CHANCELLOR STATE COLLEGE

The best we can be

2026

Year 8 Subject Handbook

CARE COURTESY COOPERATION COMMITMENT CHALLENGE

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Welcome to our Junior Secondary Program

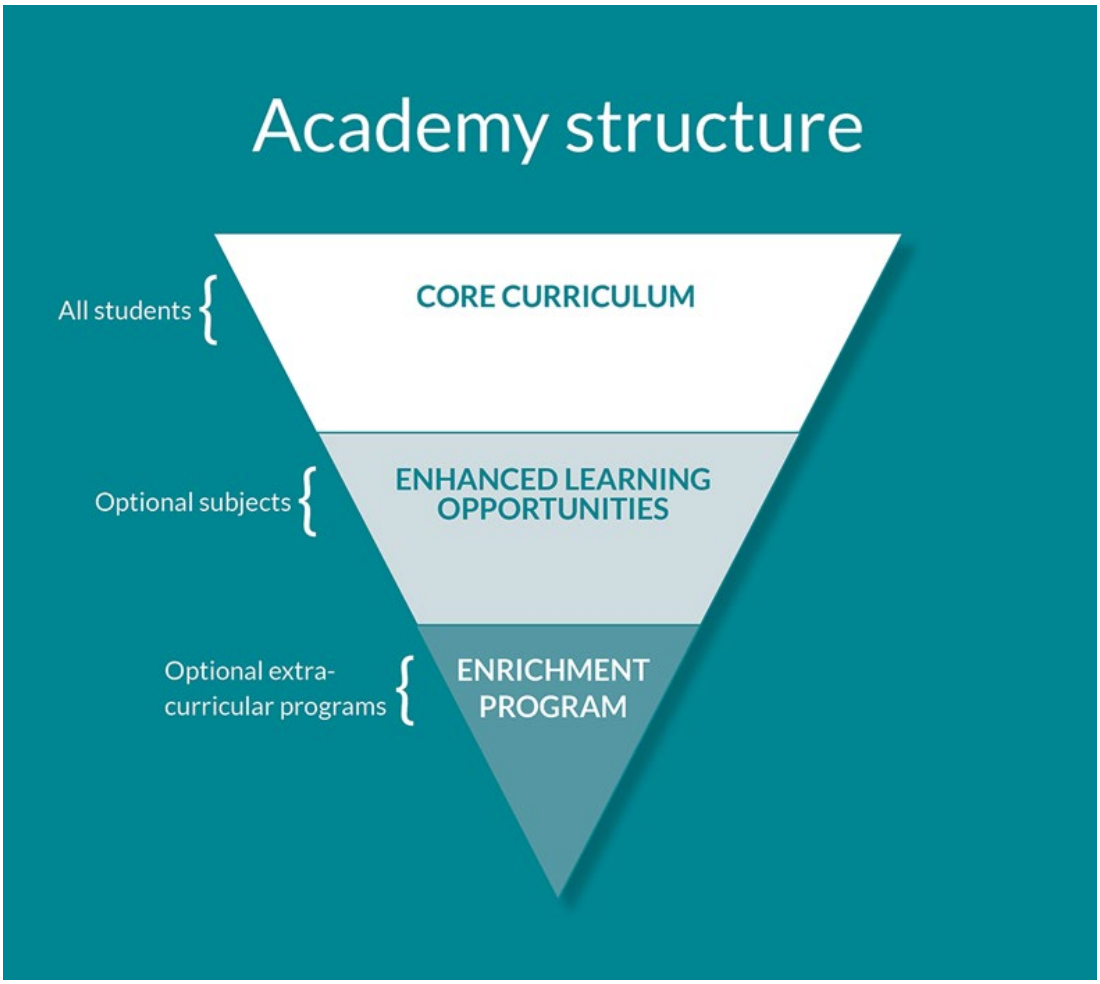
Our Junior Secondary program provides education that is responsive to the development needs of students in the early years of adolescence. Children in this age range are experiencing an unmatched period of cognitive, physical, social and emotional change and growth. Students are beginning to think more broadly about issues beyond the home and family and want to engage in authentic, meaningful learning in a modern global context.

The Junior Secondary curriculum exposes all students to key learning areas of the Australian Curriculum while providing opportunity for choice through elective subjects from Year 7. This allows students to extend and develop areas of interest.

Opportunities can be seen through three tiers of offerings within the College. As students progress through years, they can select increasingly personalised pathways through core and elective subjects. Students are able to extend and accelerate their learning through our College

Academies - each providing a range of different pathways and learning experiences.

We believe that the key to a successful junior secondary experience lies in the strength of the partnership between the teacher, the student and home.



*Disclaimer- Some subjects and content may change due to V9 ACARA syllabus.

Curriculum Overview

The junior secondary (Years 7-9) curriculum has been carefully planned to offer students a range of subjects across all learning areas whilst providing flexibility for students to extend themselves in areas of interest. The following table provides an overview of subjects offered across the junior secondary curriculum. All students are encouraged to participate in a range of electives across all learning areas through junior secondary to ensure a breadth of experiences before the more specialised senior curriculum.

All elective offerings are for 1 semester only and there are some selection requirements for year levels which can be found on relevant subject selection form.

Curriculum Area	Core/Elective	Year 7	Year 8	Year 9
English	**Core**	English		
Mathematics	**Core**	Mathematics OR Mathematics Extension		
Science	**Core**	Science		
Humanities	**Core**	Humanities		
	Elective			Ancient History
				Politics and Justice
Business and IT	Elective			Business and IT
Health & Physical Education	**Core**	HPE – 1 Semester		
	Elective	Athlete Development Program		Outdoor Education
				Fitness for Life
Languages	**Core**	Japanese – 1 Semester		
	Elective		Japanese	Japanese
Technologies	Elective	Design and Manufacturing Technology		
		Food Technology		
		Engineering and Robotics		
		Design and Coding		
The Arts	Elective	Dance		
		Drama		
		Media Arts		
		Music		
		Visual Arts		
Excellence Programs (by application)	Elective	Football/Futsal Program of Excellence		
		Touch Football Program of Excellence		

Core Subject Descriptions

English

About the Subject

The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Pathways

A course of study in English establishes the basis for all subjects and further pathways and employment.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Journey into storytelling: Unleashing the power of narratives. • Imaginative writing	Persuade and prevail: Mastering the art of compelling communication. • Media and advertising	Memoir Magic: Crafting tales from the heart. • Novel study • Memoirs	Untold stories: The Stolen Generation • Rabbit Proof Fence
Assignment – Imaginative **Narrative in response to stimulus**	**Assignment - Panel discussion – students present their advertisement for a product and explain why it is effective persuasive techniques.**	**Assignment – Imaginative** **Memoir** **Students write a memoir from a minor character's point of view regarding a specific event.**	**Exam – Analytical short response**

Additional Materials or Excursions

Optional Extra Curricular Activities may be offered.

Mathematics

About the Subject

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Pathways

A course of study in Mathematics allows students to acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra Students identify irrational numbers and recurring decimals, use exponent laws for positive integers, perform operations with integers, and manipulate expressions algebraically.	**Algebra and Probability** Students manipulate linear expressions, model problems with equations, make conjectures using digital tools, represent event combinations and probabilities, and conduct experiments to determine compound event probabilities.	**Statistics and Measurement** Students conduct statistical investigations, analyse data distributions, compare variations in samples. Students solve duration problems across different time zones and use metric units for perimeter, area, and volume calculations.	**Measurement and Geometry** Students use Pythagoras' theorem for right-angle triangles, apply circle formulas for area and circumference, use quadrilateral properties to solve problems, and create algorithms to test for congruency and similarity in shapes.
• **Exam** – Number and Algebra	• **Problem Solving Modelling Task** – Linear Equations • **Investigation** – Probability	• **Problem Solving Modelling Task** – Statistics	• **Exam** – Measurement and Geometry

Additional Materials or Excursions

Optional Extra Curricular Activities. Maths Competition entries may be offered.

Science

About the Subject

Science is the exciting journey into the foundational concepts of the natural world. This pivotal stage of education typically focuses on building a solid understanding of fundamental scientific principles, nurturing curiosity, and fostering critical thinking skills. Year 8 Science includes the study of Chemical, Biological, Physical and Earth and Space Sciences.

Through hands-on experiments and inquiry-based learning, they develop essential scientific skills such as observation, experimentation, and data analysis, laying the groundwork for a deeper understanding of the natural world and the methods of scientific inquiry. Overall, Year 8 science serves as a crucial steppingstone in the educational journey, providing students with a solid foundation in scientific knowledge and skills that will empower them to explore and understand the world around them.

Pathways

Students embarks on a journey through foundational knowledge of life, matter, energy, and space. Progressing through general junior Science and onto senior school, they could explore diverse disciplines like Biology, Physics, Chemistry, Marine Studies, Psychology, and Science in Practice. This comprehensive pathway nurtures their curiosity, critical thinking, and prepares them for future studies or careers in science.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemistry Students classify and represent different types of matter and distinguish between physical and chemical change.	**Earth and Space** Students will apply their understanding of theory of plate tectonics and explain how the properties of rocks relate to their formation and influence their use.	**Physics** Students will compare different forms of energy and represent transfer and transformation of energy in simple systems.	**Biology** Students will explore specialised cells in the human body and analyse the relationship between structure and function of them at organ and body system levels.
Experimental Exam	**Online exams**	**Scientific report**	**Multiple choice and An Extended response Exam**

Additional Materials or Excursions

Optional Extra Curricular Activities. Science Competition entries may be offered.

Humanities

About the Subject

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. Humanities has both a historical and contemporary focus where students will look at past and present issues and consider challenges that may occur in the future. Humanities in year 8 includes the study of history, geography, civics and citizenship as well as business and economics.

Through studying Humanities, students will develop skills in questioning, research, critical and creative thinking, problem solving, communication and decision making. They will develop an understanding of current world events and how to be active and informed citizens who understand and participate in the world.

Pathways

A course study in Humanities provides students with the knowledge and skills to understand the world around them and further their study in specialised Humanities subjects.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Landforms and Landscapes This unit focuses on the processes that shape landforms, the value placed on landforms by different groups and hazards associated with landscapes.	**Changing Nations & Australia's Legal System** This unit focuses on the causes and consequences of urbanisation and human geography. It will also look at Australia's legal system.	**Medieval Europe** This unit focuses on the key features of the medieval world such as feudalism, the roles and relationships of different groups and crime and punishment.	**Expanding Contacts** This unit focuses on voyages of discovery and contact and conflict between different groups.
Examination	Investigation	Examination	Investigation

Additional Materials or Excursions

Optional Extra Curricular Activities. Geography and History Competition entries may be offered.

Health and Physical Education (HPE)

About the Subject

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

Pathways

A course study in Health and Physical Education provides students with the knowledge and skills to understand the importance of health and the benefits of lifelong physical activity and further their study in specialised Health and Physical Education subjects.

Units of Study Structure

Unit 1	Unit 2
Nutrition for performance Students analyse and evaluate their diet and propose changes to optimise performance and ensure they are meeting nutritional guidelines.	Movement and physical activity benefits. Students will design, implement and evaluate a physical activity to meet the Australian Guidelines for Physical Activity.
Written research task.	**Multimodal – design, implement and evaluate a physical activity.**

Additional Materials or Excursions - Nil

Choosing Enhanced Learning Opportunities (ELO) Subjects

During the Junior Secondary years students will experience specialisation, through Enhanced Learning Opportunities (ELO) electives, based on interest, abilities and future career goals.

When choosing ELO Subjects...

Make a decision about a combination of subjects that suits your future goals, study requirements, abilities and interests.

Choose subjects you enjoy!

We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest. Continue subjects you have done well in before. Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

Choose as broad a range of subjects as possible.

A wide range of subject choices will give you a sound, all round education. It also develops interests in many areas, some of which you may like to specialise in later, and it helps to keep your future options more flexible.

Read the subject descriptions carefully.

Many of the subjects have names that give a quick snapshot of what they offer. It is important that you read the description to make sure that the topic is what you expect!

Do what YOU want to do.

Just because your friends are choosing the subject does not mean it will be the best option for you! Choose topics that suit you, challenge you and will keep you interested for the entire semester. Try not to rely on the recommendations of your friends! They may not have liked the subject for many reasons!

Avoid the 'Easy Option'.

ELOs are designed to extend, challenge and grow your knowledge. If you pick an ELO that you know you will find easy it is very likely that you will get bored and lose interest! Try something new! Have a go at a subject that you know is not your best, but you like it anyway!

Enhanced Learning Opportunities (ELO) Subject Selection Process

ELO subjects will be selected as follows:

New 2026 students will receive a Subject Selection form as part of their enrolment package. Students and parents must complete the ELO Subject Selection form and return it to the Secondary Campus office with their enrolment forms.

Current Chancellor State College students will receive a Subject Selection form from their form teacher. Students and parents must complete the ELO Subject Selection form and students will enter their selections into OneSchool during class time.

Elective Subject Descriptions

THE ARTS

Dance

About the Subject

The study of Dance heightens awareness of, and develops respect for, the body and increases the quality of a student's physical wellbeing and self-confidence including the understanding of safe dance skills. Creative and problem-solving abilities will be fostered both individually and in group situations. Students will also gain an appreciation and awareness of global issues and develop skills to creatively express ideas. Students engaging in this subject will develop confidence, collaborative and critical thinking skills which are essential 21st century skills for a confident forward-thinking individual.

The Junior Dance program focusses on the functions of Dance in society, including; artistic, cultural and social dance. Students will have the opportunity to learn different styles of dance including but not limited to; jazz, contemporary, hip hop, musical theatre, world dance and popular dances of society.

Special Considerations

Students who enrol in this subject may have the opportunity to view a live performance and participate in industry workshops by professional artists. Students will require a laptop for part of the course.

Pathways

Students are welcome to select Dance in any year as a stand-alone subject, but the courses are developmental and lead to the performing arts focused senior subject of Arts in Practice in Year 11 & 12. Therefore, students are encouraged to continue choosing Dance courses throughout Years 7-10. It is recommended that students in the Junior Dance team undertake this subject.

Units of Study Structure

<table>
<tr><th colspan="2">Unit 1</th></tr>
<tr><td colspan="2">Dance For The Stage
Students will:
• explore cultural dance and its historical impacts on current trends in dance. Students will
• explore Indigenous Dance and the importance of Story Telling through dance. Students will
• learn how to develop choreographic skills in through the manipulation of dance elements
• explore other cultural dances from around the around the world and communicate technical elements and performance skills.</td></tr>
<tr><td>Performing Assessment
Making & Responding
• Performing teacher devised continuous sequence
• Written responses</td><td>Choreography Assessment
Making and Responding
• Develop and present choreographic sequence
• Choreography statement</td></tr>
</table>

Additional Materials or Excursions

Material or Excursion	Notes
Students may choose to source own costumes and props for final performance.	**Not Compulsory**

Media Arts

About the Subject

Media Arts aims to assists students to become confident, competent, and self-motivated users and consumers of digital imaging technology. You will develop the skills required to acquire digital images from digital and non-digital sources, and to use software to manipulate these images into a design and file format that is appropriate for digital production. You are provided with high resolution, manual/digital cameras enabling you to produce professional looking photographic images.

This subject has both theoretical and practical components embedded and includes pre-production, production and postproduction processes.

Special Considerations

Laptops are essential for this course and required every lesson.

Pathways

Students are welcome to select Media Arts in any year as a stand-alone subject, but the courses are developmental and aim to prepare students for Senior Film, TV and New Media studies in Years 11 and 12. Therefore students are encouraged to continue choosing Media Arts courses throughout Years 7-10.

Units of Study Structure

Unit 1
Adventure Film Students will: • explore the Adventure film genre to understand how character, narrative and film techniques create engaging films for audiences
Adventure Film Project **Making and Responding** • Adventure film scene analysis response • Create a design for an Adventure film idea • Film, edit and produce idea to create an exciting Adventure film.

Additional Materials or Excursions

Material or Excursion	Notes
Students may choose to source their own props or costumes for their filming.	**Not Compulsory**

Drama

About the Subject

Dive into the world of Drama – where every moment is a chance to unleash your creativity and shine on stage! In Year 8, Drama isn't just a subject, it's a thrilling journey of self-discovery and expression.

Discover the power of storytelling as you step into the shoes of diverse characters and bring their stories to life through live enactment. Feel the rush of adrenaline as you immerse yourself in dynamic group projects, honing your leadership and collaboration skills for success in the 21st century.

But Drama isn't just about performance – it's about unlocking your full potential as a communicator, thinker, and innovator. From mastering technical performing skills to exploring a multitude of performance styles, you'll be equipped with the tools and knowledge to take on any challenge that comes your way.
Join us in Year 8 Drama and unleash your imagination, ignite your passion, and build the confidence to conquer the world stage. It's time to step into the spotlight and let your talent shine!

Special Considerations

Students will require a laptop for part of the course.

Pathways

Students are welcome to select Drama in any year as a stand-alone subject, but the courses are developmental and aim to prepare students for Senior Drama studies in Years 11 and 12. Therefore students are encouraged to continue choosing Dramas courses throughout Years 7-10.

Units of Study Structure

Unit 1	Unit 2
Elements of Drama Students will: • develop understanding of the Elements of Drama • learn how to manipulate them in their own performances • Develop knowledge of using Elements of Drama to analyse performances	**Melodrama** Students will; • develop knowledge of dramatic concepts of and style of the superhero genre • learn the dramatic conventions and Principles of Narrative to build their own performances
Duologue Assessment **Making and Responding** • Performance with a partner of a short scene using a published script. • Written reflection about use of the Elements of Drama	**Script Writing Assessment** **Making and Responding** • Collaborative development of a melodramatic script • Group performance of script

Additional Materials or Excursions

Material or Excursion	Notes
Students may choose to source own costumes and props for final performance.	**Not Compulsory**

Music

About the Subject

Do you play an instrument or sing, or would like to? Do you create music using software and technology using either FL Studio, Garage Band, Logic, Abelton or would like to learn how? Would you like to form your own rock band or ensemble? Are you interested in learning an instrument such as the acoustic, electric or bass guitar, ukulele, piano, drum kit or vocals? If you answered “yes” to any of these questions, then Music is for you. Music aims to develop; rehearsal and practising strategies for solo and small ensemble performances; ability to create, compose and record music using technology or real instruments/voice; and understanding of music theory and music from a diverse range of genres and styles. This course is a continuation of the Year 7 Music Innovators subject.

Special Considerations

A laptop is required for part of this course.

Pathways

Music is a program allowing students to develop their musicianship sequentially. Students enrolled in the program are highly encouraged to continue studying Music in subsequent years. Year 9 students may have the opportunity to undertake Music in both semesters to prepare for Music in Year 10 and a possible ATAR pathway in Year 11 and 12. Students demonstrating high proficiency in Music are invited to undertake Senior Music Extension in Year 12.

Units of Study Structure

<table>
<tr><th colspan="2">Unit 1</th></tr>
<tr><td colspan="2">Music for Film & Animation
Students will:
examine how music is used to enhance the communication of meaning in film and animation
will investigate and explore how composers depict character, mood, action, idea, time or place through the elements of music.
develop the skills to manipulate the elements of music to create a theme to communicate character and mood</td></tr>
<tr><td>Composition, Performing & Responding Assessment 1
Making and Responding
Analyse and respond to Music
Create a composition
Perform a work
Composition statement</td><td>Composition, Performing & Responding Assessment 2
Making and Responding
Analyse and respond to Music
Create a composition
Perform a work
Composition statement</td></tr>
</table>

Additional Materials or Excursions

Optional Extra Curricular Activities may be offered.

Visual Arts

About the Subject

Are you a creative thinker who likes to express how you see the world visually through art? Studying Visual Art allows you to develop your confidence, curiosity, imagination and enjoyment. Your confidence will be built as you research, develop and resolve creative artworks. You will become more creative as you explore why artists make art and question how you can express your own original ideas. Your imagination will grow so you can learn to think beyond the obvious. You will have fun exploring a wide range of art materials and techniques to make two dimensional and three-dimensional artworks that communicate your unique ideas.

Special Considerations

A laptop is required for part of this course.

Pathways

Students are welcome to select Visual Art in any year as a stand-alone subject, but the courses are developmental and aim to prepare students for Senior Visual Art or Visual Arts In Practice in Years 11 and 12. Therefore students are encouraged to continue choosing Visual Art courses throughout Years 7-10.

Units of Study Structure

Unit 1	Unit 2
Making Connections Sculpture Students will: • explore and reference sculptural artists • develop knowledge and skills in ceramics • learn about the Elements and Principles of Art	**Where To Now Mixed Media Piece** Students will: • develop skills in wet and dry drawing media • develop knowledge and skills in lino printing • explore and reference 2D artists and artwork • earn how to manipulate the Elements of Art in their own artwork
Ceramic Sculpture Folio Assessment **Making and Responding** • Resolve a ceramic bust • Artist References • Artist Statement	**Mixed Media Folio Assessment** **Making and Responding** • Resolve a mixed media drawing • Artist References • Artist Statement

Additional Materials or Excursions

Optional Extra Curricular Activities may be offered.

LANGUAGES

Japanese

About the Subject

As globalisation becomes a term that has many implications for students in today's society, the ability to communicate in a language other than English becomes more necessary.

Japanese incorporates the study and practice of reading, writing and understanding Japanese language as well as the study of Japanese culture. Students will learn to communicate in both written and verbal format and adjust their responses according to appropriate contexts and setting. Students will study Japanese language and culture in both familiar and unfamiliar contexts and across are range of interests and experiences.

Pathways

A course of study in Japanese allows students to acquire specialist Japanese knowledge and skills that underpin language development and lead to further study in Japanese and other disciplines.

Units of Study Structure

Unit 1	Unit 2
Wagaya In this unit students will learn about Japanese houses including traditional and contemporary features of Japanese housing, rituals and families.	Gurume In this unit students will learn about Japanese food, ingredients and recipes. They will read examples of recipes and gain and understanding of typical sentence structure and language features of procedural texts in Japanese.
Exam – Short Written Response	**Extended Response – Written text (Write your own recipe)**

Additional Materials or Excursions - Nil

TECHNOLOGIES

Design and Coding

About the Subject

Do you want to program a computer to solve a problem? Do you enjoy working with computers and want to be equipped to not only consume technology but to build it, program it and create with it? Are you a future designer of digital creations? And girls, this is definitely one for you too.

Design and Coding is about generating design ideas to problems and creating digital solutions for them. You will develop computational thinking skills and learn about programming a computer. This course involves using computers to plan and manage individual and team projects to solve problems and gain programming experience using general-purpose programming languages. While learning about coding, students will investigate how data is stored, transmitted and used to meet the needs of users of digital solutions.

Special Considerations

Laptops will be used and are required for this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the College website https://chancellorsc.eq.edu.au. Under the Extra curricular tab, then Computer and internet page, download the 'Laptops at Chancellor State College'

Pathways

A course of study in Design and Coding allows students to acquire specialist knowledge and skills that underpin development and lead to further study in programming and game creation.

Links

Further studies in Information Technology are available at universities and TAFE
University of the Sunshine Coast
TAFE

Units of Study Structure

Unit 1	Unit 2
Introduction to programming	Building a computer game
Exam – written, short response	**Practical assignment**

Additional Materials or Excursions - Nil

Design and Manufacturing Technology

About the Subject

This subject provides opportunities for students to design and produce products in an Industrial Technology and Design (ITD) setting, with a strong focus on workshop safety and operational protocols. Students gain experience in the workshop by using tools and machinery to produce products from a variety of materials. The learning goal is to build competence, confidence and enthusiasm whilst working in a safe environment.

Students will:

- create and adapt design ideas, processes and solutions
- justify their decisions against developed design criteria that include sustainability
- communicate design ideas and solutions to audiences using technical terms and graphical representation techniques
- independently and collaboratively document and manage production processes to safely produce designed solutions.

Special Considerations

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students **MUST** make a commitment to safe working practices. Their level of commitment will be used as a prerequisite for future participation in ITD classes.

Mandatory Safety Practices: Students **must** wear safety glasses (supplied) and fully covered leather shoes **at all times** when in an ITD workshop.

Activity Specific Safety Practices: Students **must** follow activity specific safety practices **when required**: E.g. apron, hair net, a dust mask, hearing protection.

Pathways

Students will acquire specialist knowledge and skills that eventually transfer into the Senior offerings of Certificate II in Engineering, Certificate II in Manufacturing, Furnishing Skills, Industrial Graphics Skills, and Design.

Units of Study Structure

Unit 1	Unit 2
Materials and Technologies Specialisation (Sample) Students have been commissioned to design a unique wooden “Serving Tray” to enable people to eat breakfast in bed or in a seated position. The Tray must be well constructed, durable and sealed to prevent moisture damage. Students will: • Interpret information provided, research design materials and analyse information pertaining to the task. • Generate sketches and synthesize ideas to a final design solution. • Evaluate the final design making recommendations for improvements.	Engineering Principles and Systems Specialisation Students have been engaged to design and build a whirligig (mechanical weathervane). Students will explore mechanical engineering principals including force, motion and energy. Students will: • Interpret information provided, research design materials and analyse information pertaining to the task. • Generate sketches and synthesize ideas to a final design solution. • Evaluate the final design making recommendations for improvements.
Project/Investigation • Written responses that may include graphical representations 200–400 words. • 2–4 A3 pages or equivalent digital media that may include graphical representations with annotations • Designed solution as negotiated. • Practical as negotiated.	

Additional Materials or Excursions - Nil

Engineering and Robotics

About the Subject

This exciting and innovative program will allow students to engage in engineering and design processes and principles to solve real-life problems. Students will engage in both engineering and robotics through project work, that will include research, problem-solving, coding and engineering. Within teams' students will be required to build a program a robot that can navigate through missions in s robot game; along with solving an innovation project incorporating real world problems.

Students will be required to have a general understanding of mathematical and science concepts to be successful in this subject.

Special Considerations

Students may participate in the Science and Engineering Challenges and Robotics Competitions, as well as workshops with guest speakers. Competitions can include RoboRave and FIRST Lego League. These competitions will require students being involved in robotics club which is run as an extra-curricular option during lunch. Students will require enclosed footwear to work in the laboratory. BYOD laptop is required.

Pathways

Students have the option to continue the Engineering and Robotics ELO through year 7-9; and then onto Engineering in senior schooling.

Units of Study Structure

Unit 1	Unit 2
Engineering Students plan, design and build a racing car powered by a mouse trap.	Robotics Students work through a robotics workbook, where they are required to document the use of their robot and how it uses sensors to solve problems
Assessment – Written assignment including design and engineering principles.	Assessment – Workbook submission

Additional Materials or Excursions - Nil

Food Technology

About the Subject

This subject focuses on developing students' understanding of health, nutrition, sustainability, and Indigenous knowledge through hands-on, inquiry-based learning. Students explore the cultural and nutritional value of native plants by designing an Indigenous food garden and apply practical skills by creating a healthy lunch item. The subject promotes critical thinking, teamwork, and creativity while encouraging respect for traditional knowledge systems and environmental stewardship. Students develop the knowledge and understanding, and process and production skills to prepare healthy meals.

Special Considerations

Hospitality Workshop Safety Guidelines:

- Workshop activities in hospitality can involve equipment, heat, and food handling processes that carry safety risks.
- Students MUST commit to safe working practices to ensure their own safety and that of others. This commitment is a requirement for ongoing participation in practical classes.

Mandatory Safety Practices:

- Students must wear black leather closed-toe, non-slip shoes at all times during practical activities.
- Hair must be tied back or covered with a hair net or cap.
- Hand hygiene must be maintained before, during, and after handling food.

Activity-Specific Safety Practices:

- Students must follow all safety requirements for each task, such as wearing aprons, gloves, or masks when necessary, and using equipment according to safe operating procedures.

Pathways

Students will be introduced to the two pathway options available for their senior secondary studies: Certificate I in Hospitality (Year 10) and Applied Hospitality Practices (Years 11 and 12).

Links

Further studies are available at universities and TAFE

University of the Sunshine CoastTAFE

Units of Study Structure

Unit 1	Unit 2
Culturally Nourished: Designing an Indigenous Food Garden Students will: • Explore the design of an Indigenous food garden by researching plants suitable for their school environment. • Investigate and explain the characteristics, growing conditions, and cultural significance of four native plants. • Analyse the nutritional value of the plants and their role in promoting health and preventing disease.	**My Garden Rules: Designing Healthy Futures** Students will: • Explore the process of designing, preparing, and presenting a healthy lunch item as part of a collaborative team task.
Project/Investigation • written responses that may include graphical representations 200–400 words • 2–4 A3 pages or equivalent digital media that may include graphical representations with annotations • designed solution as negotiated • practical as negotiated.	

Additional Materials or Excursions NIL

Excellence Programs by Application

These programs are designed for independently motivated and dedicated students. Their purpose is to offer students the opportunity to work on individual projects or develop skills in sport.

Students selecting these ELOs will participate in an application process that may involve try-outs and interviews. Parents are encouraged to discuss these ELO options with the appropriate Head of Academy.

Students may also be invited (through teacher nomination to the HOD) to join one of these ELOs due to a particular strength they may have demonstrated in their studies. Invitations need not be accepted by the student.

Excellence Programs include:

- **Football/Futsal Program of Excellence**
- **Touch Football Program of Excellence**

Further information regarding the Futsal/Football Program of Excellence and the Touch Football Program of Excellence is available on our website.

Football / Futsal Program of Excellence

About the Subject

The Football / Futsal Academy is a class, which is separate (but integrated with) our College Football and Futsal teams. It aims to improve technique, insight and communication of all members through technical, tactical, physical and mental training along with exposure to many different theories relating to the two sports.

Special Considerations

This program holds selection trials to determine student eligibility to be involved. Cost details are on the official application form which is available on the College website or by calling the College.

Units of Study Structure

Unit 1	Unit 2
Roles and Responsibilities – Knowing your job in 1 4 3 3.	Officiating
Report	**Written and Practical performance**

Additional Materials or Excursions

Material or Excursion	Notes
Playing and training uniform	A variety of uniform options are available for purchase. These uniforms are not allowed to be worn in lieu of official CSC school uniform.

Touch Football Program of Excellence

About the Subject

The Touch Football Program of Excellence is focussed on providing students with the opportunity to pursue their interest and develop knowledge and skills in the area of Touch Football. Athletes committed to developing their skill level, establishing high levels of fitness and contributing to the positive culture of our academy should consider nominating for a place in our academy classes.

Special Considerations

This program holds try-outs to determine student eligibility. Cost details are on the official application form which is available on the College website or by calling the College.

Units of Study Structure

Unit 1	Unit 2
Psychology of performance	Game analysis
Report	**Report**

Additional Materials or Excursions

Material or Excursion	Notes
Playing and training uniform	A variety of uniform options are available for purchase. These uniforms are not allowed to be worn in lieu of official CSC school uniform.

Summary - 2026 Costs

Student Resource Scheme (SRS) Participation Cost	Year 8
The Student Resource Scheme (SRS) is an annual charge set by the school to cover the cost of textbooks, consumables, digital resources, and other items needed for student learning. Participation is optional, and families who opt in pay the fee instead of purchasing these resources individually, often at a lower overall cost.	$451.00

Year 8 Core Subjects	
English	SRS
Health and Physical Education	SRS
Humanities	SRS
Maths	SRS
Science	SRS

Year 8 Subject Selection inclusive of SRS	
Dance	SRS
Design and Coding	SRS
Design and Manufacturing Technology	SRS
Drama	SRS
Engineering and Robotics	SRS
Food Technology	SRS
Japanese	SRS
Media Arts	SRS
Music	SRS
Visual Arts	SRS

Year 8 User Pays Excellence Programs – by application	
Football Program of Excellence	$60.00 + $100 uniform allowance as required
Touch Football Program of Excellence	$60.00 + $100 uniform allowance as required

Optional Curricular activities
Students across all year levels have the opportunity to participate in optional curricular activities, including excursions, camps, and enhanced learning experiences designed to enrich their educational journey. The 2026 Planner, endorsed by the College P&C, outlines all optional curricular activities for the year and is now available via the College website.