptop
COURSE CONTENT	
TERM 1: Digital Technologies – Micro:bit Coding Project	ASSESSMENT
Students explore physical computing using the BBC micro:bit, learning how digital systems collect, process and respond to data. They design, code and test interactive solutions using block-based and/or text-based programming. Aligned to ACARA v9 Year 8 Digital Technologies, students apply computational thinking and programming constructs (sequence, selection, iteration) to develop and evaluate digital solutions. This unit builds foundational skills in coding, systems thinking and problem-solving through a practical project.	Project
TERM 2: Digital Technologies – eSports, Data & Cyber Security (Rocket League Focus)	ASSESSMENT
Using Rocket League as a context, students collect and analyse gameplay data. They develop spreadsheeting skills, including formulas, data organisation and visualisation, to identify trends and inform decisions. Aligned to ACARA v9 Digital Technologies, students examine data representation, transmission and security, including cyber safety and privacy. They design and evaluate data-driven digital solutions, building practical ICT capability.	Multimodal Folio
TERM 3: Business – Budgeting, Work Futures & Decision Making	ASSESSMENT
Students develop financial literacy by exploring budgeting, income and expenses, and factors influencing financial decisions. They investigate different types of work and the impact of changing technologies on future careers. Aligned to ACARA v9 Year 8 Business and Economics, students analyse influences on consumer and financial decision-making and consider skills required for future work. This unit builds critical thinking and informed decision-making.	Written task – Investigation Report
TERM 4: Business – Markets, Business & Consumer Rights (First Nations Entrepreneurs)	ASSESSMENT
Students examine how markets operate, including supply and demand, and the roles of businesses and consumers. They explore consumer rights and ethical business practices, with a focus on First Nations entrepreneurs. Aligned to ACARA v9 Year 8 Business and Economics, students investigate market behaviour, business decision-making and regulatory frameworks. They apply their learning by developing and pitching a business idea, fostering entrepreneurial thinking and cultural awareness.	Project: Business Pitch!
CAREER PATHWAYS	
<p>Digital Technologies: Students can pursue careers as robotics engineers, software developers, digital artists or animators, web developers, educational technology specialists, virtual reality developers, UX/UI designers, digital content creators, data scientists or analysts, and cybersecurity specialists.</p> <p>Business: Students can pursue exciting careers as young entrepreneurs, marketing gurus, business managers, financial advisors, stock market analysts, event planners, advertising creatives, e-commerce specialists, real estate agents, human resource consultants, economic researchers, or even social enterprise leaders who use business to make a difference!</p>	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p> Year 8 Digital Technologies "I didn't think I'd be able to code anything, but using the micro:bit made it feel easy and fun! It was so cool to see something I programmed actually working in my hands." "Using Minecraft to learn about coding and data was the best part of the term – I didn't even realise I was learning something at first!"</p> <p> Year 8 Business & Economics "I finally understood why things go on sale and why prices change. It made me think more about how businesses work."</p>	

Year 8 Dance	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: Dance Through the Decades	ASSESSMENT
Do you love performing and creating fun and popular dance styles? In this unit, you will explore Popular dance styles from a range of decades including the 80s, 90s, 00s and now. You will learn, perform, choreograph and analyse popular dance styles with a focus on technique, musicality, expression, and dynamics.	Performance
UNIT 2: Functions of Dance	ASSESSMENT
In this unit, you will explore various genres of dance, including ballet, hip hop, contemporary and jazz. You will learn the functions of dance, such as social, artistic and ritual, and how movement and non- movement components communicate meaning in a performance. You will and analyse and evaluate two contrasting dance performances.	Responding
UNIT 3: Musical Extravaganza	ASSESSMENT
This unit explores dance in Musical Theatre. Through the study of the historical development and cultural importance of musicals and the role of dance within this context, you will learn the skills and technique, of a variety of Musical Theatre dance styles such as jazz, tap, and hip hop. You will learn dances from popular musicals, as well as choreograph a group dance for a chosen musical.	Choreography
UNIT 4: Storytelling Through Dance	ASSESSMENT
In this unit, you will continue to develop your technical and expressive skills in dance, as you learn about the power of communicating meaning through movement and non-movement components. You will learn about genre of contemporary dance and how dance concepts can be used to tell a story. You will perform a contemporary dance, that communicates a particular narrative.	Performance
CAREER PATHWAYS	
<p>Studying Dance can lead to and benefit careers in fields such as:</p> <ul style="list-style-type: none"> • arts administration and management, e.g., artist manager, arts administrator, booking agent, copyright/royalties manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator • communication, e.g. writer, communication strategist, arts editor, blogger/vlogger • creative industries, e.g. professional performer, choreographer, independent artist and practitioner, artistic director, costume designer, dance technologist, dance videographer, producer, rehearsal director, theatre technician, stage manager • education, e.g. educator in schools, private studios, universities and professional dance company education programs • public relations, e.g. campaign manager, publicist, creative director • research, e.g. dance researcher and academic, dance journalist/critic • Science and technology, e.g. dance health professional with further specialised training in areas of medicine, health, therapy. 	
FIND OUT MORE	
https://www.youtube.com/watch?v=tbk1_KObRy https://www.youtube.com/watch?v=-0Mjgn4kvlc	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Dance as a school subject has given myself and other students many opportunities to excel. This subject lets you perform many different and creative styles. It is a subject that everyone can enjoy".</i></p> <p><i>"Dance at Caboolture SHS has helped me figure out who I am. As a male, I would like to see more boys do Dance."</i></p>	

Year 8 Drama	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: Theatre Sports	ASSESSMENT
Do you enjoy thinking on the spot? In this unit, you will learn the basics of improvisation, and develop an understanding of the rules and practices associated with Theatre Sports. You will participate in a range of improvised games and activities and develop the skills and practices required to perform a variety of Theatre Sports games, from the typical categories in a competition	Presenting & Performing Exploring Responding
UNIT 2: Right in the Feels	ASSESSMENT
During this unit of Drama, you will gain a deep understanding of the Elements of Drama through a variety of exciting and unique theatre games, workshops and scripted performances. You will learn the basics of characterisation and performing on stage.	Presenting & Performing
Unit 3: Soooo Much Melodrama!	ASSESSMENT
In Unit 3, you will begin to explore the Elements of Drama more specifically through the theatrical style of Melodrama. This unit is performance based, allowing you to demonstrate the acting style of Melodrama. You will become a hero, heroine, victim or sidekick in your favourite Melodrama scene.	Presenting & Performing Creating & Making: Modified script/Aside
Unit 4: Collective Collage	ASSESSMENT
In Unit 4, you will explore a social issue to inspire a monologue as part of a collage-style group performance. Using drama elements, staging, and style, you'll create original monologues and scenes that include movement and music. The unit concludes with a group performance and a written reflection on your creative process and final piece.	Creating & Making: write a monologue Exploring & Responding
CAREER PATHWAYS	
<ul style="list-style-type: none"> • arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalty's manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator • communication, e.g. writer, communication strategist, arts editor, blogger/vlogger • creative industries, e.g. professional performer, actor, director, dramaturge, independent artist, artistic director, costume designer, producer, rehearsal director, theatre technician, stage manager, dialect coach, radio presenter • education, e.g. educator in schools, corporate, private studios, community, universities and professional drama company education programs • public relations, e.g. campaign manager, publicist, creative director • research, e.g. researcher and academic, journalist/critic • Science and technology, e.g. drama health professional with further specialised training in areas of medicine, health, therapy 	
FIND OUT MORE	
https://www.youtube.com/watch?v=q3DGHtpuV28 https://youtu.be/OG96LJroP9s https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Drama has really boosted my confidence and I have made new friends who share the same interest in Drama with me. Our class is small and it feels like a little family".</i></p> <p><i>"This subject is fun! I can express my emotions and be creative".</i></p> <p><i>"Going to the live theatre productions is a lot of fun and an amazing learning experience because you get see professional performers on stage telling a story or communicating something".</i></p>	

Year 8 English	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: WHAT IF?	ASSESSMENT
Step into strange new worlds and thrilling alternate realities in this action-packed introduction to speculative fiction! From the eerie science of <i>Frankenstein</i> to the magical halls of <i>Harry Potter</i> and the chilling mystery of <i>Dracula</i> , students will explore iconic excerpts that stretch the imagination. Along the way, they'll uncover what makes this genre so gripping—wild possibilities, curious creatures, and epic conflicts between good and evil. Students will then unleash their creativity by crafting their very own speculative fiction narrative and designing a bold, eye-catching book cover that brings their story to life.	Narrative – assignment Rationale - exam
UNIT 2: DEAR CURRENT AND FUTURE GENERATIONS	ASSESSMENT
In this thought-provoking unit, students explore real-world issues affecting young people today—such as mental health, homelessness, body image, vaping, and peer pressure. They will examine how language can be used to persuade, inspire, and create change. Drawing on their research and personal passions, students will craft and deliver powerful persuasive presentations on a topic of their choice, using their voice to shine a light on issues that matter.	Persuasive spoken - assignment
UNIT 3: SURVIVING THE PAST – UNPACKING ONCE	ASSESSMENT
In this unit, students will explore the powerful novel <i>Once</i> by Morris Gleitzman, examining how the author uses character, setting, and plot to convey important themes such as hope, resilience, and the impact of war. Through close reading and class discussion, students will analyse how these themes are developed throughout the text. To demonstrate their understanding, students will plan and write a structured analytical essay that explores how a central theme is presented and its significance within the novel.	Analytical Essay - assignment
UNIT 4: VOICES OF CHANGE	ASSESSMENT
Get ready to explore powerful stories that shape our understanding of identity, culture, and justice. In this compelling film study unit, students will dive into <i>Rabbit-Proof Fence</i> or <i>The Sapphires</i> —two iconic Australian films that explore the themes of belonging and injustice. Through cinematic analysis, students will uncover how filmmakers use visual techniques, language, and character journeys to communicate powerful messages. Then, stepping into the role of media creators, students will produce their own multimodal vlog presentation, reflecting on how these themes are developed and why they still matter today.	Multimodal Vlog Presentation
CAREER PATHWAYS	
	
FIND OUT MORE	
Why Study English?	English is a compulsory subject that builds essential skills in communication, critical thinking, and creativity—preparing you for success in every career and walk of life.
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
"I learned that movies can teach us important lessons about fairness and fitting in and I loved making a vlog to share my thoughts."	

Year 8 Food Technology	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	A passion for cooking, and a strong desire to learn new skills. Parental permission is required for high or extreme risk activities.
COURSE CONTENT	
Term 1 – Back to Basics 2	ASSESSMENT
Students will embark on a culinary journey that takes them "Back to Basics" in cooking. This unit is designed to provide students with a strong foundation in fundamental cooking skills, empowering them to become confident and independent cooks. Students are introduced to basics of sauce, legumes, stocks, seasoning and baking skills. Students will build their skills from year 7 that focuses on knife skills, product development, recipe adaptation, ingredient mastery. All while expanding new cooking techniques. Students will undertake practical cooking between Week 2 – Week 8.	Part A: Process Journal Part B: Product
Term 2 - Pizza Party	ASSESSMENT
Students will engage in the technology design thinking process to design and create a savoury pizza for an event at school. When designing their pizza students need to consider a range of factors and constraints. Students will create success criteria to evaluate the suitability of their design product. Throughout the unit students will learn basic skills in the kitchen, under safe and hygienic guidelines and get their first taste for what Hospitality is all about. Upon conclusion of this unit, students will demonstrate key cooking skills to create a successful product that meets the requirements for an identified school event. Students will undertake practical cooking between Week 2 – Week 8.	Part A: Process Journal Part B: Product
Term 3 – Snack Attack	ASSESSMENT
Students will gain an understanding about the contribution of unhealthy snacking to Australia’s current obesity problem among adolescents, what is really in unhealthy commercially made snack foods and how they can use the Australian Guide to Healthy Eating to help make better choices with snacking. Students will further learn about Aboriginal ingredients and how use of fresh cultural ingredients can improve health. Students will have the opportunity to produce their own healthy snack muffin that incorporates an ingredient used in the Aboriginal culture. Throughout the unit students will practice skills in the kitchen with varying degrees of difficulty, under safe and hygienic guidelines. Upon conclusion of this unit, students will have a clear knowledge and understanding about healthy snacks and be able to make informed decisions about their own ‘snacking’ to improve their health and wellbeing. Students will undertake practical cooking between Week 2 – Week 8.	Project: Part A: Process Journal Part B: Product
Term 4 – Tastes of the Land	ASSESSMENT
Students will embark on a culinary journey to discover the rich and diverse flavours of Indigenous Australian cuisine. They will explore the traditions, ingredients, and cooking techniques that have sustained Australia's Indigenous peoples for thousands of years. As the students embark on this journey, they will dive into cultural exploration, native ingredients, new cooking techniques unique to the indigenous people, cultural respect, environmental awareness and uncover stories behind indigenous cuisine. Students will undertake practical cooking between Week 2 – Week 8.	Project: Part A: Process Journal Part B: Product
CAREER PATHWAYS	
Year 8 Food Technology prepares students for senior subjects including Hospitality and Food & Nutrition. Careers that link with these subjects may include:	
CHEF Dietician NUTRITIONIST Caterer Teacher	

Year 8 Health and Physical Education	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	Students will need to engage in a range of practical activities, with a particular focus on Volleyball and Basketball. Students will also have the opportunity to be involved in Jump Rope for Heart. It is expected that students wear a hat and sunscreen when participating in outdoor activities. Sunscreen will be provided if the student cannot provide their own.
COURSE CONTENT	
UNIT 1	ASSESSMENT
<p>Mental Health and Wellbeing & Rhythmic and Expressive Activities</p> <p>Mental health and wellbeing address how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content teaches students to maintain and enhance their own mental health and wellbeing, and to support that of others.</p> <p>Rhythmic and expressive activities focus on how movement can be composed and performed in response to equipment, beats and sounds, images, words and themes.</p>	<p>Project</p> <p>Practical Performance</p>
UNIT 2	ASSESSMENT
<p>Food and Nutrition & Challenge and Adventure Sports.</p> <p>Food and nutrition address the role of food and nutrition in enhancing health and wellbeing. The content supports students to make healthy, informed food choices. Students explore the contextual factors that influence eating habits and food choices.</p> <p>Challenge and adventure focus on how individuals participate in physical activities that challenge them physiologically, behaviourally and socially in diverse environments. The content supports students to assess hazards and manage risks.</p>	<p>Exam</p>
CAREER PATHWAYS	
<ul style="list-style-type: none"> • Physiotherapist • Sport scientist • Nutritionist /Dietitian • Professional sports player • Athlete 	

Year 8 Humanities	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	NIL
COURSE CONTENT	
UNIT 1	ASSESSMENT
<p>Geography – Survive the Horde</p> <p>What makes a place liveable when the world falls apart? In this thrilling unit, students will explore the concepts of liveability and urbanisation through the high-stakes lens of a zombie apocalypse. Tasked with finding a safe haven for 200 survivors, students will conduct a geographical investigation using real-world data on population, climate, natural resources, topography, and infrastructure. As they analyse maps and make critical decisions, students will develop their spatial thinking, problem-solving, and research skills. Who will find the safest, most liveable location—and who will get caught by the horde?</p>	Inquiry Task
UNIT 2	ASSESSMENT
<p>History – Blood, Gold and Ambition</p> <p>Greed, glory, and gods collide in this gripping unit on the Spanish conquest of the Aztecs. Students will uncover the motivations behind Spanish exploration and follow Hernán Cortés on his fateful journey into the heart of the Aztec Empire—Tenochtitlán. They'll explore the dramatic events of first contact, conquest, and colonisation, examining both the short- and long-term impacts on the people of Mesoamerica. As part of their assessment, students will complete a monitoring task that evaluates the consequences of colonisation and the legacy of empire. This is a story of ambition, power, and the price of conquest.</p>	Monitoring Task Short Response Exam
CAREER PATHWAYS	
FIND OUT MORE	
Why Study Humanities?	https://www.youtube.com/watch?v=MH-pogMomhk https://www.youtube.com/watch?v=ri0_ijyFni4
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"History is great because we learn about interesting topics and get to see how the world changed over time."</i></p> <p><i>"We start to look at the world differently – you think critically about events and get a better understanding of why things change."</i></p>	

Year 8 Industrial Materials Technology	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Safety is an aspect of the course, which is considered of great importance as it involves all workshop users. Students are required to wear closed in leather shoes of strong construction. Long hair must be tied back and the behaviour of students in the workshop is to be of a safe manner at all times. Safety glasses are to be worn at all times in the workshop. Parental permission is required for high or extreme risk activities.
COURSE CONTENT	
<p>Materials Technology involves the design and manufacture of products, industrial systems and graphical representations focusing on metal, timber and plastics industries. Materials Technology will focus on the creation, development and communication of concepts and specifications for products, with references to the procedures and techniques used to combine and process materials and organise and control systems into useful products. In short, students use metal, timber, and plastic materials to produce a product.</p> <p>The communication of design through sketches, annotations, documentation and graphical representations is an integral aspect of the design process. When communicating design ideas for different audiences, the needs of the audience influence the complexity and presentation of the communication.</p>	
UNIT 1 (Semester 1)	ASSESSMENT
Toyscape	Students are introduced to three main categories of materials - metal, wood and plastics, through the creation of toys that are aimed at distinct consumers. Students manage production techniques and skills to document and use workshop knowledge to manufacture a metal Bulldozer, adapt a wooden toy, and produced effective designed solutions for the manufacture of a 3d printed plastic toy fitting to a client brief.
UNIT 2 (Term 3)	ASSESSMENT
Gumball Machine	Students manage production techniques and skills to document and use workshop knowledge to manage the manufacture of a gum-ball dispenser.
UNIT 3 (Term 4)	ASSESSMENT
Junior Hacksaw and Metal Pencil case Production	Students manage production techniques and skills to document and use workshop knowledge to manage the manufacture of a Junior Hacksaw and a Metal Pencil Case.
CAREER PATHWAYS	
<p>A course of study in Materials Technology can establish a basis for further education and employment in the furnishing, engineering, or construction industry.</p> <p>With additional training and experience, potential employment opportunities may be found in industrial trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier, sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic, construction worker, concreter, bricklayer or labourer.</p>	
FIND OUT MORE	<p>Construction Skills Queensland</p> <p>Ai Group - Apprenticeships and Traineeships Housing Industry Australia</p>

Year 8 Mathematics	
COURSE DURATION	FULL YEAR
COURSE REQUIREMENTS	Students require an approved scientific calculator in this subject.
COURSE CONTENT	
UNIT 1 – Number	ASSESSMENT
Students will explore irrational numbers and decimal types, apply exponent laws, solve problems with integers and rational numbers, calculate durations across time zones, identify and test conditions for shape congruency and similarity, and use quadrilateral properties to solve problems.	Exam (Integers, 4 operations and Time) Investigation (Congruency and Similarity) Monitoring Task (Terminating and Recurring decimals).
UNIT 2 – Algebra	ASSESSMENT
Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools.	Exam (Rearrange, factorise and expand linear equations and graphing) Investigation (Linear relations)
UNIT 3 – Measurement and Shape	ASSESSMENT
Students use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles.	Assignment (Measurement) Monitoring Task (Use 3 dimensions to locate and describe position)
UNIT 4 – Statistics and Probability	ASSESSMENT
Students conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.	Investigation (Statistics) Monitoring Task (Probability)
CAREER PATHWAYS	
<ul style="list-style-type: none"> • Trade and construction • Academic/mathematician • Banking and finance • Software engineering • Accounting/auditing • Mathematics teacher • Data analyst/statistician • Economist • Physicist/scientist • Government/public service 	
FIND OUT MORE	
Mathematics in the NRL	https://youtu.be/BilJ10URb1
Mathematics in Nursing	https://youtu.be/w3vAj57UCw
Mathematics in Teaching	https://youtu.be/LgEV11KqPAk
Australian Curriculum for Mathematics	https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-8







Year 8 Music	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Active participation in both practical and theoretical lessons.
COURSE CONTENT	
UNIT 1: Pop Stars	ASSESSMENT
Do you enjoy playing music? Would you like to develop your performance skills? In this unit, you will explore and develop your understanding of popular musical styles, such as rock and pop. You will learn how to analyse your favourite songs, using the elements of music, and develop your performance skills in guitar, keyboard, vocals, bass, drums or ukulele. You will develop your listening skills, whilst learning about the musical elements of pitch and duration. You will learn how to form a band and develop an understanding about your role in an ensemble. You will perform a popular song of your choice, on your chosen instrument.	Performance
UNIT 2: Off The Charts	ASSESSMENT
Do you enjoy listening to music? In this unit, you will develop your listening skills, as you listen to, and analyse a variety of popular songs. You will revise the elements of pitch and duration and develop your understanding of form/structure and dynamics, as you explore a range of popular music styles. You will analyse your favourite artist and song, whilst continuing to develop your listening and performance skills.	Responding
UNIT 3: The Sound of Movies	ASSESSMENT
This unit explores film music through the study of popular film soundtracks and character themes. You will analyse a range of film music and learn how soundtracks help to create a particular mood, continuing to develop your understanding of the musical elements, timbre and texture. You will also learn how film music is created to portray particular characters. You will continue to develop your performance skills as you rehearse your favourite TV and/ or movie soundtrack. You will compose a character theme, or an original soundtrack for a selected movie scene.	Composition
UNIT 4: Take it Global	ASSESSMENT
Do you enjoy listening to music from different parts of the world? In this unit, you will explore how music reflects various countries and cultures across the world. You will develop an understanding of how the musical elements are used to reflect cultural identity. You will continue to refine your performance skills, as you rehearse and perform a range of repertoire from different cultures. You will compose a song that reflects characteristics of music from South Asia.	Composition
CAREER PATHWAYS	
<ul style="list-style-type: none"> • copyright/royalty's manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager • communication, e.g., music copyist, music editor, music librarian, print music manager, sound archivist • education, e.g., arts educator, instrumental teacher, studio teacher, university music academic • creative industries, e.g., backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager • public relations, e.g., creative director, music lawyer, music merchandiser • Science and technology, e.g., music therapist, music video clip director, new media artist, producer, programmer, sound designer. 	
FIND OUT MORE	
https://musicaustralia.org.au/discover/music-education/ https://www.youtube.com/watch?v=ROJKCYZ8hng https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Music is always a brilliant subject to enhance my skills and knowledge as a drummer and church singer. My passion is playing instruments and singing- the Music subject allows me to do this".</i></p>	

Year 8 Rugby League Academy – Health and Physical Education	
DURATION OF SUBJECT	FULL YEAR – Application ONLY.
FINANCIAL COMMITMENT	\$50.00 Academy fee. Carnivals, competitions and Gala Days are user pay. Students have the option of purchasing an Academy Polo and Training shirt.
COURSE REQUIREMENTS	Students will need to be willing to engage in a range of specific skills and drills, with a focus on Rugby League. Students MUST wear a mouthguard, boots and any other additional safety equipment to all practical sessions. A water bottle is also encouraged.
COURSE CONTENT	
UNIT 1	ASSESSMENT
<p>Mental Health and Wellbeing & Rugby League</p> <p>Mental health and wellbeing address how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content teaches students to maintain and enhance their own mental health and wellbeing, and to support that of others.</p> <p>Lessons often cover fundamental skills like gripping, carrying, passing, catching, tackling, kicking, and playing the ball, as well as more advanced techniques like evasion and defensive strategies.</p>	<p>Project</p> <p>Practical Performance</p>
UNIT 2	ASSESSMENT
<p>Food and Nutrition & Rugby League</p> <p>Food and nutrition address the role of food and nutrition in enhancing health and wellbeing. The content supports students to make healthy, informed food choices. Students explore the contextual factors that influence eating habits and food choices.</p> <p>The Rugby League program emphasises the importance of teamwork, communication, and building a positive relationship.</p>	<p>Exam</p>
UNIT 3	ASSESSMENT
<p>Relationships and Sexuality & Rugby League</p> <p>Relationships and sexuality address physical, social and emotional changes that occur over time and the significant role relationships, identities and sexuality play in these changes. The content supports students to develop positive and respectful practices in relation to their reproductive and sexual health and their identities.</p> <p>Rugby League requires a good level of fitness, so lessons may include fitness, strength and conditioning sessions, and discussions on the importance of aerobic base.</p>	<p>Project</p>
UNIT 4	ASSESSMENT
<p>Safety & Rugby League</p> <p>Safety addresses safety issues that students may encounter in their daily lives. The content supports students to make safe decisions and behave in ways that protect their own safety and that of others.</p> <p>Lessons may introduce game concepts like attacking and defensive principles, including roles of key positions (e.g., dummy half), passing backwards and forwards, running into space, and supporting ball carriers.</p>	<p>Project</p>

Year 8 Science	
COURSE DURATION	FULL YEAR
COURSE REQUIREMENTS	Students require an approved scientific calculator in this subject.
COURSE CONTENT	
UNIT 1 – Biology – Let’s get practical	ASSESSMENT
Students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They select and construct appropriate representations to organise and process data and information. They analyse the importance of science communication in shaping viewpoints, policies and regulations.	Exam Practical task
UNIT 2 – Physics – Things are heating up	ASSESSMENT
Students compare different forms of energy and represent transfer and transformation of energy in simple systems. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society.	Experimental investigation
UNIT 3 – Chemistry – Atoms of the earth	ASSESSMENT
Students classify and represent different types of matter and distinguish between physical and chemical change. They plan and conduct safe, reproducible investigations to test relationships and explore models. They construct evidence-based arguments to support conclusions and evaluate claims. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences. They select and use equipment to generate and record data with precision.	Exam
UNIT 4 – Earth Science – Feel the Earth move	ASSESSMENT
They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They analyse data and information to describe patterns, trends and relationships and identify anomalies.	Research Investigation
CAREER PATHWAYS	
<p>Learning Science creates opportunities for and enriches the lives of all Australians. Studying Science ensures that students are confident, creative users and communicators of science who can investigate, represent, and interpret situations in their personal and work lives and as active citizens. Exciting careers involving science include:</p> <ul style="list-style-type: none"> Trade and construction • Environmentalist • Data analyst/statistician • Government/public service • Academic/Scientist • Parks and Wildlife • Physicist/Biologist/Chemist Science teacher • Agronomy and Farming • Medical fields including nursing and medical practitioner 	

Year 8 Visual Art	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: Micro Monsters	ASSESSMENT
In this unit, you will delve into the micro world of bugs and insects, as a stimulus to develop and practice drawing and painting skills. You will create a fictional creature, inspired by a fusion of two distinct species in a mixed-media artwork. You will continue to develop knowledge in the arts, by integrating design principles with elements of science and visual investigation. You will respond to your own work and that of others.	2D mixed media painting Short response analysis
UNIT 2: Pieces of Me	ASSESSMENT
This unit begins with an intensive exploration of portraiture drawing. You will learn about the proportions of the face and how to draw facial features realistically. You will then be introduced to the captivating world of artists and art movements as inspiration for your own portfolio of self-portraits. Through the portfolio you will have the opportunity to experiment with a range of painting, drawing and collaging techniques and medias.	2D painting, drawing and mixed media
UNIT 3: Urban Villages	ASSESSMENT
In this unit, you will develop and practice construction and modelling techniques to construct an artwork using everyday materials. Through exploring themes such as, urban sprawl, overpopulation, poverty and cultural displacement, you will respond to the cardboard installations by Afledo and Isabel Aquilizan. You will create a cardboard sculpture that reflects global challenges and collaborate to construct and display an installation.	3D Sculpture Short response analysis
UNIT 4: Basquiat Robots	ASSESSMENT
In this unit, you will be introduced to the art of printmaking, as you design and print robot-themed characters using collagraph, mono or relief printing techniques. You will draw inspiration from the expressive style of Jean-Michel Basquiat to infuse their prints with bold colour, rich texture and distinctive mark-making in oil pastels.	2D print making
CAREER PATHWAYS	
<ul style="list-style-type: none"> • advertising, e.g., art director, brand specialist, content marketer, photographer, graphic artist • arts administration and management, e.g., art project manager, agent, events and festivals manager • communication, e.g., writer, journalist, sign writer, art editor, blogger/vlogger, web content producer • creative industries, e.g., visual artist, illustrator, photographer, screenwriter • design, e.g., architect, fashion designer, environmental designer, graphic designer, industrial designer, interior designer • education, e.g., specialist classroom teacher, lecturer, private teacher • galleries and museums, e.g., curator, registrar, exhibition designer, director, public programs officer, conservator • film and television, e.g., animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer • public relations, e.g., campaign manager, publicist, creative director 	
FIND OUT MORE	
https://www.youtube.com/watch?v=vKjKx6PzajE https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH STUDENTS HAVE TO SAY	
<p><i>"Art allows you to express yourself through creative, fun, and personal ways in a controlled environment. Our Art room is a judgement free and supportive place where we can truly express ourselves through the creation of artwork".</i></p> <p><i>"I like Art because I love drawing. Art is a fun subject to do because it helps you to express yourself through your drawings. Drawing in art is relaxing and enjoyable for me".</i></p>	

Year 9 Agriculture	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
Term 1 – No Guts, No Glory! Sheep Digestion	ASSESSMENT
Investigating and exploring sheep production, students will focus on the nutrition and the ruminant digestive system. From their research, students will make paper mâché models of ruminant digestive systems.	Investigative Report
Term 2 – Weatherproofing Your Dream	ASSESSMENT
Discovering the various elements of the weather, students will engage with agricultural climate challenges. Students will record the weather patterns of CSHS Farm and predict the future weather. Facing real farm problems, students will either develop a plan to drought/flood/weatherproof their farms or harness the power of the weather to improve the farm's budget.	Oral Presentation
Term 3 – Lettuce Turnip the Beet - Vegetables	ASSESSMENT
Investigating summer/winter vegetable crops, students learn and understand plant anatomy and investigate different fertiliser regimes that yield the best crop. Students will monitor plant health and investigate best husbandry practices. Students will be able to plant seedlings, tend to garden beds and grow their own vegetables.	Learning journal
Term 4 – Who will rule the world – Bugs?	ASSESSMENT
Exploring the world of insects, students focus on the vital role of insects in agriculture. Students will research an insect as an alternative source of protein for human or animal consumption. Students will participate in the hive robbing and the extraction of honey from the school hives.	Learning Journal
Participation in basic farm jobs which could include maintaining and harvesting from the garden beds, nut orchard and plant nursery as well as feeding and caring for various animals such as cattle, sheep, alpacas, chickens, fish and red claw.	
CAREER PATHWAYS	
Students considering a career in agriculture would be ideally suited, provide a solid foundation for senior agriculture subjects. This subject leads directly into senior agricultural subjects – it is designed to give you a foundation knowledge that you can build on in Year 10. This subject would fit into the STEM Hub.	
FIND OUT MORE	
Australian Agriculture Employment Australian Agriculture overview The farm and the environment The future of farming technology BOM (Bureau of Meteorology)	http://www.ruralcareers.net.au/agriculture https://www.youtube.com/watch?v=fF_UZ_j2cCe0 https://www.youtube.com/watch?v=Tg_fvymh5Zns https://www.youtube.com/watch?v=Q_mla9NLFbU http://www.bom.gov.au/climate/data-services/education.shtml

Year 9 Auslan	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Laptop with front facing camera
COURSE CONTENT	
UNIT 1	ASSESSMENT
Use of Technology by the Deaf From flashing doorbells to video relay services, this unit explores how Deaf people have used (and transformed) technology throughout history. Students research key devices and the agencies that support the Deaf community, then showcase their findings through an individual presentation.	Short Response Examination
UNIT 2	ASSESSMENT
Deaf Culture: Storytelling Laughter, expression, and connection! In this unit, students explore how the Deaf community shares stories and jokes in unique and visual ways. They learn how to adapt tales to suit a Deaf audience and record a retelling as part of their video portfolio.	Student video portfolio
UNIT 3	ASSESSMENT
Deaf Arts, Culture and Sports Students dive into the vibrant world of Deaf culture, exploring creative groups like Theatre of the Deaf, Deaf Sports, and more. They'll use AUSLAN to explain how to play a game or create something hands-on — all captured in their video portfolio.	Multimodal – Visual presentation and recorded signing
UNIT 4	ASSESSMENT
Australian Deaf History From First Nations sign languages to Deaf convicts and settlers, this unit uncovers the stories of Deaf Australians through time. Using AUSLAN storytelling techniques, students bring a historical figure's life to the screen in a powerful and creative video snapshot.	Short Response Examination
CAREER PATHWAYS	KEY TRANSFERABLE SKILLS
<ul style="list-style-type: none"> • Auslan Interpreter • Classroom Auslan teacher • Educational support teacher • Support worker • Integration aide • Speech therapist • Early educator/kindergarten teacher • Occupational therapist • Community liaison officer • Community educator • Advocate • Policy adviser 	 COMMUNICATION  INTERPERSONAL SKILLS  ATTENTION TO DETAIL  APPLY SKILLS  LINK THEORY AND PRACTICE  CULTURAL AWARENESS
FIND OUT MORE	
Signbank I am Australian Lisa Mills online Auslan Course Drisana Levitzki-Gray	http://www.auslan.org.au/dictionary/ https://www.youtube.com/watch?v=YGaEvYW7Qg8 https://www.lisamillsonline.com/ https://www.youtube.com/watch?v=AEDBIA5oDJo

Year 9 Business	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Laptop
COURSE CONTENT	
TERM 1: Financial Risk and Rewards	ASSESSMENT
Students develop financial literacy by exploring income, taxation, superannuation, insurance and investment options. They examine how individuals and businesses manage financial risk and make decisions to maximise returns. Aligned to ACARA v9 Year 9 Business and Economics, students analyse factors that influence financial decision-making and evaluate strategies used to manage risk and reward. This unit builds practical skills for informed financial planning in real-world contexts.	Assignment
TERM 2: Workplace Responsibilities and the Financial Sector	ASSESSMENT
Students investigate workplace rights and responsibilities, including employee and employer obligations, workplace laws and ethical practices. They also explore the structure and role of the financial sector in supporting individuals, businesses and the economy. Aligned to ACARA v9, students examine the role of institutions in the economy and analyse how workplace and financial systems support economic participation. This unit strengthens understanding of work environments and financial systems.	Exam
TERM 3: Competitive Advantage and Innovation	ASSESSMENT
Students explore how businesses achieve competitive advantage through innovation, technology and differentiation. They investigate real-world case studies and apply their knowledge by developing and pitching a business idea. Aligned to ACARA v9, students analyse how businesses respond to opportunities and changing market conditions. They evaluate strategies that improve productivity and success, building entrepreneurial thinking, creativity and problem-solving skills.	Portfolio (Business plan and pitch)
TERM 4: Australia in the Global Economy	ASSESSMENT
Students examine Australia's role in the global economy, including trade relationships within the Asia-Pacific region. They explore globalisation, interdependence and the impact of international markets on businesses, individuals and the economy. Aligned to ACARA v9, students analyse the effects of global trade and economic decision-making on stakeholders. This unit develops an understanding of Australia's economic connections and global influences.	Assignment
CAREER PATHWAYS	
<ul style="list-style-type: none"> • Accountant • Financial advisor • Real Estate • Advertising • Bookkeeper • Banking • Secretary • Receptionist • Manager 	
FIND OUT MORE	
https://www.youtube.com/watch?v=e7a3NZtiZY https://www.youtube.com/watch?v=rGmzTR6XWTQ https://www.youtube.com/watch?v=AL4PAN9x4sM	

Year 9 Dance	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: Music Moves Us	ASSESSMENT
In this unit, you will explore how dance is used in music videos. You will examine the history of dancing in music videos by viewing and evaluating the dance concepts and skills used in iconic music video clips. You will participate in practical dance lessons, have the opportunity to choreograph movement, and will learn and perform a Hip-Hop dance from a modern music video.	Performance
UNIT 2: Our World, Our Future	ASSESSMENT
This unit focuses on Contemporary dance technique and allows dancers to explore how meaning is communicated through dance. You will participate in contemporary dance workshops and choreographic activities to create contemporary dance. With global issues such as climate change, natural disasters, homelessness, bullying, world news as stimulus, students will experiment with dance concepts and skills to choreograph and perform a contemporary dance piece.	Choreography
UNIT 3: Musical Theatre	ASSESSMENT
This unit explores the exciting world of Musical Theatre, with a focus on more modern productions. You will continue to develop your understanding of choreographic devices and the elements of dance and understand how these are used in musical theatre to help communicate the storyline. You will choreograph a dance piece to a popular musical theatre song.	Choreography
UNIT 4: Two to Tango	ASSESSMENT
This unit explores the world of Ballroom Dancing as both a social and artistic form. Students will learn about and experience how the Elements of Dance, Production Elements, Choreographic Devices, and Technical and Expressive Skills are manipulated through Traditional Ballroom Dance styles such as Waltz, Foxtrot, Quickstep, as well as Latin Ballroom Dance styles such as Cha-Cha, Samba, Salsa. The Jive and Rock n Roll will also be covered. Students will learn a Ballroom Dance medley and will perform this for assessment.	Performance
CAREER PATHWAYS	
<ul style="list-style-type: none"> • communication, e.g., writer, communication strategist, arts editor, blogger/vlogger • creative industries, e.g., professional performer, choreographer, independent artist and practitioner, artistic director, costume designer, dance technologist, dance videographer, producer, rehearsal director, theatre technician, stage manager • education, e.g., educator in schools, private studios, universities and professional dance company education programs • public relations, e.g., campaign manager, publicist, creative director • research, e.g., dance researcher and academic, dance journalist/critic • Science and technology, e.g. dance health professional with further specialised training in areas of medicine, health, therapy. 	
FIND OUT MORE	
https://www.youtube.com/watch?v=tbk1_K0bRrY https://www.youtube.com/watch?v=-0Mjgn4kvlc	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Dance as a school subject has given myself and other students many opportunities to excel. This subject lets you perform many different and creative styles. It is a subject that everyone can enjoy".</i></p> <p><i>"Dance at Caboolture SHS has helped me figure out who I am. As a male, I would like to see more boys do Dance."</i></p>	

Year 9 Digital Technologies	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Laptop
COURSE CONTENT	
TERM 1: HTML & Web Development	ASSESSMENT
Students develop foundational web development skills by designing and building their own website using HTML and CSS. They explore how websites are structured, styled and published, while applying user interface (UI) and user experience (UX) principles. Aligned to ACARA v9 Digital Technologies, students design, implement and evaluate digital solutions, applying computational thinking and design processes. This unit builds practical skills in coding, problem-solving and digital design.	Assignment
TERM 2: Coding, Cyber Security & social media	ASSESSMENT
Students extend their programming skills while exploring cyber security in the context of social media. They investigate online safety, privacy, data protection and ethical digital behaviour, and analyse risks associated with digital platforms. Aligned to ACARA v9, students examine how data is transmitted and secured and evaluate the impacts of digital systems on individuals and society. They design and test solutions that promote safe and responsible online practices.	Exam
TERM 3: Game Design-Python Programming	ASSESSMENT
Students apply programming skills to design and develop a simple digital game using Python. They learn key coding concepts including variables, control structures, functions and debugging, while focusing on user engagement and game mechanics. Aligned to ACARA v9 Digital Technologies, students implement and evaluate digital solutions using structured programming. This unit strengthens computational thinking, creativity and problem-solving through game development.	Assignment
TERM 4: eSports Tournament & Data Analytics (Nintendo Switch)	ASSESSMENT
Students participate in and analyse an eSports tournament using Nintendo Switch games as a context for data collection. They gather, organise and interpret performance data, using spreadsheeting tools to identify trends and inform decisions. Aligned to ACARA v9, students collect, manage and analyse data to generate insights and evaluate digital solutions. This unit develops data literacy, collaboration and critical thinking in an engaging, real-world context.	Assignment
CAREER PATHWAYS	
<p>This subject provides pathways into a range of digital and technology-focused careers, including:</p> <ul style="list-style-type: none"> • Web developer • Software developer / programmer • Cyber security analyst • Game designer or developer • Data analyst • UX/UI designer • IT support specialist • Digital content creator 	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Building my own website was really rewarding – I could customise everything and see it come to life."</i></p> <p><i>"The cyber security unit made me think differently about what I share online."</i></p> <p><i>"Creating a game in Python was challenging but fun. It felt like real coding."</i></p> <p><i>"The eSports tournament made data actually interesting because we were analysing our own results."</i></p>	

Year 9 Drama	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: From Script to Stage	ASSESSMENT
In this unit, students will develop their skills in acting, including characterisation and stagecraft, in order to present a scripted scene from a play e.g. 'Two Weeks with the Queen' or 'Trolleys', performed for a live audience. Students will become familiar with the layout of a script and script conventions. These include the elements of drama, script layout, and positions on a stage, stagecraft descriptions and rehearsal terms.	Performing
UNIT 2: lazzi and Laughter	ASSESSMENT
In this unit, students will learn about the style of Commedia Del Arte. Students will develop a deep understanding of the history, characters and techniques associated with this style. They will participate in a number of workshops to develop their skills in mask work, slapstick, physical characterisation and lazzi. Students create and perform a Commedia skit demonstrating the techniques they have learnt throughout the term. Performances may be included in the Year 10 Annual Clowning Night.	Forming & Responding
UNIT 3: Child's Play	ASSESSMENT
In this storytelling unit students explore how to create stories using stimulus such as personal accounts, images, and text. Students will develop their understanding of symbolism, dramatic meaning, ritual and interpretation to deconstruct texts/ideas and images. Students will learn about the style of Children's Theatre and the conventions associated with this style and develop their responding skills as they watch a live or recorded performance. Students will perform a stage adaptation for an excerpt of a well-known children's story or fairytale, to perform for a live audience.	Performing
UNIT 4: Life as a Collage	ASSESSMENT
In this unit, students work through a play building process to create a short drama to present to a specific target audience. The purpose of the presentation is to educate the audience about issues or concerns agreed to by the group. Students are encouraged to investigate issues or concerns for young people in their age group. Issues could include racism, gender, discrimination, bullying etc. Students will workshop the performance styles of Physical Theatre and Collage Drama, whilst exploring the elements of drama, including human context, tension and symbol. Students will create and perform a collage drama using the stimulus of poetry/song lyrics in contemporary and/or historic texts as a starting point.	Forming & Performing
CAREER PATHWAYS	
<ul style="list-style-type: none"> • creative industries, e.g., professional performer, actor • education, e.g., educator in schools, • public relations, e.g., campaign manager, publicist, creative director • research, e.g., researcher and academic, journalist/critic • Science and technology, e.g., drama health professional with further specialised training in areas of medicine, health, therapy 	
FIND OUT MORE	
https://www.youtube.com/watch?v=q3DGHtpuV28 https://youtu.be/OG96LJroP9s https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>"Drama has really boosted my confidence and I have made new friends who share the same interest in Drama with me. Our class is small and it feels like a little family".</i></p> <p><i>"This subject is fun! I can express my emotions and be creative".</i></p> <p><i>"Going to the live theatre productions is a lot of fun and an amazing learning experience because you get see professional performers on stage telling a story or communicating something".</i></p>	

Year 9 English	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: PLOT PURSUIT: CRAFTING MYSTERY NARRATIVES	ASSESSMENT
Step into the shadows and prepare to investigate the unknown! In this thrilling unit, students will journey through the gripping world of mystery fiction, diving into spine-tingling classics like Roald Dahl’s Lamb to the Slaughter, Arthur Conan Doyle’s Sherlock Holmes, and Edgar Allan Poe’s haunting The Telltale Heart. With each twist and turn, students will unravel the secrets behind what makes a great mystery—and then take on the ultimate challenge: crafting their own suspense-filled narrative using eerie images, clues, and curious characters.	Narrative – assignment
UNIT 2: BRANDCRAFT: NAVIGATING MODERN DAY ADVERTISING	ASSESSMENT
In this creative and fast-paced unit, students dive into the world of modern advertising to uncover the secrets behind what makes a brand stand out. After exploring how big names like Nike, Starbucks, Tesla, and Apple capture attention, students will take on the role of marketing masterminds—designing a bold social media campaign for a brand-new product. They’ll pitch their ideas in an engaging presentation, showcasing their creativity and persuasive flair.	Advertisement and Spoken Pitch – assignment
UNIT 3: UNPACKING SECRETS AND SOCIETY	ASSESSMENT
In this thought-provoking unit, students delve into S.E. Hinton’s classic novel The Outsiders, examining how the author explores powerful themes such as identity, belonging, and social division. Through close reading, discussion, and analysis, students will unpack how literary devices, characterisation, and setting are used to convey key ideas. To demonstrate their understanding, students will plan, draft, and refine a structured analytical essay exploring how a central theme is developed throughout the novel.	Analytical Essay - assignment
UNIT 4: THE BLIND SIDE	ASSESSMENT
In this powerful unit, students will view the award-winning film The Blind Side and explore its enduring relevance in today’s world. Through analysis of key themes such as resilience, family, privilege, opportunity, and breaking social barriers, students will examine how the film presents issues that continue to shape society in 2025. Drawing on their insights, students will then plan and deliver a multimodal speech that reflects on the film’s message and argues for its continued significance. Using visuals, audio, and persuasive language, students will bring their perspectives to life and consider how one story can inspire real-world change.	Multimodal Presentation
CAREER PATHWAYS	
	
FIND OUT MORE	
Why Study English?	English is a compulsory subject that builds essential skills in communication, critical thinking, and creativity—preparing you for success in every career and walk of life.
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
"This year in English, I got to write essays, create vlogs, design ads, and even deliver a speech. Each task challenged me in a different way and helped me grow more confident in sharing my ideas."	

Year 9 Food Technology	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	We recommend a passion for cooking, and a strong desire to learn new skills.
COURSE CONTENT	
Term 1 - Community Kitchen	ASSESSMENT
Students will develop an understanding of what it means to be food insecure, and to explore the possible reasons for being food insecure. Students will investigate and explain factors that influence different Australian community programs which provide food and nutrition to the homeless, disadvantaged and/ or underprivileged communities. Students will consider how programs encourage sustainability through the sourcing of local produce.	Project Multimodal
Term 2 – Alternate Menu	ASSESSMENT
Students will explore a range alternate food menu (for example, but not limited to vegan, fitness focus, convenience). Students will explain the factors that impact on food design, while collaboratively redesigning a menu to promote staple foods.	Project Multimodal
Term 3 – International Cuisine	ASSESSMENT
Students will explore a range of staple foods from a variety of cultures (for example, but not limited to Italian, Chinese, Vietnamese, Mexican). Students will evaluate the features of technologies, their appropriateness, and the impact of the availability of ingredients on the cuisine of their chosen culture. Students will learn about cultural sensitivity and continue to develop their knowledge and understanding of hygiene, workplace health and safety and healthy eating through producing meals.	Project Multimodal
Term 4 – Mother Sauces	ASSESSMENT
The French are renowned for their expertise in the culinary arts, particularly in crafting sauces that complement their dishes. There are five classics 'mother sauces': béchamel, velouté, espagnole, hollandaise, and tomato. These foundational sauces serve as the base for many other sauces, such as Mornay, cheese sauce, Bolognese, and Soubise. As the population of health-conscious consumers grows, there is increasing interest in reformulating these sauces to make them healthier.	Project Multimodal
CAREER PATHWAYS	
Year 9 Food Technology prepares students for the senior subjects Certificate I Hospitality and Hospitality Practices. Careers that link with these subjects may include, chef, nutritionist, dietician, caterer, wait staff and more.	
FIND OUT MORE	
https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/design-and-technologies/ https://www.qcaa.qld.edu.au/	

Year 9 Geography	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Students are required to complete an excursion that is linked to their assessment.
COURSE CONTENT	
UNIT 1: Bountiful Biomes	ASSESSMENT
Explore the diverse biomes of Australia and their impact on agricultural productivity. They will examine how each biome's unique climate, soil, and ecological characteristics influence farming practices and yields. Through case studies, students will analyse the opportunities and challenges faced by farmers and investigate sustainable agricultural methods tailored to each biome.	Report
UNIT 2: Networked	ASSESSMENT
Our world is shrinking and your everyday actions have a dramatic impact on people around the world. You as an individual are connected to dozens of countries every day and “travel” the world every time you turn on your phone. This unit focuses on how connected we are to the world and how the actions of one country, multinational company, or person can affect all of us - for the better or worse.	Inquiry Task – Infographic
UNIT 3: Deforestation Dynamics	ASSESSMENT
Delve into the complex issue of deforestation for agriculture in regions like the Amazon Basin and Borneo, investigating the social, political, and economic factors driving this process. Students will gain a comprehensive understanding of the environmental impact, loss of biodiversity, and implications for indigenous populations. Through case studies and discussions, they will explore sustainable alternatives and strategies to balance agricultural development with environmental conservation.	Short Response Exam
UNIT 4: Recreation and Conservation	ASSESSMENT
Dive into the dynamic world of recreational land use and its environmental and social impacts. On an exciting excursion, uncover how outdoor adventures shape natural landscapes and local communities. Develop your critical thinking by proposing innovative solutions to balance the thrill of recreation with sustainable land management, becoming a true steward of the environment.	Report
CAREER PATHWAYS	
FIND OUT MORE	
Why Study Geography?	https://www.youtube.com/watch?v=ri0_ijyFni4
What is Geography for?	https://www.youtube.com/watch?v=sgGb8BM2TBk
WHAT CABOOLTURE STATE HIGH STUDENTS HAVE TO SAY	
<p><i>“This class is great because it allows me to learn about what’s happening around the world – things I didn’t even realise were a problem.”</i></p> <p><i>“Geography opens many career pathways! Geography will lead you into journalism, teaching, parks and recreation and many more opportunities.”</i></p>	

Year 9 History

DURATION OF SUBJECT	ONE SEMESTER
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COURSE CONTENT

UNIT 1: Shackles and Shadows	ASSESSMENT
In this powerful unit, students will explore the transatlantic slave trade and the practice of blackbirding in Australia to uncover the darker sides of colonial history. From the brutal conditions aboard slave ships to the forced labour of South Sea Islanders in Queensland, students will investigate how the exploitation of people shaped societies past and present. They'll analyse historical sources, explore multiple perspectives, and consider the long-term impacts of slavery and blackbirding on communities today. Through this study, students will gain a deeper understanding of how injustice and resistance have shaped the world we live in.	Short Response to Sources Exam
UNIT 2: No Mans Land	ASSESSMENT
In Year 9 History, immerse yourself in the grim reality of World War I, where muddy trenches, gas attacks, barbed wire, and the constant whistle of falling shells were daily occurrences. Follow the harrowing stories of young men who enlisted, expecting a grand adventure, only to find themselves in a living nightmare. Students will have the opportunity to choose their own topics to research, delving deeper into the horrors of war and uncovering personal narratives and historical details. This exploration offers a profound understanding of the true cost of conflict and the experiences of those who lived through it.	Inquiry Task

CAREER PATHWAYS

The career pathways shown are:

- Journalism
- Law
- Politics
- Business
- Criminology
- Museum Curator
- Archeologist
- Teacher
- Religious Leader
- Library Assistant
- Content Creator
- Editing
- Writer
- Sociology
- Parliament
- Foreign Affairs
- Anthropologist
- Tour Guide
- Publisher
- Research
- Environmental Scientist
- Urban and Regional Planner
- Meteorologist
- International Aid Worker
- Emergency Management

FIND OUT MORE

Why Study History?	https://www.youtube.com/watch?v=MH-poqMomhk
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WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY

"History is great because we learn about interesting topics and get to see how the world changed over time."

"We start to look at the world differently – you think critically about events and get a better understanding of why things change."

Year 9 Health and Physical Education	
DURATION OF SUBJECT	ONE SEMESTER
COURSE REQUIREMENTS	Book and Pens/Pencils and/or school approved BYOD device.
COURSE CONTENT	
UNIT 1	ASSESSMENT
<p>Safety and T-Ball/Softball</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</p> <p>They evaluate the outcomes of emotional responses to different situations.</p>	Physical & Written Assessment
UNIT 2	ASSESSMENT
<p>Sexuality and Relationships and Modified Games.</p> <p>Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</p>	Case Study.
CAREER PATHWAYS	
<p>Junior Health and Physical Education as a subject provides a clear, assemble and achievable pathway into senior Physical Education subjects that includes; Health, Food & Nutrition, Physical Education, Sport and Recreation, Certificate III in Fitness, Certificate III in Sport & Recreation and Certificate III Health Services. Jobs pathways include but not limited to:</p> <ul style="list-style-type: none"> • Nutritionist • Public Health officer • Sports Teacher • Personal Trainer, Head Coach, Exercise Physiologist 	
FIND OUT MORE	
<p>Australian National Curriculum https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/</p> <p>Queensland Curriculum and Assessment Authority https://www.qcaa.qld.edu.au/p-10/aciq/learning-areas/health-and-physical-education</p>	

Year 9 Industrial Materials Technology	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Safety is an aspect of the course, which is considered of great importance as it involves all workshop users. Students are required to wear closed in leather shoes of strong construction. Long hair must be tied back and the behaviour of students in the workshop is to be of a safe manner at all times. Safety glasses are to be worn at all times in the workshop. Parental permission is required for high or extreme risk activities.
COURSE CONTENT	
Materials Technology involves the design and manufacture of products, industrial systems and graphical representations focusing on metal, timber and plastics industries. Materials Technology will focus on the creation, development and communication of concepts and specifications for products, with references to the procedures and techniques used to combine and process materials, and organise and control systems into useful products. In short, students use metal, timber, and plastic materials to produce a product. The communication of design through sketches, annotations, documentation and graphical representations is an integral aspect of the design process. When communicating design ideas for different audiences, the needs of the audience influence the complexity and presentation of the communication.	
UNIT 1	ASSESSMENT
Carry All	Students are introduced to three main categories of materials - metal, wood and plastics, through the creation of toys that are aimed at distinct consumers. Students manage production techniques and skills to document and use workshop knowledge to manufacture a metal Bulldozer, adapt a wooden toy, and produced effective designed solutions for the manufacture of a 3d printed plastic toy fitting to a client brief.
UNIT 2	ASSESSMENT
Automata	Students produced effective design solutions for their own original Automata, fitting within design brief constraints. Students will then manage production techniques and skills to document and use workshop knowledge to manufacture their Automata.
UNIT 3	ASSESSMENT
Esky	Students manage production techniques and skills to document and use workshop knowledge to manage the manufacture of an Esky, then assess their product against mass produced esky varieties.
UNIT 4	ASSESSMENT
Client Design: Garden Stake	With an emphasis on sustainability, students will produce effective design solutions for a garden stake. Students will then manage production techniques and sills to document and use workshop knowledge to manufacture their garden stake.
CAREER PATHWAYS	
A course of study in Materials Technology can establish a basis for further education and employment in the furnishing, engineering, or construction industry. With additional training and experience, potential employment opportunities may be found in industrial trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier, sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic, construction worker, concreter, bricklayer or labourer.	
FIND OUT MORE	Construction Skills Queensland Ai Group - Apprenticeships and Traineeships Housing Industry Australia

Year 9 Mathematics	
COURSE DURATION	FULL YEAR
COURSE REQUIREMENTS	Students require an approved scientific calculator in this subject.
COURSE CONTENT	
UNIT 1 – Measurement and Geometry	ASSESSMENT
Students interpret ratio and scale factors in similar figures. They explain similarity of triangles. They calculate areas of shapes and the volume and surface area of right prisms and cylinders.	Assignment (Measurement) Exam (Scale Factor and Similar Figures)
UNIT 2 – Number and Algebra	ASSESSMENT
Students solve problems involving simple interest. They apply index laws to numbers and express numbers in scientific notation. They expand binomial expressions.	Exam (Simple Interest) Exam (Expanding Binomials, Scientific Notation and Index Laws)
UNIT 3 – Linear and Non-Linear Functions	ASSESSMENT
Students recognise the connections between similarity and the trigonometric ratios. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.	Exam (Trigonometry and Pythagoras' Theorem) Exam (Linear and Non-Linear Functions)
UNIT 4 – Statistics and Probability	ASSESSMENT
Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.	Assignment (Statistics) Exam (Probability)
CAREER PATHWAYS	
<p>Mathematics ensures that students are confident, creative users and communicators of mathematics who can investigate, represent, and interpret situations in their personal and work lives and as active citizens. Exciting careers involving mathematics include:</p> <p>Trade and construction • Software engineering • Data analyst/statistician • Government/public service • Academic/mathematician • Accounting/auditing • Mathematics teacher • Economist • Physicist/scientist • Banking and finance</p>	
FIND OUT MORE	
Mathematics in the NRL	https://youtu.be/BilJ10URb1
Mathematics in Nursing	https://youtu.be/w3vAj57UCw
Mathematics in Teaching	https://youtu.be/LgEV11KqPAk
Australian Curriculum for Mathematics	https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/
DISCLAIMER REGARDING YEAR 10 SUBJECT SELECTION	
<i>Extension Mathematics entry in Year 10 occurs when students achieve an A grade level in 3 out of 4 Core subjects in Year 9.</i>	

Year 9 Music	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	In Year 9 Music, students will have the opportunity to sing, play instruments, listen, improvise and compose by experimenting with the music elements to express ideas through sound.
COURSE CONTENT	
UNIT 1: Sounds Australia	ASSESSMENT
Do you enjoy listening to music? Would you like to write your own songs? In this unit, you will explore the history of Australian Music through performance of Australian repertoire using voice and/or instrument and analysis of musical elements in Australian music. You will create and compose music using voice or instrument (guitar, keyboard, ukulele, drums, and electronic instruments), use of a variety of audio software to compose, and learn music theory to respond and analyse music.	Composition
UNIT 2: Got it Covered	ASSESSMENT
Are you the next Tones and I, Billie Eilish, or Lewis Capaldi? In this unit, you will develop your performance skills and explore the popularity of music covers. You will learn how musicians transform existing songs to make them unique to their own style. Through the rehearsal of skills and techniques for playing instruments and/or vocals you will perform a cover of a song of your choice. You will learn to use software to record and edit your music.	Performance
UNIT 3: I Got the Blues	ASSESSMENT
An exploration of the development of Blues music and how it influenced musicians of today, this unit will develop your understanding of the history and characteristics associated with this style of music. From classic to contemporary, you will listen to a range of Blues artists and songs, as you continue to develop your listening skills and understanding of the musical elements. You will develop your understanding of the '12 Bar Blues' song structure. You will manipulate the musical elements to create your own piece of Blues music.	Multimodal: Composition and performance
UNIT 4: Beyond the Screen	ASSESSMENT
This unit looks at the characteristics of and how music is used to create seven identifiable functions in film e.g. Sense of time, Mood and atmosphere, Dramatic effect, Sense of place, Character Emotion or Identification, Pace/Action and Foreshadowing. You will continue to develop your understanding of the musical elements, as you listen to a range of film soundtracks. You will continue to develop your performance skills, as you rehearse a range of songs from film. You will analyse and perform a song from film.	Multimodal: Responding And Performance
CAREER PATHWAYS	
<ul style="list-style-type: none"> • copyright/royalty's manager, music accountant, orchestra manager, production music manager, record producer • communication: e.g. music copyist, music editor, music librarian, print music manager, sound archivist • education: e.g. arts educator, instrumental teacher, studio teacher, university music academic • creative industries: e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director • public relations: e.g. creative director, music lawyer, music merchandiser • Science & technology: e.g. music therapist, music video clip director, media artist, producer, programmer, sound designer 	
FIND OUT MORE	
https://musicaustralia.org.au/discover/music-education/	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<i>"Music is always a brilliant subject to enhance my skills and knowledge as a drummer and church singer. My passion is playing instruments and singing- the Music subject allows me to do this".</i>	

Year 9 Rugby League Academy – Health and Physical Education

DURATION OF SUBJECT	FULL YEAR – Application ONLY
FINANCIAL COMMITMENT	\$50.00 Academy fee. Carnivals, competitions and Gala Days are user pay. Students have the option of purchasing an Academy Polo and Training shirt.
COURSE REQUIREMENTS	Students will need to be willing to engage in a range of specific skills and drills, with a focus on Rugby League. Students MUST wear a mouthguard, boots and any other additional safety equipment to all practical sessions. A water bottle is also encouraged.

COURSE CONTENT

UNIT 1: Safety and Rugby League	ASSESSMENT
Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They evaluate the outcomes of emotional responses to different situations.	Physical & Written Assessment
UNIT 2: Sexuality and Relationships and Rugby League.	ASSESSMENT
Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.	Case Study
UNIT 3: Alcohol and Other Drugs and Rugby League	ASSESSMENT
Alcohol and other drugs addresses safe practices in relation to a range of drugs, including prescription drugs, natural and alternative medicines, energy drinks, caffeine, tobacco, alcohol, e-cigarettes and other synthetic drugs, cocaine, ecstasy, and methamphetamines.	Exam
UNIT 4: Food and Nutrition and Rugby League	ASSESSMENT
Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to make healthy, informed food choices. Students explore the contextual factors that influence eating habits and food choices.	Folio

CAREER PATHWAYS

Junior Health and Physical Education as a subject provides a clear, assemble and achievable pathway into senior Physical Education subjects that includes; Health, Food & Nutrition, Physical Education, Sport and Recreation, Certificate III in Fitness, Certificate III in Sport & Recreation and Certificate III Health Services. Jobs pathways include but not limited to:

- Nutritionist
- Public Health officer
- Sports Teacher

FIND OUT MORE

Australian National Curriculum | <https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/>

Queensland Curriculum and Assessment Authority | <https://www.qcaa.qld.edu.au/p-10/aciq/learning-areas/health-and-physical-education>

Year 9 Science	
DURATION OF SUBJECT	FULL YEAR
COURSE REQUIREMENTS	Microscopes, Textbooks and materials for classroom activities, such as photocopied class notes; experimental equipment, chemicals and safety equipment are provided by the school if participating in the SRS.
COURSE CONTENT	
UNIT 1: BIOLOGY THE WORLD WE LIVE IN	ASSESSMENT
In this unit, students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. Students will be able to describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.	Research investigation
UNIT 2: CHEMISTRY EXPERIMENT RADIOACTIVITY	ASSESSMENT
In this unit, students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students will explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.	Practical and written Exam
UNIT 3: PHYSICS STEAM PUNK	ASSESSMENT
Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. They build their knowledge of energy transfer to include the wave-based models of energy transfer 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.	Experimental investigation
UNIT 4: EARTH SCIENCE DON'T BLOW YOUR TOP	ASSESSMENT
Students explain global features and events in terms of geological processes and timescales. They will be capable of recognising the major plates on a world map, modelling sea-floor spreading, relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries, considering the role of heat energy and convection currents in the movement of tectonic plates and relating the extreme age and stability of a large part of the Australian continent to its plate tectonic history.	Research Investigation
CAREER PATHWAYS	
Engineer, Oceanographer, Electrician, Radio Technician, Architect, Environmental Health Officer, Hydrologist, Physicist, Lab Technician, Dentist, Optometrist, Doctor, Audiologist, Agricultural Scientist, Taxidermist, Science Teacher, Metallurgist, Chemist, Forensic Scientist, Forest Ranger, Pathologist, Radiographer Bacteriologist, Dietician, Zoologist, Veterinarian, Mineralogist.	
DISCLAIMER REGARDING YEAR 10 SUBJECT SELECTION	
<i>Please note that students who wish to take the Introduction to Chemistry and Physics in Year 10 must achieve an A or B grading in Year 9 Science. Students wishing to select the Introduction to Biology and Psychology in Year 10 must achieve a B or C grade in Year 9 Science.</i>	

Year 9 Visual Arts	
DURATION OF SUBJECT	FULL YEAR
COURSE CONTENT	
UNIT 1: Pumicestone and Glasshouses	ASSESSMENT
This unit starts by looking at our local geography – we explore the Moreton Bay, Pumicestone Passage (Bribie Island), and the Glasshouse Mountain national park. You will learn how to look closely at the marvellous landscapes at our doorsteps, create gestural drawing, and produce striking paintings that showcase the heritage, history and beauty of our region.	Making: Water Colour landscape Responding: Short Response (compare and contrast)
UNIT 2: Fanciful Scapes	ASSESSMENT
During this unit, you will be introduced to 3D sculptural techniques using clay. You will study the whimsical work of David Stabley and his use of slab techniques to create clay vessels decorated with enchanting landscapes inspired by myths and legends	Making: Clay sculpture
Unit 3: Cultural Connections	ASSESSMENT
During this unit, you will be immersed in a world of culture, design and creativity through the study of Asian Pacific and European traditional masks and mask making. You will learn about cultural sensitivity and appreciation and create a contemporary mask that has been influenced by research into cultural traditions, stories and design.	Making: Paper Mache mask Responding: Short response
Unit 4: Artefact: New Skin	ASSESSMENT
This unit will introduce you to installation arts and social commentary. You will consider the symbolic meaning of artefacts and suggest a conversation about local and/or global issues, by giving the artefact a ‘new skin’. You will seek inspiration from artists, such as Vernon Ah Kee, Damien Hirst and Tony Albert. You will work independently and collaboratively to develop ideas, create an artwork and install the works in a community installation.	Making – Individual work in a community installation and supporting artist statement
CAREER PATHWAYS	
<ul style="list-style-type: none"> • advertising, e.g., art director, brand specialist, content marketer, photographer, graphic artist • arts administration and management, e.g., art project manager, agent, events and festivals manager • communication, e.g., writer, journalist, sign writer, art editor, blogger/vlogger, web content producer • creative industries, e.g., visual artist, illustrator, photographer, screenwriter • design, e.g., architect, fashion designer, environmental designer, graphic designer, industrial designer, interior designer • education, e.g., specialist classroom teacher, lecturer, private teacher • galleries and museums, e.g., curator, registrar, exhibition designer, director, public programs officer, conservator • film and television, e.g., animator, storyboard artist, post-production specialist, art director, production buyer • public relations, e.g., campaign manager, publicist, creative director • science and technology, e.g., visual translator, medical illustrator, computer game developer 	
FIND OUT MORE	
https://www.youtube.com/watch?v=vKjKx6PzajE https://www.youtube.com/watch?v=CMZRPLzKCzA	
WHAT CABOOLTURE STATE HIGH SCHOOL STUDENTS HAVE TO SAY	
<p><i>“Art allows you to express yourself through creative, fun, and personal ways in a controlled environment. Our Art room is a judgement free and supportive place where we can truly express ourselves through the creation of artwork”.</i></p> <p><i>“I like art because I love drawing. Art is a fun subject to do because it helps you to express yourself through your drawings. Drawing in art is relaxing and enjoyable for me”.</i></p>	



CABOOLTURE STATE HIGH SCHOOL
cabooltureshs.eq.edu.au