CHANCELLOR STATE COLLEGE

The best we can be

2026
Year 9 Subject Handbook

CARE COURTESY COOPERATION COMMITMENT CHALLENGE

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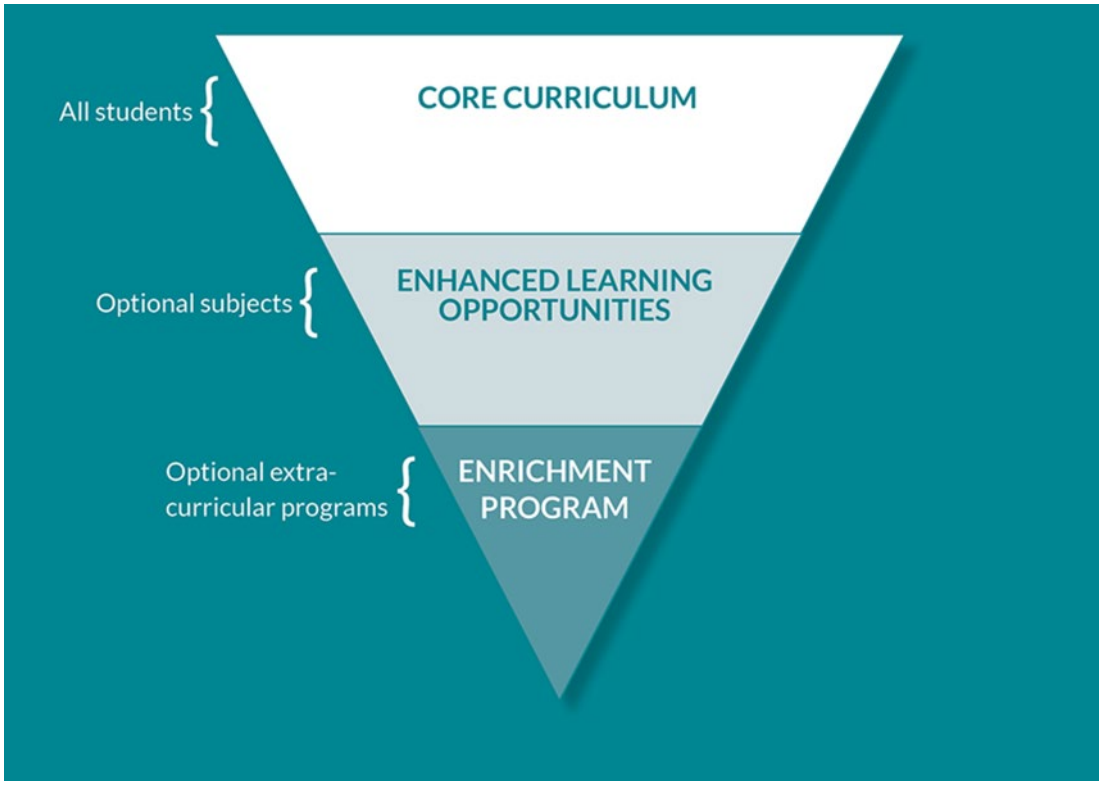
Welcome to our Junior Secondary Program

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
What if? Speculative Fiction • Reading and writing speculative fiction genres • Hybrid texts	Novel Study • War novels • Themes and messages	SLAM Poetry • Understanding and analysing poetry	The power of my voice.
Assignment – Imaginative – speculative fiction hybrid text with link to stimulus.	Assignment – Analytical – essay in response to the themes/ messages in the novel.	Exam – Analytical – response to question regarding poetry conventions and messages.	Assignment – Persuasive – Multimodal Students persuasively present an investigation and portrayal of an issue in a TV segment.

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 9, 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
Statistics Students compare data distributions, analyse with summary statistics, consider outliers' impact, and discuss sampling techniques and representations' influence on conclusions.	**Measurement and Probability** Students use scientific notation for numbers, determine outcomes for compound events, assign probabilities, and conduct experiments or simulations digitally.	**Number and Algebra** Students graph quadratic functions, solve quadratic equations with integer roots algebraically, analyse parameter variations' effects using digital tools, and connect graphical and algebraic representations.	**Measurement and Algebra** Students solve measurement problems for surface area and volume, use formulas, apply similarity, trigonometry, and Pythagoras' theorem for practical problem-solving with given information.
• **Problem Solving Modelling Task** – Statistics	• **Exam** – Indices and Probability • **Investigation** – Probability	• **Problem Solving Modelling Task** – Number and Algebra • **Exam** – Linear and Quadratic Functions	• **Exam** – Measurement and Trigonometry

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 9 Science includes the study of Chemical, Biological, Physical and Earth and Space Sciences.

Through hands-on experiments and inquiry-based learning, they aim to expand on their developing scientific skills such as observation, experimentation, and data analysis, ensuring both validity and reliability in their findings. This lays the groundwork for a deeper understanding of the natural world and the methods of scientific inquiry. Overall, Year 9 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
Biology Students will explore how body systems provide a coordinated response to stimuli and describe how sexual and asexual reproduction enable survival of species.	**Physics** Students will analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer.	**Chemistry** Students will study the structure of the atom and examine how atoms mass and composition change during chemical reactions.	**Earth and Space Science** Students will explore how interactions within and between Earth's spheres affect the carbon cycle.
Examination	Examination	Experimental Examination	Assignment

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 9 includes the study of history and geography.

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
Industrial Revolution & Making a Nation This unit focuses on the causes and effects of the Industrial Revolution and the experiences of individuals and groups during this time. The unit then leads into the colonisation of Australia and the making of Australia as a nation.	**World War 1** This unit focuses on the causes of World War 1 and Australia's involvement in the war. It looks at significant places Australian's fought during the war and the effects on Australian society.	**Biomes and Food Security** This unit focuses on the biomes of the world, their characteristics and significance as a source of food and fibre.	**Geography of Interconnections** This unit focuses on how people, through their choices and actions, are connected to different places in the world.
Source Analysis Examination Project – Storyboard 'Turning Back Time'	Research Investigation	Investigation	Examination

Additional Materials or Excursions

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

Health and Physical Education (HPE)

About the Subject

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

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
Alcohol and Other Drugs Students devise and evaluate strategies to minimise the harm associated with alcohol and other drugs.	Respectful Relationships Students will analyse and evaluate a variety of relationships scenarios and provide a course of action to achieve safe resolution.
Design and informative brochure to raise awareness and risks.	**Multimodal – respond to a scenario and design a strategy to achieve a safe resolution.**

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. Students in the Junior Dance teams are encouraged to undertake this subject.

Units of Study Structure

<table>
<tr><th colspan="2">Unit 1</th></tr>
<tr><td colspan="2">Storylines and Viewpoints
Students will:
• explore dance to communicate ideas, perspectives and/or meaning.
• learn about the fundamental techniques, choreography principles, and the integration of music in dance
• investigate the genre of Musical Theatre</td></tr>
<tr><td>Performing Assessment
Making and Responding
• Performing and presenting a teacher devised sequence
• Written reflection</td><td>Choreography Assessment
Making and Responding
• Devise a choreography piece
• 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**

Drama

About the Subject

Drama is an exciting and engaging subject which explores, depicts, and celebrates human experience by imagining and representing other people through live enactment. It develops expressive capabilities, confidence, critical thinking, collaboration, and communication through the making of and responding to dramatic works. Which in turn helps students realise their creative and expressive potential as individuals.

Drama teaches students effective leadership and collaboration skills through working with dynamic groups. Students engaging in this subject become highly effective communicators, which is a vital skill for our 21st century learners. It teaches the technical performing skills and provides theatre experience and knowledge to cover a range of performance styles. Drama creates confidence for the world stage.

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
Performing On Stage Students will: • use performance skills relevant to different styles of theatre • learn how to sustain belief in characters in performances • develop performance skills for scripted drama for audiences	**Find My Tribe** Students will: • learn to develop characterisation through costume, gestures, body language and voice manipulation • learn to design and dress the stage for performance • develop understanding of symbolic dialogue and symbolic action • learn how to block on stage
Scripted Performance Assessment **Making and Responding** • Analysis of dramatic performances • Performance of given script • Written Reflection	**Responding and Performing Assessment** **Making and Responding** • Character performance in a collaborative final performance • Response and reflection booklet • Reflection Statement

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

This subject provides students with a snapshot of the three main areas embedded in the senior Film, TV and New Media subject of Designing, Producing and Critiquing. Students will learn about the codes and conventions of film while they design, produce and critique their own media works using industry standard software. Students will create their own advertisement, as a glimpse into the world of commercials. This subject provides an excellent platform for any student wishing to pursue studies in Film, TV and New Media, Media Studies, ICT, Photography, Digital Design and the Arts.

Special Considerations

Students may participate in industry visits or in workshops with a guest speaker. Laptops with working audio are essential for this course.

Pathways

This subject has both theoretical and practical components embedded and aligns with the senior specialised subject Film, TV and New Media. Students are welcome to select Media in any year as a stand-alone ELO, but the courses are developmental and aim to prepare students for Senior Media and Film, TV and New Media studies in Years 10, 11 and 12. Therefore students are encouraged to continue choosing Media courses throughout Years 7, 8 and 9.

Units of Study Structure

Unit 1
Australian Animation Students will: • develop understanding of symbolic and technical codes • learn pre and post animation production processes • create animation productions
Animation Assessment **Making and Responding** • Written case study • Treatment • Production of animation

Additional Materials or Excursions

Material or Excursion		Notes
Students may choose to supply own resources for animation.		**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.

Special Considerations

Students will require a laptop for majority of the 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">Popular Music Through the Decades
Students will:
explore the elements of music and stylistic characteristics of popular styles from the 1950s through to today
interpret, rehearse, songs and instrumental pieces demonstrating technical and expressive skills
use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music when performing and composing</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>Performing & Responding Assessment 2
Presenting and Responding
Investigation of a popular artist and style
Analyse and respond to Music
Perform a work</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 Arts 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

This subject has both theoretical and practical components embedded and aligns with the senior specialised subjects of Visual Arts or Visual Arts in Practice. Students are welcome to select Visual Arts in any year as a stand-alone ELO, but the courses are developmental and aim to prepare students for Senior Visual Arts studies in Years 10, 11 and 12. Therefore students are encouraged to continue choosing Visual Arts throughout Years 7, 8 and 9.

Units of Study Structure

Unit 1	Unit 2
Sculpture Folio Students will: • investigate sculptural methods • develop personalised ideas and expression • evaluate reference artists	**Drawing Folio** Students will: • investigate drawing methods • develop personalised ideas and expression • evaluate reference artists
Assessment **Making and Responding** • Sculpture • Visual Diary documentation • Artist Statement	**Sculpture Assessment** **Making and Responding** • Ceramic mixed media sculpture • Visual Diary documentation • Artist Statement

Additional Materials or Excursions

Optional Extra Curricular Activities may be offered.

HUMANITIES

Ancient History

About the Subject

This subject is a study of History from the beginning of the ancient period to the beginning of the Medieval period (c.3000 BCE – c.700 CE.). For major civilisations around the world, this was a time of great development and change. Social, economic, religious, and political beliefs were often challenged, defended and altered. Students will focus on analysis and evaluation of the differing ways in which civilizations and key personalities have been researched, interpreted and represented from Ancient to Modern times.

Special Considerations

Students may participate in workshops with a guest speaker or field trips.

Pathways

A course study in Ancient History will give students the knowledge and skills to continue their study into year 11 and 12.

Units of Study Structure

Unit 1	Unit 2
The Ancient World In this unit, students will: • Examine how human remain are preserved and have been used to understand and create meaning about the past. • Understand the rites, rituals and funerary practices that were commonplace within the Ancient World	**Ancient Personalities and Civilisations** In this unit, students will: • Investigate key personalities from the Ancient World • Identify the impact that the life and death of individuals had on different ancient civilisation including ancient Rome and ancient Egypt
Assessment: Examination	**Assessment:** Project

Additional Materials or Excursions

Optional Extra Curricular Activities may be offered.

Politics and Justice

About the Subject

In this engaging unit, students will gain a basic understanding of Australia's modern political system and the principles and values of the political parties they will be able to vote for as young adults. Students will learn how elections and voting works, from local to federal governments. Students will learn what guides political parties in their economic, social and environmental policy development, and why. Students will also investigate the role of the media in reporting and shaping the political landscape and how to interrogate the news and social media. Students will then look at the Australian justice system, investigating cases and court decisions that have changed Australia. Students could look at legal topics such as racial discrimination, the right to protest and freedom of speech, laws regarding refugees and asylum seekers, crime, public safety, or environmental law.

Pathways

A court study in Politics and Justice will give students the foundational knowledge and skills for year 11 and 12 Legal Studies.

Units of Study Structure

Unit 1	Unit 2
Politics and Justice Students will learn about Australia's government and democracy. They will investigate the key features of Australia's legal system, including the role of the courts.	**Australian Identity** Students will explore the influence of a range of media, including social media, on Australia's identity. They will examine how individuals and groups contribute towards civic life and global citizenship.
Assessment – Examination Short response to stimulus	Assessment – Project Policy Launch - multimodal presentation

Additional Materials or Excursions

Optional Extra Curricular Activities may be offered.

BUSINESS AND IT

Business and IT

About the Subject

Business and IT aims to introduce students to enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. Business and IT in year 9 includes the study of IT skills.

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

Pathways

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

Units of Study Structure

Unit 1	Unit 2	Unit 3	
Entrepreneurs This unit focuses on entrepreneurial skills and how people successfully start up their own business.	**The Business Environment** This unit focuses on the different types of businesses and how business position, market and evolve.	**Buying Smart** This unit focuses on the development of money skills, consumer and financial literacy	
Examination	**Investigation**	**Project**	

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.

Special Considerations

Students who choose Japanese will study the subject for Semester 1 and continue through in Semester 2 (12 months). Students are expected to be passing the selected Japanese in Year 8.

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 discipline.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Seikatsu In this unit students will learn a variety of lifestyles, daily routines and cultural practices typical of Japanese students and citizens.	Goruden Uiku Students will learn a variety of cultural celebrations and norms surrounding the traditional Golden Week celebrations.	Houkou In this unit students will learn about travel locations in Japan and familiarise themselves with travel documents, maps and transport schedules.	Ryokou In this unit students will learn about typical Japanese holiday experiences. Students will learn how to make plans for short trips in Japanese.
Examination – Written Short Response	**Examination – Listening/written short response**	**Extended Response – Written Instructional Text (Travel itinerary)**	**Examination – Spoken conversation**

HEALTH AND PHYSICAL EDUCATION

Fitness for Life

About the Subject

The Year 9 Fitness elective has been developed for keen, enthusiastic and exercise orientated students it includes elements of both theory and practise. Students who are passionate about training and fitness as well as developing their understanding of how the body works should choose this subject. Students will be involved in a variety of different strength and conditioning activities throughout the semester.

Special Considerations

This course has a heavy fitness component that is supplemented with classroom activities to deepen understanding. Part of the course will include fitness testing as well as biometric health screening. The specific make up of some sessions may change depending on the cohort and emerging trends and needs.

Pathways

Health
Health and Physical Education
Health, Sport and Recreation

Units of Study Structure

Unit 1
Fitness Principles and Training: Analyse and evaluate a training program and justify maintenance and modification of the program.
Analytical Exposition - Up to 1000 words

Additional Materials or Excursions - Nil

Outdoor Education

About the Subject

Outdoor Education is a course that fosters a deep connection with the environment, others, and ourselves by immersing students in the natural world. Through various activities and experiences, young people are exposed to new opportunities that enhance their skills, potential, and community involvement. The course aligns with the Australian Curriculum's cross-curriculum priorities, focusing on personal and social capability, critical and creative thinking, ethical understanding, Aboriginal and Torres Strait Islander perspectives, and sustainability. Students develop qualities such as self-reliance, interdependence, leadership, and an adventurous spirit. They also acquire essential skills in managing personal risks and engaging in safe journeys in nature. The course covers physical recreation, skill development, personal and social capabilities, and an adventurous three day/two-night journey in a camping setting.

Special Considerations

The $190.00 fee for the camp covers the expedition costs and hired resources required for student learning experiences.

Outdoor Education groups will be selected based on effort and behaviour shown on previous school reports.

Pathways

Health
Health and Physical Education
Sport, Health and Recreation

Units of Study Structure

Unit 1
Minimal impact camping expedition skills. Plan and construct camp menu, respond to first aid scenarios, route planning and navigation. Minimal impact bushwalking and camping performance.
Multimodal project folio – Plan, perform and reflect on camp menu, bushwalking and teamwork.

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Outdoor Education Camp	$190.00	A major part of the assessment and overall mark is the culminating camp at the end of the term. Students will put into practice skills learnt in class and reflect on the planning, preparation and participation on the camp.

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 in 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' document under Related links, and see Page 8.

Units of Study Structure

Unit 1	Unit 2
Introduction to programming / Furthering programming skills	Building a computer game/ app OR 3D printing
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 will create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. Design and Manufacturing Technology has a practical component where students experience and develop skills in manufacturing and construction of their designs by the completion of a series of projects which incorporate the use of metals, timbers and plastics. Students develop hand skills, machine tool use and general workshop safety awareness.

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.

A **HIGH & EXTREME Risk Parental Consent Form** must be completed and submitted prior to commencement of the subject. Failure to do so may result in students being placed in other non-ITD electives.

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 specialisations. This task consists of a timber construction unit where you will make a small case and then apply three design elements to improve its functionality. • Design Challenge 1. Design and produce an acrylic lid using computer drawing and laser cutting technology. • Design Challenge 2. Design and produce a vac formed insert using a kit of materials and vacuum forming technology. • Design Challenge 3. Design and produce decorative feet for your Vac Case using hand tool and machine technology	**Materials and technologies specialisations.** This task requires you to design and make a stand that will hold an item or items. This is achieved through: • Investigating and defining the needs and opportunities. • Writing a design brief. • Generating and designing design solutions through creation and adaptation of ideas. • Communicating through producing concept sketches, working drawings, and written documentation. • Managing production and project management plans.
Project/Investigation • Written responses that may include graphical representations 400–600 words. • 4–6 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 to solve real-life problems. The course has two key elements – Term 1 is Engineering and Term 2 Robotics. In engineering students will design and build an energy efficient prototype, while in the robotics component, students will build and program a robot that uses sensors and motors to complete real-world challenges. Students must have some experience in robotics for this course.

Special Considerations

Students may participate in the Science and Engineering Challenges and Robotics Competitions and workshops with guest speakers.
Students will require enclosed footwear to work in the laboratory.
BYOD laptop is required.

Pathways

Students will develop skills and knowledge that will help develop students understanding in a range of STEM subjects in the Science and Mathematics fields.

Units of Study Structure

Unit 1	Unit 2
Engineering Students are required to plan, design and build a boat that can travel a specific distance through a water trough, using specific materials	Robotics Students are to design a robot to complete a line follow challenge, while delivering materials from one end to the other
Assessment – Assignment booklet/PowerPoint documenting the design principles and reflection	Assessment – PowerPoint outlining building and coding for the set task.

Additional Materials or Excursions - Nil

Food Technology

About the Subject

This subject provides a practical and cultural focus on food preparation and consumption, food preservation and ensuring safe practices. Students use their interests in traditional knowledge and food science to explore the dynamic, interrelated, and interdependent dimensions of health. Students develop the knowledge and understanding, and processes and production skills to prepare healthy meals.

Food Technology will help students:

- Develop skills in food preparation and handling, teamwork and collaboration, time management, hygiene and safety, research and inquiry, critical thinking, evaluation, and cultural awareness.
- Build knowledge around preventing food spoilage and ensuring safe food practices.

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).

Units of Study Structure

Unit 1	Unit 2
Food Wisdom: Exploring First Nations Methods Students will: • Explore how First Nations Australians use traditional knowledge to safely prepare plant-based foods. • Investigate food processing techniques, examine the science behind them, and consider their cultural significance. • In teams, apply a traditional method to a chosen plant. • Individually evaluate its effectiveness using class-developed criteria.	**Cool Ways to Keep Food Deadly** Students will: • Explore traditional and contemporary food preservation techniques, investigating how to prevent food spoilage and ensure safety. • Working individually and collaboratively, develop a production plan, apply preservation methods, and reflect critically on their design processes. • Incorporate and respectfully acknowledge Aboriginal and Torres Strait Islander knowledge systems, with a particular focus on traditional methods of food preservation and storage that have sustained communities for generations.
Project/Investigation • Written responses that may include graphical representations 400–600 words. • 4–6 A3 pages or equivalent digital media that may include graphical representations with annotations. • Designed solution as negotiated. • Practical as negotiated.	

Additional Materials or Excursions - Masks, gloves, hairnets, aprons will be supplied.

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 Program of Excellence 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.

Pathways

Health
Health and Physical Education
Health, Sport and Recreation

Units of Study Structure

Unit 1	Unit 2
Football Conditioning	Shape vs Shape
Investigation Report – Evaluate the benefits of SSG for conditioning compared to more traditional volume-based conditioning.	Investigation Report – Analyse and evaluate the benefits of different formations compared to 1 4 3 3.

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.

Pathways

Health
Health and Physical Education
Health, Sport and Recreation

Units of Study Structure

Unit 1	Unit 2
Essential skills of Officiating	Essential skills of coaching
Online written assessment and practical officiating performance.	Online written assessment and practical coaching 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.

Summary - 2026 Costs

Student Resource Scheme (SRS) Participation Cost	Year 9
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 9 Core Subjects	
English	SRS
Health and Physical Education	SRS
Humanities	SRS
Maths	SRS
Science	SRS

Year 9 Subject Selection inclusive of SRS	
Ancient History	SRS
Business and IT	SRS
Dance	SRS
Design and Coding	SRS
Design and Manufacturing Technology	SRS
Drama	SRS
Engineering and Robotics	SRS
Fitness for Life	SRS
Food Technology	SRS
Japanese	SRS
Media Arts	SRS
Music	SRS
Politics and Justice	SRS
Visual Arts	SRS

Year 9 User Pays Subject and Excellence Programs – by application	
Outdoor Education	$50.00 +$190.00 Outdoor Ed Camp attendance
Football/Futsal 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.