



Junior

Subject Information Guide

2021

Including Years 7, 8, 9
and
Semester 1 Year 10

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Guide to Selecting Subjects

How Do I Choose My Subjects?

Your choice of subjects will affect your future career as well as the success and happiness you experience at school. It is important to choose your subjects carefully.

Choose subjects:

- you enjoy
- in which you can do well and find challenging
- which will help you get into your chosen course and career goals
- which will give you skills, knowledge and attitudes useful to you in life
- that will allow you as many options for your future as possible
- that you are capable of passing

Don't choose a subject because:

- you see them as a 'boy' or 'girl' subject
- your friend 'is' or 'is not' doing the subject
- you 'like' or 'dislike' the teacher
- you think the subject is 'easy' or 'difficult'.

This may sound easy but it should involve a lot of thought, discussion and research. Basically your decisions will depend upon your answers to the following questions:

1. What are my career goals?
2. Do I need to complete post-secondary education to achieve these?
3. Which University or TAFE course am I considering?
4. What are the subject requirements for this course?
5. Will I achieve to the best of my ability in these subjects?
6. What do I need to be eligible for a QCE?

Still unsure what career would suit you?

Remember, it's OK if you're unsure what you want to do in future, but studying a broad range of subjects will keep your career options open. Keeping up with English, Maths and at least one Science subject is a good place to start.

Before you make any decisions about courses and subjects, find out as much as you can about:

- subjects
- courses
- prerequisites for jobs and for further courses
- any mandatory components of the course e.g. work experience

And:

- **ASK** the Guidance Officer, Principal, Deputy Principal, other teachers, students currently doing the subjects, exhibitors at career expos
- **LISTEN** carefully to the special career talks given to all students at Assemblies
- **READ** the Subject Selection Handbooks
- **RESEARCH** information about careers. A very useful internet site is www.myfuture.edu.au. A link to this site can be found on the Elanora SHS website www.elanorashs.eq.edu.au
- **ATTEND** Assemblies, the Subject Information and Career Expo Evening, Open Days at tertiary institutions, etc.

Semester Units

Work outlines for Year 9 subjects are arranged in half-year semester units. Some subjects require a full-year commitment. Subject offerings are based on mandated Australian Curriculum components and elective Key Learning Areas from the Queensland Curriculum.

There is a set procedure within the school to manage the process of changing subjects and this procedure should be strictly adhered to. There is a limit on the number of changes that can occur, so choose carefully.

Note: See below for information outlining the structure of the Tertiary and Vocational pathways you will study in Years 11 and 12.

Senior Subjects Structure

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment Policy

Assignments

- Early in each term students will be issued with a term assessment schedule. Students will be directed to write these due dates in the term planner provided in the school diary to help time-manage appropriately.
- The Subject Coordinator will issue a specific compulsory draft date and final due date that has been approved by the Head of Department.
- All assignments must be submitted to fulfil the requirement of each semester course. It is a student's responsibility to meet assessment dates and requirements.
- Students are to complete assignments utilising information outlined in assignment task sheets.
- The submitted assignment must be the student's own work.
- Referencing is to be in accordance with "A Guide to Referencing" outlined in the Student Diary.
- A compulsory draft will be submitted via *Turnitin*, where applicable. A hardcopy will be handed in directly to the teacher. Failure to submit will result in the student being required to attend monitoring sessions after school to complete the outstanding task.
- To submit a Final Copy students in Years 8 – 12 or BYOD will submit their work electronically by the due date via *Turnitin* where applicable, to address the issue of authorship. A hard copy of the assessment

with the task and cover sheet attached is also submitted at the specified location for the grade (e.g. Office, The Hub) by 1:55pm on the due date. A receipt of submission will be issued to the student.

- Students in Year 7 submit a hard copy of their assessment at the specified location with the task sheet attached by the due date, but may be required to submit it via Turnitin.
- Assignments need to be submitted via Turnitin to ensure there is no plagiarism. Details for this process are included in the “Why is referencing required?” on page 38 in the Student Diary.
- Students absent on the due date must make arrangements to submit the assignment to the school office prior to 3:30pm on that day. This will be done by emailing the assessment to assessment@elanorashs.eq.edu.au. Absence is not a valid reason to not submit.
- Extensions can only be granted by the relevant Head of Department but only prior to due date and only if circumstances are deemed appropriate. Application is to be via the Elanora SHS Application for assignment / exam extension form and relevant documentation is required (i.e. medical certificate).
- In faculties that permit resubmission, application is via the Elanora SHS Application for Resubmission form and must meet the criteria required on the form.
- If, in the opinion of the Principal, it is considered necessary, students who fail to complete assignment requirements may be required to undertake other assessment items which will fulfil the same objectives. This is decided in consultation with the Principal.
- Students in Years 11 and 12 will be required to attend school on their Learning or Earning Day (Friday) to complete outstanding assessment or VET competencies.
- Parents are required to speak personally with the Principal or Deputy Principal to discuss any relevant circumstances not included above.
- Internal assessment marks for Years 11 and 12, that are awarded by the school are not finalised until approved by the QCAA.

Plagiarism

Plagiarism involves students submitting the work of others as their own, without the appropriate acknowledgement or referencing of the original work.

Examples of plagiarism include:

- Word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, websites or other students' assignments).
- Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgement of the original work or works in the form of referencing.
- Copying computer files in whole or in part without indicating their origin.
- Submitting work which has been produced by someone else on the student's behalf, as if it were the work of the student.

When it has been established that a student has submitted plagiarised work for assessment, credit will only be given on their own work. If the whole task has been plagiarised, it will be treated as a non-submission. The student may receive additional consequences as per the Responsible Behaviour Plan for Students.

Tests / Exams / Practical Assessments

When a student is unable to sit for a test due to illness or circumstances beyond the student's control, for example illness, bereavement:

- Student is required to contact the school – 5568 4333 to advise of non-attendance.
- Upon return to school, the student provides a medical certificate or note from parents detailing reason for absence and presents it to the Head of Department.
- The Head of Department will arrange for test to be completed in the next available lesson.
- When a student is unable to sit for a test due to a known acceptable absence:
- Student to notify Head of Department prior to leave of absence utilising the Elanora SHS Application for extension exam/assignment form.
- The Principal, Deputy Principal or Head of Department can grant this deferred test in special circumstances.
- Marks awarded by the school are not finalised until approved by the QCAA.
- Penalty for Unfair Practices

Any student who uses unfair means in an exam will be required to sit an additional exam. The reasons for the alternative exam will be noted on the student's profile and parents advised. The student may receive additional consequences as per the Responsible Behaviour Plan for Students.

Consequence for Late and or Non-Submission of Assessment

(This does not apply to situations where special provisions apply – see below).

- In cases where students do not submit a response to an assessment by the due date, judgements will be made using evidence available on or before the due date.
- A standard can only be awarded where evidence has been demonstrated. In cases of non-submission and where there is no evidence of work observed by the teacher before the due date, a result will not be awarded. (Reference: QCAA July 2015 - The A-Z of Senior Moderation)

Special Provision

Special provision may be granted in cases where adjustments need to be accommodated in order to give a student an equitable opportunity to demonstrate their knowledge and skills. To be granted special provision the student and/or parents/caregivers need to make an appointment with the Guidance officer or Principal prior to any due dates.

Legislation and Policies Related to Assessment

- Late submission and non-submission of student assessment in Authority subjects and Authority-Registered subjects (QSA, January 2009)
- Policy on Special Provisions for School Based Assessment in Authority subjects and Authority-Registered subjects (QSA, January 2009)

What Are Vocational Education And Training (VET) Certificates?

VET Certificates are usually available to students in Years 11 and 12.

VET certificates can be studied as:

- Certificate courses that are delivered at school but which are registered to an outside Registered Training Organisation
- TAFE courses e.g. Courses where a Certificate I, II or III is awarded when a student has demonstrated competency in all specified skills, e.g. Certificate III Multimedia, Certificate II Hairdressing. Some competencies from Diploma Courses are offered through GCIT as well
- Part of a School Based Traineeship or Apprenticeship e.g. Certificate IV Information Technology

When calculating a Selection Rank and for QCE credits, completed competencies in any Certificate II, III, IV and Diploma can be used even if the completed Certificate has not been achieved.

Any student who will not be ATAR eligible or who may not gain a QCE should be studying a VET certificate course in any program. This does not apply to QCIA students.

School Based Apprenticeships and Traineeships

Students who are aiming to gain valuable industry experience use a qualification as a stepping stone to higher tertiary studies, or move into a full time traineeship or apprenticeship after school may wish to consider a **SAT (School-based Apprenticeships and Traineeships)**.

Many SATs begin with **Work Experience** or a **part time job**.

As part of the New Apprenticeship Scheme, students can begin (and in most instances complete) a traineeship whilst studying at school. Due to the industry requirements associated with apprenticeships, (trade areas) School based Apprenticeships are started at school in conjunction with other school subjects but are completed in the years following school.

- SAT students combine school, paid work and training. Flexibility is the key to this combination
- SAT students come to school but attend work at least one day or shift per week, and train with a Registered Training Organisation either on-the-job, at school or at another venue.
- SAT students may study a reduced timetable
- SAT students receive a nationally recognised qualification that contributes credits towards QCE
- Certificates can be used as an alternative entry pathway towards further study at University and may articulate to a higher level Certificate or Diploma at TAFE
- SATs are available in about 800 areas. The most popular are retail, hospitality, food and beverage, business/office administration, IT and sports/recreation
- Any senior student (Year 10, 11 or 12) can apply for a SAT at any time. Year 12 students however, must be signed up by July 1st of their final year. There are provisions for exceptional circumstances
- SATs are advertised in the school newsletter, on the intranet and the internet
- The school Industry Liaison Officer can assist in placing students into School-based Apprenticeships and Traineeships

VETis

VETis – Vocational Education and Training in Schools.

VETis funding is attached to certain Certificate I and Certificate II courses which have been identified by the state government as being in a priority employment stream. From July 1 2014 the state VET investment budget provided funding for students to complete **ONE** 'employment stream' while at school. This means a student may only access VETis funding **ONCE**.

You may notice in this handbook that some Certificate II courses have **VETis** in their information. This means they are courses which are being delivered by the school in conjunction with outside Registered Training Organisations (RTOs) or are delivered by outside organisations such as TAFE, and are receiving funding for that delivery from our State Government.

Students may not take more than ONE course that has VETis funding attached to it. This includes any course funded via VETis with any organisation and for any priority industry. For example, a student could not take up a Certificate I in Plumbing at TAFE if they were completing a Certificate II in Hospitality Studies here at school or vice versa, as both attract VETis funding.

It is important to note that students are still able to undertake any qualification across the range of industries. However, if they choose to undertake a certificate using their one VETis option they need to choose wisely.

The school does not wish students to find themselves in the position of having to pay full-fee for service if they do not follow these VETis guidelines.

A list of employment stream qualifications can be found at:

www.training.qld.gov.au/individuals/courses/vet-schools.html

At the time of publication no Certificate III courses are funded through VETis. This may change in the future.

Who Does Work Experience?

Any Year 10 – 12 student can participate in work experience at any time of the year.

All work experience, whether organised through parents, family or privately **MUST** be formalised through the school. This is for insurance and workers compensation purposes and is mandated under government legislation. Education Queensland takes no responsibility for students injured at placements that have not been formalised through Elanora SHS.

See the School intranet and internet for the Work Experience process or see the Industry Liaison Officer in the Main Office. Contact the Industry Liaison Officer on 55684310.

Year 7 Subjects

- English
- Health and Physical Education
- Humanities
- Japanese
- Mathematics
- Science
- Technology – Digital Technologies
- Technology – Food Studies
- Technology – Industrial Technology and Design
- The Arts

Duration: Full Year

Course Overview

The Year 7 course develops students' understanding of narrative and persuasive texts; how they are influenced by audience, purpose and context. Students will understand how the choice of language features, images and vocabulary in a variety of texts affects meaning by examining both literary and non-literary texts.

Students will understand how these selections can influence an audience in order to inform or persuade. They will understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images can be combined for effect.

Students selected for the Extension Course will complete the same program but in greater depth. Selection and inclusion in the extension class is at the HOD's discretion and requires that predetermined minimum level of achievement be maintained.

Objectives

By the conclusion of the course of study, students will:

- Identify and explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Select specific details from texts to develop and support their own response.
- Recognise that texts reflect different viewpoints, listening for and explaining different perspectives in texts.
- Create structured and coherent texts for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience. Create and edit texts that demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure

Semester 1 – Units 1, 2 and 3	Semester 2 – Units 4 and 5
<p>Seven Steps to Writing Success!</p> <ul style="list-style-type: none">• Creating narratives effectively. <p>Convince Me!</p> <ul style="list-style-type: none">• Developing persuasive response to a social issue. <p>What a life!</p> <ul style="list-style-type: none">• Responding to non-literary texts reflecting on courage.	<p>Life Writing – <i>Black Snake</i></p> <ul style="list-style-type: none">• Comprehending and responding.• Analysing to establish different viewpoints.• Constructing a descriptive recount from a particular point of view. <p>Exploring poetry and song</p> <ul style="list-style-type: none">• Analysing and sharing poetry to evaluate the effectiveness to promote a point of view.

Assessment

- Persuasive essay (Written)
- Short Story (Written)
- Biographical presentation (Spoken)
- Novel study – Reading comprehension (Written)
- Descriptive Recount (Written)
- Analytical Essay (Written)
- Multi-modal presentation (Spoken)

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Health & Physical Education (Year 7)

Faculty: HPE

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: One Semester

Course Overview

The primary focus of Health and Physical Education is to not only learn about the key components of a healthy lifestyle but more importantly to actively engage in activities to improve fitness skills and wellbeing. The benefits of learning physical skills in a team or class environment cannot be underestimated. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Therefore, HPE is a CORE subject that Year 7 students will be involved in for one semester.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of fitness components and tests in order to enhance performance.
- Learn various health topics to better understand the anatomy and functions of the human body
- Gain an appreciation of how to best care for the human body to have a fulfilling and healthy life.

A course of study in Health and Physical Education promotes life-long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
Practical: Minor Games and Athletics (middle distance running) Orienteering Contributing to healthy and active communities e.g. promoting health through fitness	Moving our body - Performance e.g. Body awareness, dancing, skipping and boxercise Invasion Games e.g. Basketball, Netball
Theory: Inclusion Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport Fitness Fitness testing Contributing to healthy and active communities e.g. promoting health through fitness Sex Education Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities.	Nutrition Guidelines Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)

Assessment

Year 7 students will be assessed across a range of written tasks including essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Humanities (Year 7)

Faculty: Humanities HOD: Julianne Davies Email: jdavi81@eq.edu.au

Duration: Full Year

Course Overview

The aim of the Humanities course is to empower students to create better futures for themselves and others, by learning from the past and investigating current events. It covers two discrete strands of study – History and Geography. Knowledge and understanding of these two subjects is a key to helping solve some of the greatest challenges Australia and the world face today, from environmental changes to resolving conflicts between countries and improving wellbeing and living standards.

History is all disciplined process of enquiry into the past that develops students' curiosity and imagination. To create a better future, historical knowledge is fundamental in understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from the earliest times until now. History promotes debate and thinking about issues, including present and future challenges.

Geography enables students to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future. Students develop a wide range of general skills and capabilities, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for team work and an ability to think critically and creatively.

The study of SOSE aims to develop skills and knowledge students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Objectives

By the conclusion of the course of study, students will develop a knowledge and understanding of cultures, historical events and environmental phenomenon through the processes of:

- investigating sources
- communicating information through written and oral modes
- participating in a variety of learning experiences
- reflecting on thinking and learning

A course of study in SOSE promotes the development of skills and knowledge that students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Place an Livability Water in the World	Ancient Rome Ancient China

Assessment

May include – Response to stimulus exam, essay, research task (either written or multi-modal, oral presentation)

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Japanese (Year 7)

Faculty: Languages HOD: Jane Harvey Email: jehar1@eq.edu.au

Duration: Full Year

Course Overview

The study of languages contributes to the general education of all students. Learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities, as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Objectives

By the conclusion of the course of study, students will:

- Engage with a range of texts about Japan
- Use a range of language to explore their experiences (in both spoken and written forms)
- Participate in a range of intercultural experiences to notice, compare and reflect on language and culture.

A course of study in Japanese promotes communication skills through the language being learnt, as well as the capability for reflection on language use and language learning.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 and 2		Semester 2 – Units 3 and 4	
<ul style="list-style-type: none">• What is school life? In this unit, students use language to explore the concept of school life in Japan and make connections with their own school experience.	<ul style="list-style-type: none">• What do my interests say about me? In this unit, students explore concepts relating to interests, activities and personality types.	<ul style="list-style-type: none">• My Space In this unit, students will explore the concept of personal spaces within their home environment and the target country.	<ul style="list-style-type: none">• My Favourite Anime In this unit, students will explore the cultural phenomenon of Anime and learn how to express their likes and dislikes.

Assessment

- Assessment may include the following:
- Extended written assessment pieces
- Research task (either written or multi-modal)
- Oral presentations
- Listening Tests
- Japanese Script (Hiragana) test recognition

N.B. The program and assessment may change based on future reviews.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 2018 NAPLAN Reading and Numeracy Assessment and completed relevant studies in Year 6 Mathematics to a satisfactory level.

Course Overview

Learning mathematics creates opportunities for and enriches the lives of all of our students. As a core subject it becomes essential that our students have a sound foundation of fundamental mathematics and numeracy skills. Mathematics provides students with essential mathematical skills and knowledge in 3 strands: number and algebra, measurement and geometry, and statistics and probability.

Objectives

By the end of Year 7, students will be able to solve problems involving the comparison, addition and subtraction of integers. They will solve problems involving percentages and all four operations with fractions and decimals. They will compare the cost of items to make financial decisions. Students will represent numbers using variables and connect the laws and properties for numbers to algebra. Students describe different views of three-dimensional objects and solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students will use fractions, decimals and percentages, and their equivalences and express one quantity as a fraction or percentage of another. Students will solve simple linear equations and evaluate algebraic expressions after numerical substitution. Students will classify triangles and quadrilaterals and use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students will determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes and calculate mean, mode, median and range for data sets.

Pathways

Please refer to program overviews on pages 10 - 18 of this guide for possible career pathways.

Structure

Semester 1 – Units 1 - 4	Semester 2 – Units 5 - 8
Number	Angles
Place Value	2D and 3D Shapes
Square Numbers	Perimeter, Area and Volume
Index Notation	Transformations
Fractions	Mean, Median and Mode
Decimals	Patterns
Ratios	Algebra
Chance and data	Cartesian Planes
Time	Financial Maths

Assessment

A student's proficiency in Maths is assessed through informal quizzes, supervised examinations and problem solving and modelling tasks.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Course Overview

Science prepares a student for life in our rapidly changing technological society. The “Greenhouse Effect”, the Ozone Layer Problem, Nuclear Waste, Microwave Ovens, the list goes on. We are bombarded by new technology. Science gives the tools to deal with it. Science is fun and practically based. We do experiments to explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the above mentioned topics in greater depth. Extra activities may be included e.g., titrations, microscopy, tertiary visits and industry excursions as well as a variety of STEM activities—hosted both outside and within the school. Students undertaking science extension should definitely consider expanding their studies in later years by enrolling in the many pathway courses that later become available, such as the Head Start programs offered by Southern Cross University and the Go Griffith Go Health programs offered by Griffith University—see Partnership Program section in Senior Secondary Subject Information Guide. Selection and Inclusion in the extension course is by HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained.

Objectives

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Analyze evidence
- Interpret evidence
- Investigate phenomena
- Communicate understandings, findings, arguments and conclusions.

A course of study in Science promotes open-mindedness, imagination, critical thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 and 2		Semester 2 – Units 3 and 4	
<ul style="list-style-type: none">• Introduction and Investigatory Science• The Properties of Substances	<ul style="list-style-type: none">• Mixtures• Murdering the mangroves	<ul style="list-style-type: none">• Classification• Habitats and Interactions	<ul style="list-style-type: none">• Astronomy• Forces and Machines

Assessment

- Supervised Written Assessments
- Assignments
- Media Presentations
- Student investigations

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Course Overview

The primary focus of Health and Physical Education is to learn about the key components of a healthy lifestyle and to actively engage in activities to improve fitness, skills and wellbeing. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Academy classes are established to challenge and reward students who have excelled both academically and physically in previous years. A personalised approach is taken with this class with students being provided with regular feedback and assistance to help achieve personal goals. **Practical topics can change according to sporting backgrounds of students.** Individual programs can be accommodated within the class. Students are timetabled to one additional compulsory lesson per week devoted to cross training. This lesson is an Early Start lesson. All class members have an individual contract, pay a program fee and go through a screening process for eligibility. It is a performance based program whereby results are reviewed every term.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of fitness components and tests in order to enhance performance.
- Learn various health topics to better understand the anatomy and functions of the human body
- Gain an appreciation of how to best care for the human body to have a fulfilling and healthy life.
- Be exposed to a range of community facilities and expertise that contribute to overall improved performance.

A course of study in Health and Physical Education promotes life- long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and to promote healthy living.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Fitness - Testing, Minor Games and Athletics Recreation/ Challenge and Adventure e.g. Orienteering Moving our body - e.g. Body awareness, skipping and boxercise Invasion Games e.g. Basketball, Netball, Oztag	Practical Game and sport – game sense concepts facilitated through a range of field sports, court sports and or net sports
Theory: Safety in Sport - Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport Fitness - Contributing to healthy and active communities e.g. promoting health through fitness Sex Education - Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities. Nutrition Guidelines - Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)	Theory: Fitness - Introduction to the energy systems Feedback for performance Anatomy/Physiology – the human body Goal setting Team cohesion Functional anatomy

Assessment

Year 7 students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Equipment

USB Flash Disk, 1 x A4 Exercise book, display folder

Subject Fees

A program fee applies. Please refer to the Schedule of Fees on the school website. Most class excursions are included within the fee structure. This fee does not include the cost of the Academy camp held during the year.

Duration: One Term - Students will rotate through the disciplines over a two year period

Course Overview

Junior Secondary units in the Arts provide students with an introduction to the potential of a creative future and the opportunity to experience the full range of art subjects. These subjects include Dance, Drama, Media Art, Music and Visual Art. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective pathways within school.

Objectives

By the conclusion of the course of study of Performance, Art & Technology, students will develop:

- creativity, critical thinking, aesthetic knowledge and understanding about Arts practices, through making and responding to artworks with increasing self-confidence
- Arts knowledge and skills to communicate ideas; they value and share their Arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative Arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

5 subjects are studied across a two year period

In Performance Arts & Technology, students learn as artists and audience, through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices.

The subjects studied are:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

Assessment

Assessment is subject specific and will involve making and responding to tasks that are relevant to each subject area.

Subject Fees

No Subject Contribution Fee applies. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Digital Technologies (Year 7, 8)

Faculty: Technologies

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: One Term

Course Overview

This subject gives students the opportunity to gain transferable information technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies.

Digital Technologies is structured to provide foundation skills for entry into both senior subjects and Certificate courses, which allow for further study pathways at university of TAFE in this field.

Students will investigate how data is transmitted and secured on various networks, extend on their Python programming knowledge through programming a robot to complete activities, gain a greater understanding of design with the user in mind and how to create a 2D Animation. While learning how to collaborate working in groups with their peers.

This course promotes open-mindedness, imagination, creative thinking and intellectual inquiry – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Term

- Data Networks
- Python Programming (Robotics)
- App Design Creation
- 2D Animation

Assessment

- Practical tasks
- Individual project
- Journals
- Design, Development and Evaluation written tasks

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and fees may be applicable.

**Note: Units of work may be subject to change*

Duration: One Term

Course Overview

Food Studies and are part of the Technology Foods learning area. Students will have the opportunity to analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.

Food Studies provide students with an introduction to the potential of future studies in a range of subjects including Hospitality and Nutrition and Food Science; developing preparation, presentation and catering skills, investigating and designing food solutions for specific consumer markets. The focus for Food Studies is developing practical skills, making healthy choices and the safe production of foods and provides an opportunity to investigate foods, preparation and production techniques

Objectives

By the conclusion of the course of study, students will:

- Design and produce items exploring safe production and understanding the impacts of healthy choices.
- Developing practical textile skills, whilst exploring how these managed environments can become more sustainable
- Communicate understandings, findings, arguments and conclusions.

A course of study in Food Studies promotes open - mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Term

- Introduction and WH&S
- Food preparation tools, techniques and presentation for healthy eating

Assessment

- Practical Cooking Exam and folio
- Project and Folio

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Industrial Technology and Design (Years 7, 8)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: One Term

Course Overview

Industrial Technology and Design prepares a student for life in our rapidly changing technological society. Industrial skills, architecture, building, construction and manufacturing using environmentally friendly resources—the list goes on in an ever-expanding world. We are bombarded everyday by design problems and the solutions to solve them. Industrial Technology and Design develops the tools to deal with it. Industrial Technology and Design is fun and practically based program, through inquiry and investigations to improve the world around us. In Industrial Technology and Design, we aim to build life skills.

The study of Industrial Technology and Design will provide students with an integrated approach to use the design, engineering and manufacturing processes to effectively and safely make designed solutions. Industrial Technology and Design will lead to skills involving graphic design, engineering and the manufacturing process.

Objectives

By the conclusion of the course of study, students will:

- Design and manufacture items using technological links, concepts and theories.
- Interpret and explain the manufactured and built environment.
- Communicate understandings, findings, arguments and conclusions.

A course of study in Industrial Technology and Design promotes open- mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Term

- Introduction and WH&S
- Workshop production and design
- Computer Aided Drafting
- Engineering principles and systems

Assessment

- Supervised practical construction
- Media Presentations
- Assignments

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Year 8 Subjects

- English
- Health and Physical Education
- Humanities
- Japanese
- Mathematics
- Science
- Technology – Digital Technologies
- Technology – Food Studies
- Technology – Industrial Technology and Design
- The Arts

Duration: Full Year

Course Overview

The Year 8 course develops students' understanding of narrative and persuasive texts; how they are influenced by audience, purpose and context. Students will explain how the choice of language features, images and vocabulary in a variety of texts affects meaning by examining both literary and non-literary texts.

Students will understand how these selections can influence an audience, informing or persuading about issues. They will interpret and question texts, synthesising their analysis to express or challenge a point of view. They create and transform texts, justifying how language features and images can be combined for effect.

Students selected for the Extension Course will complete the same program but in greater depth. Selection and inclusion in the extension class is at the HOD's discretion and requires that predetermined minimum level of achievement be maintained.

Objectives

By the conclusion of the course of study, students will:

- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Evaluate texts for their effects, identifying specific details to explain their own response.
- Explain and expand on different viewpoints, listening for and understanding different perspectives.
- Create structured and coherent texts for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience purposefully.
- Create and edit texts that demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure

Semester 1 – Units 1, 2 and 3	Semester 2 – Units 4 and 5
<p>Tell Me a Tale</p> <ul style="list-style-type: none">• Creating short stories effectively. <p>What does Literature Teach Us?</p> <ul style="list-style-type: none">• Reading for Understanding - comprehension• Developing persuasive responses to a global concern by exploring themes in a text.• Analysing a text to evaluate an author's purpose and effect	<p>Visual Literacy – Indigenous Representations</p> <ul style="list-style-type: none">• Analysing and appraising texts to establish different viewpoints and purposes across contexts.• Constructing an extended analytical response to synthesise understanding of interconnectedness of people, identity, culture and place. <p>Journey to Freedom</p> <ul style="list-style-type: none">• Exploring literary and non-literary texts to reflect.

Assessment

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional

- Short Story (Written)
- Novel study - Comprehension (Written)
- Persuasive Speech (Spoken)
- Novel study – Analytical Essay (Written)
- Visual Literacy appraisal (Written/Spoken)
- Analytical Essay (Written)
- Reflective Monologue (Spoken)

fees may be applicable.

Health & Physical Education (Year 8)

Faculty: HPE

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Semester

Course Overview

The primary focus of Health and Physical Education is to not only learn about the key components of a healthy lifestyle but more importantly to actively engage in activities to improve fitness skills and wellbeing. The benefits of learning physical skills in a team or class environment cannot be underestimated. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Therefore, HPE is a CORE subject that Year 8 students will be involved in for one semester.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of skills associated with Touch and Net Sports
- Experience a variety of athletic events with opportunity to specialize in areas of strength across the core areas of running, throwing and jumping.
- Learn about various legal and other drugs to include benefits and associated risks.
- Be aware of various community health clinics and services that they can access in our local district.

A course of study in Health and Physical Education promotes life- long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Units 1	Unit 2
Practical: Touch Sports – Skills Facilitated through Touch, Oztag Athletics Throws, jumps and running events	Net Games - Skills e.g. Tennis, Volleyball, Badminton and table tennis
Theory: Wellbeing Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being Accessing health information and services Fitness Understanding Movement e.g. understanding heart rates/ fitness components for improvement	Legal Drugs Being Healthy, Safe and Active (iv) e.g. reasons why people use/not use drugs such as alcohol and tobacco Other Drugs Other drugs; effects and consequences – awareness of health organisations within the community

Assessment

Year 8 students will be assessed across a range of written tasks including multi-modal, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Humanities (Year 8)

Faculty: Humanities HOD: Julianne Davies Email: jdavi81@eq.edu.au

Duration: Full year

Course Overview

The aim of the Humanities course is to empower students to create better futures for themselves and others, by learning from the past and investigating current events. It covers two discrete strands of study – History and Geography. Knowledge and understanding of these two subjects is a key to helping solve some of the greatest challenges Australia and the world face today, from environmental changes to resolving conflicts between countries and improving wellbeing and living standards.

History is a disciplined process of enquiry into the past that develops students' curiosity and imagination. To create a better future, historical knowledge is fundamental in understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from the earliest times until now. History promotes debate and thinking about issues, including present and future challenges.

Geography enables students to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future. Students develop a wide range of general skills and capabilities, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for team work and an ability to think critically and creatively.

The study of SOSE aims to develop skills and knowledge students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Objectives

By the conclusion of the course of study, students will:

Develop a knowledge and understanding of cultures, historical events and environmental phenomenon through the processes of -

- investigating sources
- communicating information through written and oral modes
- participating in a variety of learning experiences
- reflecting on thinking and learning

A course of study in SOSE promotes the development of skills and knowledge that students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Medieval Europe Spanish Conquest of the Americas	Urbanisation Landforms and Landscapes

Assessment

May include – Response to stimulus exam, essay, research task (either written or multi-modal, oral presentation)

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Students in Year 8 are required to complete this course. They will have prior knowledge of Japanese having studied it in Year 7. Students who are interested in this subject will have the opportunity to continue learning Japanese in Year 9.

Course Overview

In this course students will be introduced to variety of new vocabulary, script and cultural experiences. This course will enrich learners with the skills to communicate at a basic level in Japanese. It will also prepare them for future success if they wish to continue studying the language.

The study of languages contributes to the general education of all students. Learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities, as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Objectives

By the conclusion of the course of study, students will:

- Recognise and write Katakana, Hiragana and some common Kanji
- Know how to decode a variety of texts and use a Japanese Katakana/Hiragana chart
- Differentiate between Japanese words and borrowed words
- Communicate and interact with others in Japanese
- Appreciate Japanese culture, values and behaviour

A course of study in Japanese promotes communication skills in the language being learnt, an intercultural capability, an understanding of the role of language and culture in communication as well as the capability for reflection on language use and language learning.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 and 2		Semester 2 – Units 3 and 4	
What is friendship?	What's in a time capsule?	What's for dinner?	How do we celebrate community?

Assessment

Assessment may include the following:

- Extended Written assessment
- Essay
- Research task (either written or multi-modal)
- Oral presentation
- Japanese Script (Katakana and Kanji) test recognition

N.B. The program and assessment may change based

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Mathematics (Year 8)

Faculty: Mathematics HOD: Paul Wright Email: pwright47@eq.edu.au

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 2019 NAPLAN Reading and Numeracy Assessment and completed relevant studies in Year 7 Mathematics to a satisfactory level.

Course Overview

Learning mathematics creates opportunities for and enriches the lives of all of our students. As a core subject it becomes essential that our students have a sound foundation of fundamental mathematic and numeracy skills. Mathematics provides students with essential mathematical skills and knowledge in 3 strands: number and algebra, measurement and geometry, and statistics and probability.

Objectives

By the end of Year 8, students will be able to solve everyday problems involving rates, ratios and percentages and describe index laws and apply them to whole numbers. They will describe rational and irrational numbers and solve problems involving profit and loss. They will make connections between expanding and factorising algebraic expressions and solve problems relating to the volume of prisms. They will make sense of time duration in real applications and identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students will model authentic situations with two-way tables and Venn diagrams and choose appropriate language to describe events and experiments. They will explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students will use efficient mental and written strategies to carry out the four operations with integers. They will simplify a variety of algebraic expressions and solve linear equations and graph linear relationships on the Cartesian plane. Students will convert between units of measurement for area and volume and perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They will name the features of circles and calculate the areas and circumferences of circles. Students will determine the probabilities of complementary events and calculate the sum of probabilities.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 - 4	Semester 2 – Units 5 - 8
Integers	Time
Index Laws	Rates and Ratios
Order of Operations	Algebra
Financial Maths	Linear Equations
Probability	2D and 3D Shapes
Data	Measurement – area and volume
Statistics	Congruency

Assessment

A student's proficiency in Maths is assessed through informal quizzes, supervised examinations and problem solving and modelling tasks.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester 1

Indicators of Success

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.

Course Overview

Science prepares a student for life in our rapidly changing technological society. The “Greenhouse Effect”, the Ozone Layer Problem, Nuclear Waste, Microwave Ovens, the list goes on. We are bombarded by new technology. Science gives the tools to deal with it. Science is fun and practically based. We do experiments to explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the above mentioned topics in greater depth. Extra activities may be included e.g., titrations, microscopy, tertiary visits and industry excursions as well as a variety of STEM activities—hosted both outside and within the school. Students undertaking science extension should definitely consider expanding their studies in later years by enrolling in the many pathway courses that later become available, such as the Head Start programs offered by Southern Cross University and the Go Griffith Go Health programs offered by Griffith University—see Partnership Program section in Senior Secondary Subject Information Guide. Selection and Inclusion in the extension course is by HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained.

Objectives

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Analyze evidence
- Interpret evidence
- Investigate phenomena
- Communicate understandings, findings, arguments and conclusions.

A course of study in Science promotes open- mindedness, imagination, critical thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways

Structure

Semester 1: Units 1 - 4		Semester 2: Units 5 - 7	
<ul style="list-style-type: none">• Working with scientific data• Rocks, Exploration and Mining	<ul style="list-style-type: none">• Using Energy	<ul style="list-style-type: none">• Physical and Chemical Change• Elements and Compounds	<ul style="list-style-type: none">• Cells• Living Systems• Growth and Reproduction

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments
- Multi-modal presentations

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Indicators of Success

- Improved level of general fitness
- Improved level of skill to complement his/ her specialized sport
- Achievement of personal goals for academic and sport.

Course Overview

The primary focus of Health and Physical Education is to learn about the key components of a healthy lifestyle and to actively engage in activities to improve fitness, skills and wellbeing. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Academy classes are established to challenge and reward students who have excelled both academically and physically in previous years. A personalised approach is taken with this class with students being provided with regular feedback and assistance to help achieve personal goals. **Practical topics can change according to sporting backgrounds of students.** Individual programs can be accommodated within the class. Students are timetabled to one additional compulsory lesson per week devoted to cross training. This lesson is an Early Start lesson. All class members have an individual contract, pay a program fee and go through a screening process for eligibility. It is a performance based program whereby results are reviewed every term.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of skills associated with field, net or court sports.
- Experience a variety of athletic events with opportunity to specialize in areas of strength across the core areas of running, throwing and jumping.
- Learn about various legal and other drugs to include benefits and associated risks.
- Be aware of various community health clinics and services that they can access in our local district.
- Be exposed to a range of community facilities and expertise that contribute to overall improved performance.

A course of study in Health and Physical Education promotes life-long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
<p>Practical: Game sense concepts Facilitated through minor games, futsal and basketball Athletics to include throws, jumps and running events Touch sports – skills/drills (1)</p>	<p>Practical: Touch sports – skills/drills (2) Net Games – Skills e.g. Tennis, Volleyball, Badminton Team Sports/Bat and Ball - Facilitated through Softball, Baseball, Tee Ball, Cricket</p>
<p>Theory: Wellbeing Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being Accessing health information and services Fitness Understanding Movement e.g. understanding heart rates/ fitness components for improvement Personal fitness program to improve performance Legal Drugs Being Healthy, Safe and Active (iv) e.g. reasons why people use/not use drugs such as alcohol and tobacco Other Drugs Other drugs; promoting fairness and ethical behaviour in sport</p>	<p>Theory: Physiology and Anatomy Biomechanics</p>

Assessment

Students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

A program fee applies. Please refer to the Schedule of Fees on the school website. Most class excursions are included within the fee structure. This fee does not include the cost of the Academy camp held during the year.

The Arts (Year 8)

Faculty: The Arts HOD: Mel Cass Email: mcass7@eq.edu.au

Duration: One Term - Students will rotate through the disciplines over a two year period

Course Overview

Junior Secondary units in the Arts provide students with an introduction to the potential of a creative future and the opportunity to experience the full range of art subjects. These subjects include Dance, Drama, Media Art, Music and Visual Art. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective pathways within school.

Objectives

By the conclusion of the course of study of Performance, Art & Technology, students will develop:

- creativity, critical thinking, aesthetic knowledge and understanding about Arts practices, through making and responding to artworks with increasing self-confidence
- Arts knowledge and skills to communicate ideas; they value and share their Arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative Arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

5 subjects are studied across a two year period

In Performance Arts & Technology, students learn as artists and audience, through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices.

The subjects studied are:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

Assessment

Assessment is subject specific and will involve making and responding to tasks that are relevant to each subject area.

Subject Fees

No Subject Contribution Fee applies. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Digital Technologies (Year 7, 8)

Faculty: Technologies

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: One Term

Course Overview

This subject gives students the opportunity to gain transferable information technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies.

Digital Technologies is structured to provide foundation skills for entry into both senior subjects and Certificate courses, which allow for further study pathways at university of TAFE in this field.

Students will investigate how data is transmitted and secured on various networks, extend on their Python programming knowledge through programming a robot to complete activities, gain a greater understanding of design with the user in mind and how to create a 2D Animation. While learning how to collaborate working in groups with their peers.

This course promotes open-mindedness, imagination, creative thinking and intellectual inquiry – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Term

- Data Networks
- Python Programming (Robotics)
- App Design Creation
- 2D Animation

Assessment

- Practical tasks
- Individual project
- Journals
- Design, Development and Evaluation written tasks

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and fees may be applicable.

**Note: Units of work may be subject to change*

Duration: One Term

Course Overview

Food Studies and are part of the Technology Foods learning area. Students will have the opportunity to analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.

Food Studies provide students with an introduction to the potential of future studies in a range of subjects including Hospitality and Nutrition and Food Science; developing preparation, presentation and catering skills, investigating and designing food solutions for specific consumer markets. The focus for Food Studies is developing practical skills, making healthy choices and the safe production of foods and provides an opportunity to investigate foods, preparation and production techniques

Objectives

By the conclusion of the course of study, students will:

- Design and produce items exploring safe production and understanding the impacts of healthy choices.
- Developing practical textile skills, whilst exploring how these managed environments can become more sustainable
- Communicate understandings, findings, arguments and conclusions.

A course of study in Food Studies promotes open - mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Term

- Introduction and WH&S
- Food preparation tools, techniques and presentation for healthy eating

Assessment

- Practical Cooking Exam and folio
- Project and Folio

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Industrial Technology and Design (Years 7, 8)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: One Term

Course Overview

Industrial Technology and Design prepares a student for life in our rapidly changing technological society. Industrial skills, architecture, building, construction and manufacturing using environmentally friendly resources—the list goes on in an ever-expanding world. We are bombarded everyday by design problems and the solutions to solve them. Industrial Technology and Design develops the tools to deal with it. Industrial Technology and Design is fun and practically based program, through inquiry and investigations to improve the world around us. In Industrial Technology and Design, we aim to build life skills.

The study of Industrial Technology and Design will provide students with an integrated approach to use the design, engineering and manufacturing processes to effectively and safely make designed solutions. Industrial Technology and Design will lead to skills involving graphic design, engineering and the manufacturing process.

Objectives

By the conclusion of the course of study, students will:

- Design and manufacture items using technological links, concepts and theories.
- Interpret and explain the manufactured and built environment.
- Communicate understandings, findings, arguments and conclusions.

A course of study in Industrial Technology and Design promotes open- mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Term

- Introduction and WH&S
- Workshop production and design
- Computer Aided Drafting
- Engineering principles and systems

Assessment

- Supervised practical construction
- Media Presentations
- Assignments

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Year 9 Subjects

- Business Enterprise
- Dance
- Drama
- English
- Health and Physical Education
- Humanities
- Japanese
- Mathematics
- Media Art
- Music
- Science
- Technology – Digital Technologies
- Technology – Engineering principles and systems
- Technology – Food Studies
- Technology – Graphics and Design
- Technology – Health and Nutrition
- Technology – Industrial Technology
- Technology – Textiles and Food
- Visual Art

Business Enterprise (Year 9)

Faculty: Business, IT & International HOD: Tonia Wilkes Email: twilk35@eq.edu.au

Duration: Semester

Course Overview

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. Students explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students have the opportunity to be involved in the Foundation for Young Australians' \$20 Boss Program to develop a product or service to sell.

Objectives

By the conclusion of the course of study, students will:

- Develop questions and simple hypotheses to frame an investigation of an economic or business issue.
- Gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships.
- Generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action.
- Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems.
- Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts.
- Analyse the effects of economic and business decisions and the potential consequences of alternative actions.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Unit 1: What is Economics and Business? Characteristics of successful businesses Major consumer and financial decisions Unit 2: Multimedia Presentations (Microsoft PowerPoint)	Unit 3: FYA \$20 Boss Program

Assessment

Unit 1: Making major financial decisions Inquiry
Units 2 and 3: \$20 Boss Multimodal Presentation

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Indicators of Success

Students who wish to complete this subject will use dance experiences, terminology and unique ways of expression to develop independent responses to curriculum across a range of cultures, places and practice.

Course Overview

Dance is not only a fun and exciting subject, it is an essential medium in which students explore the complex elements of movement and express their inner creativity. Dance plays a very important role in the culmination of processes, skills and disciplines.

In Year 9, students will be immersed in the Musical Theater genre and the many unique dance styles and concepts found on both stage and film.

Objectives

By the conclusion of study of dance, students' knowledge, understanding and skills in both individual and collaborative work, ensure they develop:

- Skills to perform, choreograph, improvise and reflect with intent and purpose.
- Understanding of safe dance practices
- Confidence, curiosity, imagination and enjoyment within dance and dance concepts.
- An understanding of dance in its many forms.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for one Semester

Musical Theatre

Students will be involved in performing, choreographing (making) and responding to dance within the Musical Theatre genre. Students will engage in dance experiences that draw upon different styles that are seen both on stage and in film as well as the use of props to enhance a piece of dance choreography and assist in the story telling aspect of the Musical Theatre genre.

Assessment

- Performance of a teacher directed dance piece
- Choreography of their own dance piece
- Reflection on their own work
- Written analysis of a dance work.

Equipment

Dance clothes (tights and shirt) or school sports uniform and an A4 book.

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Indicators of Success

Students will analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They perform devised and scripted drama in different forms, styles and performance spaces.

Course Overview

Drama units in Year 9 provide students with skills in making and responding to Drama. Drama involves manipulating dramatic languages to express ideas by considering specific audiences and purposes, through dramatic action based on real or imagined events. Drama provides students with a range of skills transferable to a variety of vocational pathways. It develops innovative thinkers, communicators and supports opportunities to work effectively in groups.

Objectives

By the conclusion of the course of study Drama, students will be able to apply knowledge, understanding and skills through individual and collaborative contexts in order to develop:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analyzing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning.
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences.
- Knowledge and understanding of tradition and contemporary drama as critical and active participants and audiences.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

Styles studied, may include: Commedia Dell Arte, Indigenous Drama, Ritual Theatre and scripted performance.

Assessment

Students will complete assessment in the following descriptors:

- Making: Performance of a published play-script.
- Making: Devising and demonstrating student devised concepts.
- Responding: Extended written response to recorded live theatre. (Exam)

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Course Overview

The Year 9 course develops students' understanding of narrative and persuasive texts; how they are influenced by audience, purpose and context. Students will distinguish how authors and their choice of language features, images and vocabulary manipulate levels of meaning by examining both literary and non-literary texts.

Students will evaluate how these selections can affect audiences, informing or persuading about a range of issues. They will interpret and question texts and others' interpretations, synthesising their analysis to express or challenge a point of view. They create and transform texts, justifying how language features and images can be integrated for effect.

Students selected for the Extension Course will complete the same program but in greater depth. Selection and inclusion in the extension class is at the HOD's discretion and requires that predetermined minimum level of achievement be maintained.

Objectives

By the conclusion of the course of study, students will:

- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Evaluate texts for their effects, identifying specific details to distinguish authors' intent and their own interpretation.
- Explain and expand on different viewpoints, listening for, understanding and integrating different perspectives.
- Create structured and coherent texts for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, incorporating language features to engage the audience purposefully.
- Create and edit texts that demonstrate a precise understanding of grammar, manipulating a variety of more specialised vocabulary, accurate spelling and punctuation.

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
<p>Navigating Celebrity</p> <ul style="list-style-type: none">• Investigating modern celebrity in media <p>What if? Speculative Fiction</p> <ul style="list-style-type: none">• Reading and viewing speculative fiction• Responding by integrating ideas within a narrative, communicating utopian/dystopian themes <p>What if? Visual Literacy</p> <ul style="list-style-type: none">• Deconstructing poetry to transform and communicate its inherent message to others.	<p>Novel Study – Nanberry</p> <ul style="list-style-type: none">• Analysing and appraising different viewpoints to evaluate an author's purpose.• Synthesising understanding of interconnectedness of people, identity, culture and place. <p>12 Angry Men</p> <ul style="list-style-type: none">• Exploring a play to closely appreciate points of view and notions of justice.• Reflecting on characterisation and ethics.

Assessment

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional

- Persuasive Essay (Written)
- Short Story (Written)
- Text Appraisal and Justification of transformation (Spoken)
- Close text analysis - short response (Written)
- Analytical Essay (Written)
- Reflective Monologue (Spoken)

fees may be applicable.

Health & Physical Education (HPE) (Year 9)

Faculty: HPE HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: One Semester

Indicators of Success:

Improved level of general fitness

Improved level of skill in exposed sport electives

Broader knowledge of health concepts for general well being

Course Overview

The primary focus of Health and Physical Education is to not only learn about the key components of a healthy lifestyle but more importantly to actively engage in activities to improve fitness skills and wellbeing. The benefits of learning physical skills in a team or class environment cannot be underestimated. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Therefore, HPE is a CORE subject that Year 9 students will be involved in for one semester.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of skills associated with Net Sports, Field Sports and Target Sports.
- Experience a variety of athletic events with opportunity to specialize in areas of strength across the core areas of running, throwing and jumping.
- Learn the fundamentals of CPR, First Aid and emergency care.
- Be aware of various community health clinics and services that they can access in our local district.
- Have a stronger awareness of what constitutes healthy relationships

A course of study in Health and Physical Education promotes life-long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
Net Sports – Skills Facilitated through Volleyball, Tennis, Badminton and Table Tennis	Practical: Target Sports Facilitated through Golf, Archery, Bocce, Carpet Bowls Field Sports - Skills Facilitated through AFL, Soccer, Speedball and Sofcrosse Athletics
Theory: First Aid / Active Communities Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour Identify health concerns facing adolescents	Theory: Sex Health and Relationships Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept / Self Esteem Contraception / STIs Impacts on relationships from family and wider community Strategies for healthy relationships

Assessment

Students will be assessed across a range of written tasks including short answer exam, report, planning, reflective responses and practical competency. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Humanities (Year 9)

Faculty: Humanities HOD: Julianne Davies Email: jdavi81@eq.edu.au

Duration: Full Year

Course Overview

The aim of the Humanities course is to empower students to create better futures for themselves and others, by learning from the past and investigating current events. It covers two discrete strands of study – History and Geography. Knowledge and understanding of these two subjects is a key to helping solve some of the greatest challenges Australia and the world face today, from environmental changes to resolving conflicts between countries and improving wellbeing and living standards.

History is a disciplined process of enquiry into the past that develops students' curiosity and imagination. To create a better future, historical knowledge is fundamental in understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from the earliest times until now. History promotes debate and thinking about issues, including present and future challenges.

Geography enables students to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future. Students develop a wide range of general skills and capabilities, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for team work and an ability to think critically and creatively.

The study of SOSE aims to develop skills and knowledge students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Objectives

By the conclusion of the course of study, students will develop a knowledge and understanding of cultures, historical events and environmental phenomenon through the processes of -

- investigating sources
- communicating information through written and oral modes
- participating in a variety of learning experiences
- reflecting on thinking and learning

A course of study in SOSE promotes the development of skills and knowledge that students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Units 1 and 2	Units 3 and 4
The Industrial Revolution Biomes and Food Security	World War 1 Civics

Assessment

May include – Response to stimulus exam, essay, research task (either written or multi-modal, oral presentation).

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Japanese (Year 9)

Faculty: Languages HOD: Julianne Davies Email: jdavi81@eq.edu.au

Duration: Full Year or One Semester Terms 1 and 2 (based on numbers and timetabling)

Students who wish to study Japanese at a Year 9 level will have completed at least one year of Japanese study at a Junior High School Level, achieved a C+ grade for their study and be familiar with Hiragana, Katakana and Kanji scripts. In addition to previous studies or as a substitute to prior learning, students must possess a general interest in Japanese Studies and Culture and a willingness to engage in each of the four macro skills of Reading, Writing, Listening and Speaking.

Course Overview

The study of languages contributes to the general education of all students. Learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities, as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Objectives

By the conclusion of the course of study, students will:

- Recognise and write Katakana, Hiragana and the prescribed Kanji
- Know how to read a variety of texts and use a Japanese Katakana/Hiragana/Kanji chart to write short passages in Japanese.
- Differentiate between Japanese words and borrowed words (Hiragana/Kanji vs Katakana Vocabulary)
- Communicate and interact with others in Japanese
- Explore Japanese Shodou (Japanese Calligraphy) as part of our Cultural and Kanji character study.
- Appreciate Japanese culture, values and behaviour
- Participate in Cultural Day Activities
- Opportunity to be part of the ESHS Japan Trip – our biannual 2 week trip to Japan in Term 3.

A course of study in Japanese promotes communication skills in the language being learnt, an intercultural capability, an understanding of the role of language and culture in communication as well as the capability for reflection on language use and language learning.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 and 2		Semester 2 – Units 3 and 4	
What are social issues?	What are life stories?	How big is the generation gap?	What are our global connections?

Assessment

Assessment may include the following:

- Extended Written assessment
- Essay
- Research task (either written or multi-modal)
- Oral presentation
- Japanese Script (Katakana and Kanji) test recognition

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Mathematics (Year 9)

Faculty: Mathematics HOD: Paul Wright Email: pwrig47@eq.edu.au

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 2018 NAPLAN Reading and Numeracy Assessment and completed relevant studies in Year 8 Mathematics to a satisfactory level.

Course Overview

Learning mathematics creates opportunities for and enriches the lives of all of our students. As a core subject it becomes essential that our students have a sound foundation of fundamental mathematic and numeracy skills. Mathematics provides students with essential mathematical skills and knowledge in 3 strands: number and algebra, measurement and geometry, and statistics and probability.

Objectives

By the end of Year 9, students will be able to solve problems involving simple interest and interpret ratio and scale factors in similar figures. Students will explain similarity of triangles and recognise the connections between similarity and the trigonometric ratios. Students will compare techniques for collecting data from primary and secondary sources and make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students will apply the index laws to numbers and express numbers in scientific notation and expand binomial expressions. They will find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They will sketch linear and non-linear relations and calculate areas of shapes and the volume and surface area of right prisms and cylinders. They will use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students will calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes and construct histograms and back-to-back stem-and-leaf plots.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester 1 – Units 1 - 4	Semester 2 – Units 5 - 8
Ratios, Rates and Percentages Simple Interest Measurement – Perimeter, Area and Volume Properties of Angles Congruency and Similarity Algebra Index Laws Scientific Notation Distributive Law	Pythagoras' Theorem Trigonometry Linear Equations Graphing Linear Relationships Representation of Data Statistics Probability

Assessment

A student's proficiency in Mathematics is assessed through informal quizzes, supervised examinations and problem solving and modelling tasks.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.



Duration: Semester

Indicators of Success

Students who wish to complete this subject will use Media experiences, terminology and unique ways of expression to develop independent responses to curriculum across a range of cultures, places and practice.

Course Overview

Students undertaking Digital Media units in Year 9 will explore contemporary styles and techniques in media practise. They will create a folio of works in both photographic and digital imagery exploring the relationship of the visual to new media. A range of software will be explored - Photoshop, Premiere, Illustrator, Fireworks and Bridge.

Objectives

By the conclusion of the course of study of Digital Media, knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- Critical and creative thinking, and exploring perspectives in media as producers and consumers
- Aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- Knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Photoshop and Short Film

In this unit, students explore how Media Arts conventions and genres are manipulated to construct new and alternative points of view through representation and communication of stereotypes within digital media. In making and responding, students analyse and evaluate methods of communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions. Learning opportunities allow development of independent approaches and responses while experimenting with representations of characteristics seen in the media.

Assessment

- Folio of work through student's chosen digital application within the overall practical framework.
- Digital journal – a diary of experiences, experiments, development and technical processes.
- Written analysis of work.

Subject Fees

No Subject Contribution Fee applies. General class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Indicators of Success

Students who wish to complete this subject will, use Music experiences, terminology and unique ways of expression to begin to develop a personal music identity across a range of cultures, genres and techniques.

Course Overview

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Studying music fosters students' expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, their ability to deconstruct and critically evaluate is developed. The discipline and commitment of music-making builds students' self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills.

Partnership Program: Students enrolling into Music have the opportunity to undertake further study in the Instrumental Music program.

Objectives

By the conclusion of study of music, students' knowledge, understanding and skills, in both individual and collaborative work, ensure they develop;

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect of music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

In this unit students will explore composition and performance through digital mediums i.e. Garage band, Muse score, Sibelius and OneDrive. Students will develop Song-writing skills across mediums in the development of new and original works. Students will have opportunities to develop their higher-order thinking skills as they reflect, inquire, generate, and analyse music works.

Assessment

Units in music develop students' understanding and appreciation of various musical genres through immersion into these via three assessment avenues:

- Musicology (Analysis)
- Composition
- Performance
- Supervised Written Assessments
- Assignments
- Media Presentations

Equipment

USB flash disk, A4 exercise book (no manuscript pages necessary), blank CD's (for submission of recordings) and headphones

Subject Fees

No Subject Contribution Fee applies. General class excursions will be conducted throughout the year and fees may be applicable.

Duration: 1 Year

Indicators of Success

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

Course Overview

Science prepares a student for life in our rapidly changing technological society. The “Greenhouse Effect”, the Ozone Layer Problem, Nuclear Waste, Microwave Ovens, the list goes on. We are bombarded by new technology. Science gives the tools to deal with it. Science is fun and practically based. We do experiments to explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the above mentioned topics in greater depth. Extra activities may be included e.g., titrations, microscopy, tertiary visits and industry excursions as well as a variety of STEM activities—hosted both outside and within the school. Students undertaking science extension should definitely consider expanding their studies in later years by enrolling in the many pathway courses that later become available, such as the Head Start programs offered by Southern Cross University and the Go Griffith Go Health programs offered by Griffith University—see Partnership Program section in Senior Secondary Subject Information Guide. Selection and Inclusion in the extension course is by HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained.

Objectives

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Analyze evidence
- Interpret evidence
- Investigate phenomena
- Communicate understandings, findings, arguments and conclusions.

A course of study in Science promotes open- mindedness, imagination, critical thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways

Structure

Semester 1: Units 1 - 4		Semester 2: Units 5 - 7	
<ul style="list-style-type: none">• Heat, Sound, Light, and Electricity• Electromagnetic Radiation	<ul style="list-style-type: none">• Plate tectonics	<ul style="list-style-type: none">• Atoms• Materials• Reaction types	<ul style="list-style-type: none">• Body Coordination• Disease• Ecosystems

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments
- Research investigations

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Sport and Health Science Academy (Year 9)

Faculty: HPE HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Full Year

Indicators of Success

- Improved level of general fitness
- Improved level of skill in exposed sport electives
- Broader knowledge of health concepts for general well being

Course Overview

The primary focus of Health and Physical Education is to not only learn about the key components of a healthy lifestyle but more importantly to actively engage in activities to improve fitness skills and wellbeing. The benefits of learning physical skills in a team or class environment cannot be underestimated. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. A personalised approach is taken with this class with students being provided with regular feedback and assistance to help achieve personal goals. **Practical topics can change according to sporting backgrounds of students.** Individual programs can be accommodated within the class. Therefore, HPE is a CORE subject that Year 9 students will be involved in for the whole year with emphasis to improve fitness, skills and knowledge to compliment academic and sporting goals.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of skills associated with Net Sports, Field Sports, Bat and Ball and Target Sports.
- Experience a variety of athletic events with the opportunity to specialize in areas of strength across the core areas of running, throwing and jumping.
- Learn the fundamentals of CPR, First Aid and emergency care.
- Be aware of various community health clinics and services that they can access in our local district.
- Have a stronger awareness of what constitutes healthy relationships

A course of study in Health and Physical Education promotes life-long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Net Sport Skills - Facilitated through Volleyball, Tennis, Badminton, Table Tennis Field Sports Skills - Facilitated through Soccer, Speedball, sofcrosse and indoor hockey Athletics	Practical: Bat and Ball Skills - Facilitated through Cricket Softball Target Sports - Facilitated through Golf, Archery, Bocce, Carpet Bowls
Theory: Topic 1 – Anatomy and Physiology Topic 2 - First Aid Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour Topic 3 – Sex Education Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept / Self Esteem. Contraception / STIs Topic 4 – Family, Friends and Media Being healthy, Safe and Active (iv) e.g. Analysing the role of family and friends' impact on participation and stereotypes. Goal setting.	Theory: Topic 5 – ICT Fitness Being Healthy, Safe and Active (i) e.g. use ICT to design and monitor a personal fitness plan Equity in sport Physiology Anatomy

Assessment

Year 9 students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

A Subject Fee applies. Please refer to the Schedule of Fees on the school website. Most class excursions are included within the fee structure but does not include the cost of the Academy Camp held during the year.

Technology - Digital Technologies (Year 9)

Faculty: Technologies

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester

Course Overview

This subject gives students the opportunity to gain transferable technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies.

Digital Technologies is structured to provide foundation skills for entry into both senior subjects and Certificate courses, which allow for further study pathways at university or TAFE in this field.

Students will investigate how the computer works, learn how to create a 2D Animation, gain a greater understanding of design with the user in mind while designing and developing a website.

This course promotes open-mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

- Computer Hardware
- 2D Animation
- Website Design
- Website Development

Assessment

- Exam
- Practical tasks
- Individual project
- Design, Development and Evaluation written tasks

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and fees may be applicable.

**Note: Units of work may be subject to change*

Technology - Engineering principles and systems (Year 9)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: Semester

Course Overview

Engineering principles and systems prepares a student for life in our rapidly changing technological society. Engineering principles and systems, architecture, building, construction and manufacturing using environmentally friendly resources — the list goes on in an ever-expanding world. We are bombarded everyday by new technology and the solutions it can solve.

Engineering principles and systems is part of the Design Technologies suite of subjects and as such helps students to develop the tools to deal with it. Engineering principles and systems is fun and practically based. We do inquiries and investigations to improve the world around us. In Design and Industrial Technology, we build life skills.

The study of Engineering principles and systems will provide students with an integrated approach to certain aspects of engineering systems, design and the manufacturing process. Engineering principles and systems will lead to skills involving systems and design and the link between digital technologies and the manufacturing process.

Objectives

By the conclusion of the course of study, students will:

- Design and manufacture items using technological links, concepts and theories.
- Model systems using design and information communication technologies.
- Interpret and explain the manufactured and built environment.
- Investigate phenomena to do with information technology.
- Communicate understandings, findings, arguments and conclusions.

A course of study in Engineering principles and systems promotes open-mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Introduction and WH&S

Computer Aided Design (Inventor) / Engineering systems and principles /Basic Engineering Drawing

- Detail drawings
- Assembly Drawings
- 3D modelling

Workshop production and design (Laser cutting / Metal Technology/turning, sheet metalwork, Fitting and Fabrication).

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Technology - Food Studies (Year 9)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: Semester

Indicators of Success

Food Studies (Hospitality) is concerned with the extent to which students meet the general objectives of practical skills and application, planning and decision making and knowledge as set down in the syllabus. Assessment will reflect the schools policy which is school based, continuous and criteria based.

Course Overview

Food Studies (Hospitality) units are designed to assist students in their selection and suitability for areas of study in the Senior Hospitality options. During the course of study in each unit students will sample aspects of the relevant senior course and be provided with scaffolded learning experiences in preparation for senior phase studies. Students considering Certificates II and III in Hospitality, and/or Authority Registered Hospitality in the senior school, are strongly encouraged to select Introduction to Hospitality.

Objectives

Food Studies involves learning for work, learning about work and understanding the nature of work, by the conclusion of the course of study, students will:

- Learn for work involving developed work related knowledge, practices and dispositions
- Learn about work emphasis, understandings about food service and the settings and conditions that characterize workplaces. Highlighting the benefits of work to individuals and communities.
- Understanding the nature of hospitality work involves critically reflecting on and analyzing the sociocultural, economic and legal forces that influence the ways society values the service industry.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester	
Year 9 units in Food Studies (Hospitality) introduces students to concepts and practices employed in the hospitality workplace, cafés, restaurants and hotels. They provide the opportunity to experience a range of kitchen merchandising alternatives in commercial environments. The focus is on the practical application of food production, kitchen skills and merchandising. Each unit reflects outcomes to be reached in Senior Secondary thus providing a clear understanding of both practical and theoretical expectation for future study pathways.	
Food Trends 1	Food Trends 2

Assessment

- Theory exam – consisting of multiple choice questions and short response items.
- Practical cooking – weekly practical cooking as prescribed by the teacher.
- Folio – folio work relating to foods and menu.

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students may need to provide some items for the design challenges, depending on student recipe selection.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Graphics and Design (Year 9)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Course Overview

Graphics and Design is part of the Design Technologies suite of subjects and focuses on underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills

A course of study in Graphics and Design can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information.

A course of study in Graphics and Design promotes open-mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Computer Aided Design (Inventor and Revit)

Basic Built Environment Drawing

- Floor Plan
- Elevations
- Landscape Drawing

Basic CAD Drawing including

- Detail drawings
- Assembly Drawings
- 3D modelling

Assessment

- Supervised classwork
- Assignments
- Related Theory

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Technology – Health and Nutrition (Year 9)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: Semester

Indicators of Success

Health and Nutrition is concerned with the extent to which students meet the general objectives of practical skills and application, planning and decision making and knowledge as set down in the syllabus. Assessment will reflect the schools policy which is school based, continuous and criteria based.

Course Overview

Health and Nutrition provide students with an introduction to the potential of food technology, food science future and the opportunity to investigate food production, food processing techniques and the latest food technology innovations. The focus is on the practical application of food production, workshop skills and packaging. Each unit reflects outcomes to be reached in Junior Secondary thus providing a clear understanding of both practical and theoretical expectations for future study pathways.

Objectives

Health and Nutrition endeavors to improve the knowledge of the interrelationship between good nutrients and health and impacts it can have on quality of life and community wellbeing.

The objective of this subject is to prepare students for the practical aspects of everyday life and uses practical everyday examples to develop core skills, extension writing and interpretation of information in preparation for future career choices.

In line with the aims of senior schooling, Food and Nutrition seeks to develop confident, self-directed, knowledgeable people.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for one Semester	
Year 9 units in Health and Nutrition introduces students to concepts and practices employed in food technology and health environments. They will explore a wide range of technology with both practical and theoretical outcomes, kitchen and food preparation, presentation, environmental implications and marketing. Each unit is an opportunity to develop fine motor skills, confidence in technology, working in teams, resolution and life skills.	
Food and Nutrition for general health	Food and Nutrition for specific dietary requirements

Assessment

- Theory exam – consisting of multiple choice questions, long response items and short response items.
- Practical cooking – weekly practical cooking as prescribed by the teacher.
- Assignment relating to diets for specific conditions/diseases.

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students may need to provide some items for the design challenges, depending on student recipe selection.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Industrial Technology and Design (Year 9)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Course Overview

Industrial Technology and Design is a Design Technology subject and as such prepares a student for life in our rapidly changing technological society. Furniture making, architecture, building, construction and manufacturing using environmentally friendly resources,—the list goes on in an ever-expanding world. We are bombarded everyday by design problems and the solutions to solve them. Design Technology develops the tools to deal with it. Design Technology is fun and practically based program, through inquiry and investigations to improve the world around us. In Design Technology, we aim to build life skills.

The study of Industrial Technology and Design as part of the Design Technology suite of subjects provides students with an integrated approach to use the design, engineering and manufacturing processes to effectively and safely make designed solutions. Industrial Skills will lead to skills involving graphic design, engineering and the manufacturing process

Objectives

By the conclusion of the course of study, students will:

- Design and manufacture items using technological links, concepts and theories.
- Interpret and explain the manufactured and built environment.
- Communicate understandings, findings, arguments and conclusions.

A course of study in Industrial Technology and Design promotes open-mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Introduction and WH&S

Workshop production and design (Wood/Plastics, Laser cutting)

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Textiles and Food (Year 9)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Indicators of Success

Textiles and Food is part of the Design and Technologies learning area. Students will have the opportunity to learn about the production of food and fibres, their use and the environment in which they live. Students will be assessed under two strands: knowledge and understanding; and processes and production skills.

Course Overview

Textiles and Food provides students with an introduction to the potential of a future in the textile or fashion industry and the opportunity to investigate fibre and fabric production, processing techniques and the latest industry innovations. The focus is on the practical application of constructing textile articles using hand techniques, the sewing machine and the overlocker. The food component's focus is on the practical application of food production, developing safe kitchen skills and promoting healthy choices.

Objectives

By the end of this course, students will be able to:

- explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.
- identify the changes necessary to designed solutions to realise preferred futures they have described.
- produce designed solutions for identified needs or opportunities, and evaluate the features of technologies and their appropriateness for purpose in both the food and textiles technologies contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester	
Unit 1: Recycled Textiles	Unit 2:
<ul style="list-style-type: none">• Environmental and Sustainability issues associated with textile production• Practical recycling: for example make a bag from an old pair of jeans.	<ul style="list-style-type: none">• The focus is on the practical application of food production, developing safe kitchen skills and promoting healthy food choices.

Assessment

- Theory exam – consisting of multiple choice questions, long response items and short response items.
- Project/Folio – capturing the design process undertaken by the student in response to a design challenge including a practical sewing or cooking component.

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students will also be provided with suitable fabric for the textiles component of the course, however they may choose to bring in alternate /additional fabric or embellishments of their choosing for the design challenge, depending on student design selection.

Duration: Semester

Indicators of Success

Students who wish to complete this subject will use Art experiences, terminology and unique ways of expression to develop independent responses to curriculum across a range of cultures, places and practice.

Course Overview

Students undertaking Visual Art units in Year 9 will explore modern and contemporary styles and techniques of art practise. They will create a folio of works in both 2D and 3D media exploring the relationship of thought to visual response. A wide range of media and technique such as ink, graphite, acrylic, charcoal, conte, pastel, wax, oil, ceramics, assemblage, print making and sculpture will be explored.

Objectives

By the conclusion of study of Visual Arts, students' knowledge, understanding and skills in both individual and collaborative work, ensure they develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual art techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers, visual arts as social and cultural practices and industry as artists and audiences
- Confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Unit: I Am

In Visual Art, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Assessment

- Folio of work from student's selected focus within the overall practical framework.
- Visual journal – a diary of experiences, experiment processes and image development arts analysis.
- Theoretical component – written demonstration of students understanding of post-modern arts philosophy

Subject Fees

A subject fee applies. Please refer to the Schedule of Fees on the school website for more details. General class excursions may be conducted throughout the year and fees may be applicable.

Year 10 Subjects

- Business and Legal Studies
- Dance
- Drama
- English
- Health and Physical Education
- Humanities
- Japanese
- Mathematics
- Media Art
- Music
- Science
- Technology – Digital Technologies
- Technology – Engineering principles and systems
- Technology – Food Studies
- Technology – Graphics and Design
- Technology – Health and Nutrition
- Technology – Industrial Technology
- Technology – Textiles and Food
- Visual Art

Business and Legal Studies (Year 10)

Faculty: Business, IT & International HOD: Tonia Wilkes Email: twilk35@eq.edu.au

Duration: Semester 1

Course Overview

Business/ Legal Studies:

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Objectives

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business marketing concepts, strategies and processes
- select and analyse business data and information
- interpret business entrepreneurial relationships
- create responses that communicate meaning to suit purpose and audience.

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Pathways

A course of study in Business and Legal can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Course Outline

Term 1 – Business		Term 2 – Legal Studies	
Introduction to Business	<ul style="list-style-type: none">- Entrepreneurship- Marketing	Introduction to Law	<ul style="list-style-type: none">- Australian Legal System- Introduction to Criminal Law

Assessment

1. Examination – Marketing
2. Assignment – Entrepreneurship
3. Criminal Media Folio – Criminal Law articles
4. Examination – Introduction to Law, Criminal Law

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Dance (Year 10)

Faculty: The Arts

HOD: Mel Cass

Email: mcass7@eq.edu.au

Duration: Semester 1

Course Overview:

Dance is not only a fun and exciting subject, it is an essential medium in which students explore the complex elements of movement and express their inner creativity. Dance plays a very important role in the culmination of processes, skills and disciplines.

The Year 10 Dance program focuses on dance as an aesthetic means of capturing and conveying ideas, images and feelings. Dance uses the human body as the means of communication and leads learners to the realisation of the body's potential as an instrument of expression. As a discipline, dance develops confidence in personal physicality and promotes positive self-image. As an art form, it is a universal mode of self-expression and communication. Dance is also a recognised and popular form of social interaction and is a living expression of culture and history.

Dance offers a unique learning experience through participation in professional workshops conducted by specialists in the Dance industry. In addition to this, students will also have the opportunity to attend excursions both during and after school time. These excursions will provide the students with vital learning experiences such as viewing of live professional dance companies.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit studied

Artistic Focus

Throughout the semester, students will be involved in a number of different artistic dance styles. Artistic dance is dance performed for an audience and can include, but is not limited to; hip hop, breakdancing, jazz, contemporary, lyrical, ballet, tap and stomp.

Assessment

Students must complete tasks listed below. Specific focus of task to be negotiated with teacher.

Students will create a folio of work that includes;

- Performances of dance sequences in a variety of dance styles
- Choreography (making) of dance sequences in a variety of dance styles
- Written reflections of their own works
- Written analysis of professional dance works

Equipment:

Dance clothes (tights and shirt) or PE uniform, A4 book, Dance Journal

Costs:

Class excursions and workshops led by guest teachers may be conducted throughout the year. Fees may be applicable.

Drama

Faculty: The Arts

HOD: Mel Cass

Email: mcass7@eq.edu.au

Duration: Semester 1

Course Overview

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

Course Outline

The course of Drama in junior grades is based on making and responding to dramatic forms. In year 10, students will engage in these dimensions through the exploration of Children's and Young Peoples Theatre.

Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Responding in Drama involves students being audience members and listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' drama works.

Pathways

Please refer to program overviews within this guide for possible career pathways.

Structure

Studied for 1 Semester

In year 10 Drama, students will engage with a range dramatic practices and principles in order to explore Children's and Young People's Theatre. Through this style, students will:

- Understand and apply dramatic elements, conventions and skills;
- Perform scripted Australian drama;
- Respond to individual, group and professional performances through analysis and evaluation;
- Devise and present original concepts;
- Explore realism, non-realism and hybrid forms of drama;
- Collaborate with others;
- Structure and write scripts;
- Application of staging conventions;
- Make and perform drama for an audience.

Assessment

Students will complete assessment in the following descriptors:

Making: Performance of a published play-script.

Making: Devising and performance of a student devised concept.

Responding: Extended written response to recorded live theatre. (Exam)

Equipment

USB (at least 8GB); 1xA4 exercise book, display folder, document wallet, black clothing (shirt and pants)

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Duration: Semester 1

Course Overview

The Year 10 English course has been developed to engage the prescribed requirements of the Australian Curriculum (refer ACARA) with the influence of guidelines from Education Qld (C2C).

Year 10 English students will all have the opportunity to develop capabilities in Language, Literature and Literacy. They will engage with a range of literary and non-literary texts to develop critical understanding.

Students who have been selected for the English Extension course will study the same program but in great depth. Selection and inclusion in the extension class is at the HOD's discretion and requires that a predetermined minimum B level of achievement be maintained.

Objectives

By the conclusion of the course of study, students will:

- evaluate how text structures can be used in innovative ways by different authors
- explain how the choice of language features, images and vocabulary contributes to the development of individual style
- develop and justify their own interpretations of texts
- evaluate other interpretations of texts and analyse the evidence used to support them
- listen for ways features within texts can be manipulated to achieve particular effects

Additionally, students will:

- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- develop their own style by experimenting with language features, stylistic devices, text structures and images
- create a wide range of texts to articulate complex ideas
- make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts

Structure

Term 1	Term 2
Satire. What is so funny? <ul style="list-style-type: none">• analyse political cartoons• compose an extended analytical response	Look Who's Talking: Narrative Perspectives <ul style="list-style-type: none">• explore how different perspectives are made evident across the range of texts• create short stories

Assessment

Year 10 English students will be assessed across a range of written, spoken and multi-modal tasks, including: Analytical Essay, Narrative Intervention, Close Text Analysis, Monologue and Justification

Equipment

USB memory stick, A4 exercise book, pens, pencils, highlighter pens

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

N.B. It is an expectation that all students achieve a minimum SA achievement by the end of Year 10, to qualify for placement into Year 11.

Students must achieve a B in Year 10 English to be eligible for General English or Literature in Year 11.

Health & Physical Education (Year 10)

Faculty: HPE

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Semester 1

Course Overview

- This unit is designed for students who are considering studying Physical Education (General Subject) or Sport and Recreation (Applied Subject) in the senior school. Students will be required to participate in a range of physical activities and complete written tasks related to the physical activity studied.
- The focus of unit 1 will be for students to recognise and explain basic exercise physiology principles such as how the musculoskeletal system operates, how energy systems function, training methods and training principles used to improve performance. Students will demonstrate specialised movement sequences and movement strategies in the selected physical activity.
- The focus of unit 2 will be for students in groups to focus on planning and then evaluating physical activities that will be implemented within the wider school community, e.g. "House Culture" experiences, designing innovative physical activities or designing an alternative school cross country course. They will also be exposed to skills, drills and modified games specific to international sports such as Futsal or Gridiron. Students will be required to demonstrate specialised movement sequences and movement strategies in the selected physical activity.
- Feedback will be provided to students as to suitability for the senior programs on offer.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
<ul style="list-style-type: none">• Energy, Fitness and Training• Implementing training programs.• Analysing training principles and methodologies.• Experience of various types of training in various environments e.g. school gymnasium• Training Methodology/ Principles	<ul style="list-style-type: none">• Plan and evaluate new and creative interventions that promote their own and others' connection to community. This will be group work to implement an initiative for the wider school community.

Assessment Outline

A range of written and physical tasks including surveys, investigative reports and a multi-modal group presentations.

Equipment

USB Flash Disk, 1 x A4 exercise book, display folder

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester 1

Course Overview

This course covers two discrete strands of study – History and Geography.

History explores the making of the modern world from WWII to the present day. It was a period of social upheaval and conflict which challenged the established order of the world. Nationalism and imperialism were redefined.

Geography helps students to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future.

The History/Geography Extension course covers the same topics as History/Geography; however this course work is covered with greater rigor and depth.

The skills covered in History and Geography contribute to the overall academic wellbeing of all students by aiding their ability to collect, evaluate, analyse and interpret information and suggest possible solutions to challenges facing the world in the past, present and the future. These skills can be applied in everyday life, across other subjects, in tertiary study and at work.

Objectives

By the conclusion of the course of study, students will develop a knowledge and understanding of cultures, historical events and environmental phenomenon through the processes of –

- investigating sources
- communicating information through written and oral modes
- participating in a variety of learning experiences
- reflecting on thinking and learning

A course of study in SOSE promotes the development of skills and knowledge that students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
History - World War II and Human Rights	Geography - The Geography of Human Wellbeing

Assessment

Assessment may include the following:

- Response to stimulus exam
- Essay
- Research task (either written or multi-modal)
- Oral presentation

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Japanese (Year 10)

Faculty: Languages

HOD: Jane Harvey

Email: jehar1@eq.edu.au

Duration: Full Year

Course Overview

The study of languages contributes to the general education of all students. Learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Objectives

Content descriptions aim to ensure that students develop the skills, knowledge and understanding required to communicate in the target language, to understand language and culture and to develop an intercultural capability in communication.

Specific details to be advised pending release of the Australian curriculum.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning.	Understanding Analyzing language and culture as a resource for interpreting and creating meaning.

Assessment Outline

Classwork, Practical Skills test, Theory test

Equipment

USB, A4 exercise books, pens/pencils/ highlighter pens

Costs

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

N.B. This course may only be offered if student numbers allow otherwise this course may be offered through the Brisbane School of Distance Education.

Students who wish to study Japanese in Year 11 & 12 must meet the pre-requisites.

Mathematics (Year 10)

Faculty: Mathematics HOD: Paul Wright Email: pwrig47@eq.edu.au

Duration: Semester 1

Course Overview

Year 10 Mathematics has been developed to prepare students to function mathematically in everyday life, as well as to prepare students for each step of their education and career pathway.

Objectives

By the end of Year 10, students will be able to recognise the connection between simple and compound interest and solve problems involving linear equations and inequalities. They will make the connections between algebraic and graphical representations of relations. Students will solve surface area and volume problems relating to composite solids and recognise the relationships between parallel and perpendicular lines. They will compare data sets by referring to the shapes of the various data displays and describe statistical relationships between two continuous variables. They will also apply trigonometry to solve right-angled triangle problems.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
<ul style="list-style-type: none">* Pythagoras's Theorem and Trigonometry* Measurement* Linear Relationships	<ul style="list-style-type: none">* Linear Relationships* Probability* Financial / Consumer Maths* Algebra

Assessment Outline

Year 10 Mathematics students will be assessed across the criteria of Understanding and Fluency, and Problem Solving and Reasoning according to the Australian National Curriculum. The students will sit two examinations (one test per term) and one assignment in the form of a Problem Solving and Modelling Task. Students will be graded in the range of A-E for each criterion and an overall level of achievement of A-E will be reported each semester.

Equipment

Students must follow the Mathematics Department Bookwork Policy. Students must also have their textbook, scientific calculator, pencil case and notebook with them every lesson.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Media Art (Year 10)

Faculty: The Arts

HOD: Mel Cass

Email: mcass7@eq.edu.au

Duration: Semester 1

Course Overview

Students are introduced to styles and techniques of contemporary photographers. Theme based tasks and deadlines apply to the products produced for assessment. These include on location shooting using a DSLR camera and manipulating images in Adobe, Photoshop CC and Bridge; filming and editing in Adobe Premiere Pro CC.

Course Outline

- Research Photographers
- On Location Shoot using DSLR cameras
- Photo-shoot on location
- Stop Motion Film

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Unit 1	Unit 2
<p>Shooting on Location In this unit students will produce a digital folio which showcases their abilities in manipulating the fundamental functions of a digital SLR camera to produce photographic images. A focus will be placed on understanding the compositional elements of photography and the manipulation of technical elements including shutter speed and aperture combinations, ISO settings, white balance, exposure and bracketing.</p>	<p>Short Film Production Students will Work collaboratively (max. group 4) to make a short film that challenges a stereotypical representation in today's culture. The process will include writing a <i>rationale</i> for your film before commencing which will include conceptual ideas and intended subject matter and techniques/methods for use in production of the film.</p>

Assessment Outline

- Folio of work
- Digital journal
- Written annotations and research

Equipment

USB Flash Disk, Journal, DSLR camera optional

Costs

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. Journal purchase at student discretion – please see teacher for pricing

Duration: Semester 1

Course Overview

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the musical heritage of a range of cultures.

Studying music fosters students' expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate. The discipline and commitment of music-making builds students' self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills.

Partnership Program: Students enrolling into Music have the opportunity to undertake further study in the Instrumental Music program. Please see Part C.

Objective

The focus of this unit is to develop students' understanding and appreciation of various musical genres through immersion into these via three assessment avenues:

- Musicology (Analysis)
- Composition
- Performance

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Units

In this unit students will explore the history of Western Music from the Middle Ages through to Contemporary Popular music styles and develop music analysis and score reading skills. Students will work through a variety of music pieces and work towards solo music presentations on their respective instruments. Students will have opportunities to develop their higher-order thinking skills as they reflect, inquire, generate, and analyse music works.

Assessment Outline

- Musicology - Students will be introduced to musical terms and descriptors and assisted in understanding the correct application of these.
- Composition - They will also be introduced to industry standard musical technology (Sibelius and Pro Tools) and will be required to demonstrate their understanding of these through writing and recording their own unique compositions.
- Performance - Performance requires students to develop skills on an instrument and be able to perform (in studied genres) to their peers as audience members.

Equipment

USB Flash Disk, A4 exercise book (no manuscript pages necessary), Blank CDs (for submission of recordings) and Headphones

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Science (Year 10)

Faculty: Science

HOD: Rose Dunton

Email: redun1@eq.edu.au

Duration: 1 Year

Indicators of Success

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

Course Overview

Science prepares a student for life in our rapidly changing technological society. The “Greenhouse Effect”, the Ozone Layer Problem, Nuclear Waste, Microwave Ovens, the list goes on. We are bombarded by new technology. Science gives the tools to deal with it. Science is fun and practically based. We do experiments to explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the above mentioned topics in greater depth. Extra activities may be included e.g., titrations, microscopy, tertiary visits and industry excursions as well as a variety of STEM activities—hosted both outside and within the school. Students undertaking science extension should definitely consider expanding their studies in later years by enrolling in the many pathway courses that later become available, such as the Head Start programs offered by Southern Cross University and the Go Griffith Go Health programs offered by Griffith University—see Partnership Program section in Senior Secondary Subject Information Guide. Selection and Inclusion in the extension course is by HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained.

Objectives

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Analyze evidence
- Interpret evidence
- Investigate phenomena
- Communicate understandings, findings, arguments and conclusions.

A course of study in Science promotes open- mindedness, imagination, critical thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways

Structure

Semester 1: Units 1 - 4		Semester 2: Units 5 – 7	
<ul style="list-style-type: none">• Psychology• Genetics• Data statistics	<ul style="list-style-type: none">• Astronomy• Chemical reactions	<ul style="list-style-type: none">• Preparatory Biology• Preparatory Physics• Preparatory Chemistry• Preparatory Psychology	<ul style="list-style-type: none">• Preparatory Biology• Preparatory Physics• Preparatory Chemistry• Preparatory Psychology

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments
- Research investigations

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Technology – Digital Technologies (Year 10 Semester 1)

Faculty: Technologies

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester

Course Overview

This subject gives students the opportunity to gain transferable technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies.

Digital Technologies is structured to provide foundation skills for entry into both senior subjects and Certificate courses, which allow for further study pathways at university or TAFE in this field.

Students will gain an understanding of how to code a video game within a group environment, touch on 3D modeling techniques, investigate how to edit videos and document production techniques.

This course promotes open-mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

- Video Game Development
- 3D Modeling (short unit)
- Video Editing
- Document Production
- Web Page Development

Assessment

- Practical tasks
- Individual project
- Group project
- Design, Development and Evaluation written tasks

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and fees may be applicable.

**Note: Units of work may be subject to change*

Technology - Engineering principles and systems

(Year 10 Semester 1)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Course Overview

Engineering principles and systems prepares a student for life in our rapidly changing technological society. Engineering principles and systems, architecture, building, construction and manufacturing using environmentally friendly resources, —the list goes on in an ever-expanding world. We are bombarded everyday by new technology and the solutions it can solve.

Engineering principles and systems is part of the Design Technologies suite of subjects and as such helps students to develop the tools to deal with it. Design Engineering is fun and practically based. We do inquiries and investigations to improve the world around us. In Design and Industrial Technology, we build life skills.

The study of Engineering principles and systems will provide students with an integrated approach to certain aspects of engineering systems, design and the manufacturing process. Engineering principles and systems will lead to skills involving systems and design and the link between digital technologies and the manufacturing process.

Objectives

By the conclusion of the course of study, students will:

- Design and manufacture items using technological links, concepts and theories.
- Model systems using design and information communication technologies.
- Interpret and explain the manufactured and built environment.
- Investigate phenomena to do with information technology.
- Communicate understandings, findings, arguments and conclusions.

A course of study in Design and Technology promotes open- mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Unit 1 Design:
Introduction and WH&S
Sketching and Drawing
Design History
Elements and principles of design
Unit 2: Engineering
Engineering systems and principles
Workshop production and design

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Technology - Food Studies (Hospitality) (Year 10 Semester 1)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: Semester

Indicators of Success

Food Studies (Hospitality) is concerned with the extent to which students meet the general objectives of practical skills and application, planning and decision making and knowledge as set down in the syllabus. Assessment will reflect the schools policy which is school based, continuous and criteria based.

Course Overview

Food Studies (Hospitality) units are designed to assist students in their selection and suitability for areas of study in the Senior Hospitality options. During the course of study in each unit students will sample aspects of the relevant senior course and be provided with scaffolded learning experiences in preparation for senior phase studies. Students considering Certificates II and III in Hospitality, and/or Authority Registered Hospitality in the senior school, are strongly encouraged to select Introduction to Hospitality.

Objectives

Food Studies (Hospitality) involves learning for work, learning about work and understanding the nature of work, by the conclusion of the course of study, students will:

- Learn for work involving developed work related knowledge, practices and dispositions
- Learn about work emphasis, understandings about food service and the settings and conditions that characterize workplaces. Highlighting the benefits of work to individuals and communities.
- Understanding the nature of hospitality work involves critically reflecting on and analyzing the sociocultural, economic and legal forces that influence the ways society values the service industry.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Semester	
In year 10 units in Food Studies (Hospitality), students continue to study to develop their understandings of the concepts and practices employed in the hospitality workplace, cafés, restaurants and hotels. They provide the opportunity to experience a range of kitchen merchandising alternatives in commercial environments. The focus is on the practical application of food production, kitchen skills and merchandising. Each unit reflects outcomes to be reached in Senior Secondary thus providing a clear understanding of both practical and theoretical expectation for future study pathways.	
Catering Functions	Coffee Shop Introduction

Assessment

- Theory exam – consisting of multiple choice questions and short response items.
- Practical cooking – weekly practical cooking as prescribed by the teacher.
- Folio – folio work relating to foods and menu.

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students may need to provide some items for the design challenges, depending on student recipe selection.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technology – Graphics and Design (Year 10 Semester 1)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Course Overview

Graphics and Design is part of the Design Technologies suite of subjects and focuses on underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills

A course of study in Graphics and Design can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information.

A course of study in Graphics and Design promotes open-mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Computer Aided Design (Inventor and Revit)

Intermediate Built Environment Drawings

- Floor Plan
- Elevations
- Landscape Drawing

Intermediate CAD Drawing including

- Detail drawings
- Assembly Drawings
- 3D modelling

Assessment

- Supervised classwork
- Assignments
- Related Theory

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Technology – Health and Nutrition (Year 10 Semester 1)

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Duration: Semester

Indicators of Success

Health and Nutrition is concerned with the extent to which students meet the general objectives of practical skills and application, planning and decision making and knowledge as set down in the syllabus. Assessment will reflect the schools policy which is school based, continuous and criteria based.

Course Overview

Junior Secondary units in Health and Nutrition provide students with an introduction to the potential of food technology, food science future and the opportunity to investigate food production, food processing techniques and the latest food technology innovations. The focus is on the practical application of food production, workshop skills and packaging. Each unit reflects outcomes to be reached in Junior Secondary thus providing a clear understanding of both practical and theoretical expectations for future study pathways.

Objectives

Health and Nutrition endeavors to improve the knowledge of the interrelationship between good nutrients and health and impacts it can have on quality of life and community wellbeing.

The objective of this subject is to prepare students for the practical aspects of everyday life and uses practical everyday examples to develop core skills, extension writing and interpretation of information in preparation for future career choices.

In line with the aims of senior schooling, Health and Nutrition seeks to develop confident, self-directed, knowledgeable people.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for one Semester	
Year 10 units in Health and Nutrition continues to develop skills, concepts and practices employed in food technology and health environments. They will explore a wide range of technology with both practical and theoretical outcomes, kitchen and food preparation, presentation, environmental implications and marketing. Each unit is an opportunity to develop fine motor skills, confidence in technology, working in teams, resolution and life skills.	
Sensory Profiling / Preservation techniques	Food Science / Product Development

Assessment

- Theory exam – consisting of multiple choice questions, long response items and short response items.
- Practical cooking – weekly practical cooking as prescribed by the teacher.
- Assignment relating to the reformulation of food products.

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students may need to provide some items for the design challenges, depending on student recipe selection.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technology - Industrial Technology and Design

(Year 10 Semester 1)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Course Overview

Industrial Technology and Design is a Design Technology subject and as such prepares a student for life in our rapidly changing technological society. Furniture making, architecture, building, construction and manufacturing using environmentally friendly resources,—the list goes on in an ever-expanding world. We are bombarded everyday by design problems and the solutions to solve them. Design Technology develops the tools to deal with it. Design Technology is fun and practically based program, through inquiry and investigations to improve the world around us. In Design Technology, we aim to build life skills.

The study of Industrial Technology and Design as part of the Design Technology suite of subjects provides students with an integrated approach to use the design, engineering and manufacturing processes to effectively and safely make designed solutions. Industrial Skills will lead to skills involving graphic design, engineering and the manufacturing process

Objectives

By the conclusion of the course of study, students will:

- Design and manufacture items using technological links, concepts and theories.
- Interpret and explain the manufactured and built environment.
- Communicate understandings, findings, arguments and conclusions.

A course of study in Industrial Skills promotes open- mindedness, imagination, creative thinking and intellectual inquiry — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester

Induction and WH&S refreshers

Workshop production and design (Wood/Plastics, Laser cutting)

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

Technology – Textiles and Food (Year 10 Semester 1)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

Indicators of Success

Textiles and Food is part of the Design and Technologies learning area. Students will have the opportunity to learn about the production of food and fibres, their use and the environment in which they live. Students will be assessed under two strands: knowledge and understanding; and processes and production skills.

Course Overview

Textiles and Food provide students with an introduction to the potential of a future in the textile or fashion industry and the opportunity to investigate fibre and fabric production, processing techniques and the latest industry innovations. The focus is on the practical application of constructing textile articles using hand techniques, the sewing machine and the overlocker. The food component's focus is on the practical application of food production, developing safe kitchen skills and promoting healthy food choices.

Objectives

By the end of this course, students will be able to:

- explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.
- identify the changes necessary to designed solutions to realise preferred futures they have described.
- produce designed solutions for identified needs or opportunities, and evaluate the features of technologies and their appropriateness for purpose in both the food and textiles technologies contexts.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied for 1 Semester	
Unit 1: Fashion Design	Unit 2: Food for Life
<ul style="list-style-type: none">• Australian Fashion Designers• Woven Fabric Techniques for example inserting a zipper, buttons and button holes, darts, tucks, pleats and hemming	<ul style="list-style-type: none">• The focus is on the practical application of food production, developing safe kitchen skills and promoting healthy food choices.

Assessment

- Theory exam – consisting of multiple choice questions, long response items and short response items.
- Project/Folio – capturing the design process undertaken by the student in response to a design challenge including a practical sewing or cooking component

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students will also be provided with suitable fabric for the textiles component of the course, however they may choose to bring in alternate /additional fabric or embellishments of their choosing for the design challenge, depending on student design selection.

Duration: Semester 1

Course Overview

Students intending to undertake Visual Art in Years 11 and 12 should select Year 10 Visual Art. The semester-long unit reflects the nature of the depth and breadth of arts practice in both tertiary institutions as well as industry. This integration unit provides an active participation in multiple arts media (2D, 3D and time-based media) modelled on the requirements of the Senior Visual Arts course. The core concepts of Year 10 Visual Art stem from the fundamental artistic and creative practices embedded within Years 8 and 9 Art studies.

Students should be aware the philosophical underpinnings involved in a study of contemporary art at a senior level requires a maturity inherent in their behaviour and responsibility. Much of the work undertaken is processed in a studio situation where students are required and trusted to work semi autonomously.

Course Outline

Year 10 Visual Art explores Post-modern art, introducing students to the styles and techniques of contemporary image making while encouraging autonomous studio-style working.

Students will create a folio of either experimental mixed-media works leading towards a major sculptural or mixed-media work or a major film based work that reflects their understanding of post-modern philosophy. Students will consider more than the canvas in the presentation of their work.

A wide range of media and image/sculpture making techniques are experienced including ink, graphite, acrylic, shellac, charcoal, contè, pastel, impasto, surfacing, wax, ceramics, assemblage, printmaking, in addition to gaining basic understanding of the digital programs and processes of Adobe Creative Suite – Photoshop, Premiere Pro, After Effects and Illustrator.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Studied Semester 1

Extrinsic

- Create a mixed media 2D artwork that explore the layers of our self-identity
- Create a 3D sculptural work that explores how we connect to & interact with our natural environment

Assessment Outline

- Folio of work from student's chosen area of application within the overall practical framework.
- Visual journal – a diary of experiences, experiments and development.
- Theoretical component – written demonstration of student's understanding of Post-modern arts philosophy.

Equipment

USB device recommended, visual journal, 2B pencil

Costs

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Students will also be required to purchase a large Journal. Refer to the Schedule of Fees on the school website for more information.

Junior Dance Academy (Years 7,8,9)

Faculty: The Arts

HOD: Mel Cass

Email: mcass7@eq.edu.au

Duration: Full Year

Course Overview

The Junior Dance Academy program gives students the opportunity to extend their knowledge, technique, performance and choreographic skills across a range of dance styles. Students will be exposed to technique classes, strength and flexibility programs, guest teachers, performance opportunities and choreographic workshops that will supplement their current dance training and enhance their skill base. Students work in a multi-age, (Years 7,8,9) setting that fosters collaboration, team work and leadership skills.

Junior Dance Academy students will represent ESHS at dance eisteddfods and school and community events, performing dance pieces across a range of styles. In class, they will be assessed on their technical development, expressive skills and choreographic works.

Students participate in two compulsory 70 minute Early Start or After School classes, taking on the Academy class as a 7th subject. Additional time during sport will accompany these lessons when scheduling permits. It is expected that students will elect dance as an option in their regular timetable when it is offered.

Dance Academy entry is based upon an audition process and a commitment to studies across all subject areas. It is expected that students maintain a 'very good' or higher in both effort and behaviour as well as a 'B' and above for achievement. Acceptance in the program is reassessed yearly and based upon work ethic, commitment and reporting grades. The audition process is held for entry into year 7 only, or for new students into the school.

Objectives

Dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop;

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills and appreciate of their own and others' dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Students will extend their knowledge and skills in technique, dance history/evolution and repertoire across each year of study

Semester 1	Semester 2
Unit 1 – Jazz Dance Unit 2 - Ballet	Unit 3 – Contemporary Dance Unit 4 – Dance Fusion

Assessment

- Performance tasks
- Choreographic tasks
- Written reflections on own work

Subject Fees

A program fee applies that includes BYOD. Most class excursions are included within the fee structure.

Sport and Health Science Academy (Year 7)

Faculty: HPE

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Full Year

Course Overview

The primary focus of Health and Physical Education is to learn about the key components of a healthy lifestyle and to actively engage in activities to improve fitness, skills and wellbeing. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Academy classes are established to challenge and reward students who have excelled both academically and physically in previous years. A personalised approach is taken with this class with students being provided with regular feedback and assistance to help achieve personal goals. **Practical topics can change according to sporting backgrounds of students.** Individual programs can be accommodated within the class. Students are timetabled to one additional compulsory lesson per week devoted to cross training. This lesson is an Early Start lesson. All class members have an individual contract, pay a program fee and go through a screening process for eligibility. It is a performance based program whereby results are reviewed every term.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of fitness components and tests in order to enhance performance.
- Learn various health topics to better understand the anatomy and functions of the human body
- Gain an appreciation of how to best care for the human body to have a fulfilling and healthy life.
- Be exposed to a range of community facilities and expertise that contribute to overall improved performance.

A course of study in Health and Physical Education promotes life- long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and to promote healthy living.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Fitness - Testing, Minor Games and Athletics Recreation/ Challenge and Adventure e.g. Orienteering Moving our body - e.g. Body awareness, skipping and boxercise Invasion Games e.g. Basketball, Netball, Oztag	Practical Game and sport – game sense concepts facilitated through a range of field sports, court sports and or net sports
Theory: Safety in Sport - Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport Fitness - Contributing to healthy and active communities e.g. promoting health through fitness Sex Education - Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities. Nutrition Guidelines - Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)	Theory: Fitness - Introduction to the energy systems Feedback for performance Anatomy/Physiology – the human body Goal setting Team cohesion Functional anatomy

Assessment

Year 7 students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Equipment

USB Flash Disk, 1 x A4 Exercise book, display folder

Subject Fees

A program fee applies. Please refer to the Schedule of Fees on the school website. Most class excursions are included within the fee structure. This fee does not include the cost of the Academy camp held during the year.

Duration: Full Year

Indicators of Success

- Improved level of general fitness
- Improved level of skill to complement his/ her specialized sport
- Achievement of personal goals for academic and sport.

Course Overview

The primary focus of Health and Physical Education is to learn about the key components of a healthy lifestyle and to actively engage in activities to improve fitness, skills and wellbeing. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. Academy classes are established to challenge and reward students who have excelled both academically and physically in previous years. A personalised approach is taken with this class with students being provided with regular feedback and assistance to help achieve personal goals. **Practical topics can change according to sporting backgrounds of students.** Individual programs can be accommodated within the class. Students are timetabled to one additional compulsory lesson per week devoted to cross training. This lesson is an Early Start lesson. All class members have an individual contract, pay a program fee and go through a screening process for eligibility. It is a performance based program whereby results are reviewed every term.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of skills associated with field, net or court sports.
- Experience a variety of athletic events with opportunity to specialize in areas of strength across the core areas of running, throwing and jumping.
- Learn about various legal and other drugs to include benefits and associated risks.
- Be aware of various community health clinics and services that they can access in our local district.
- Be exposed to a range of community facilities and expertise that contribute to overall improved performance.

A course of study in Health and Physical Education promotes life-long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
<p>Practical: Game sense concepts Facilitated through minor games, futsal and basketball Athletics to include throws, jumps and running events Touch sports – skills/drills (1)</p>	<p>Practical: Touch sports – skills/drills (2) Net Games – Skills e.g. Tennis, Volleyball, Badminton Team Sports/Bat and Ball - Facilitated through Softball, Baseball, Tee Ball, Cricket</p>
<p>Theory: Wellbeing Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being Accessing health information and services Fitness Understanding Movement e.g. understanding heart rates/ fitness components for improvement Personal fitness program to improve performance Legal Drugs Being Healthy, Safe and Active (iv) e.g. reasons why people use/not use drugs such as alcohol and tobacco Other Drugs Other drugs; promoting fairness and ethical behaviour in sport</p>	<p>Theory: Physiology and Anatomy Biomechanics</p>

Assessment

Students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

A program fee applies. Please refer to the Schedule of Fees on the school website. Most class excursions are included within the fee structure. This fee does not include the cost of the Academy camp held during the year.

Sport and Health Science Academy (Year 9)

Faculty: HPE HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Full Year

Indicators of Success

- Improved level of general fitness
- Improved level of skill in exposed sport electives
- Broader knowledge of health concepts for general well being

Course Overview

The primary focus of Health and Physical Education is to not only learn about the key components of a healthy lifestyle but more importantly to actively engage in activities to improve fitness skills and wellbeing. The benefits of learning physical skills in a team or class environment cannot be underestimated. At Elanora High we encourage all students to be actively involved in the HPE and Sport programs in the belief that the foundations set will prepare our students for a fulfilling life. A personalised approach is taken with this class with students being provided with regular feedback and assistance to help achieve personal goals. **Practical topics can change according to sporting backgrounds of students.** Individual programs can be accommodated within the class. Therefore, HPE is a CORE subject that Year 9 students will be involved in for the whole year with emphasis to improve fitness, skills and knowledge to compliment academic and sporting goals.

Objectives

By the conclusion of the course of study, students will:

- Be exposed to a wide range of skills associated with Net Sports, Field Sports, Bat and Ball and Target Sports.
- Experience a variety of athletic events with the opportunity to specialize in areas of strength across the core areas of running, throwing and jumping.
- Learn the fundamentals of CPR, First Aid and emergency care.
- Be aware of various community health clinics and services that they can access in our local district.
- Have a stronger awareness of what constitutes healthy relationships

A course of study in Health and Physical Education promotes life-long learning with foundation concepts around the benefits of exercise, fundamentals required to play all sports and the promotion of healthy living and well-being.

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Net Sport Skills - Facilitated through Volleyball, Tennis, Badminton, Table Tennis Field Sports Skills - Facilitated through Soccer, Speedball, sofcrosse and indoor hockey Athletics	Practical: Bat and Ball Skills - Facilitated through Cricket Softball Target Sports - Facilitated through Golf, Archery, Bocce, Carpet Bowls
Theory: Topic 1 – Anatomy and Physiology Topic 2 - First Aid Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour Topic 3 – Sex Education Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept / Self Esteem. Contraception / STIs Topic 4 – Family, Friends and Media Being healthy, Safe and Active (iv) e.g. Analysing the role of family and friends' impact on participation and stereotypes. Goal setting.	Theory: Topic 5 – ICT Fitness Being Healthy, Safe and Active (i) e.g. use ICT to design and monitor a personal fitness plan Equity in sport Physiology Anatomy

Assessment

Year 9 students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, implementing and applying skills with an emphasis on safety and participation.

Subject Fees

A Subject Fee applies. Please refer to the Schedule of Fees on the school website. Most class excursions are included within the fee structure but does not include the cost of the Academy Camp held during the year.

Junior Kayak Program (Years 7,8,9)

Faculty: Health & Physical Education HOD: Tony Rapallo Email: arapa1@eq.edu.au

Duration: 1- 3 years

Indicators of Success

- Student's results at State Championships
- Student's development of basic skills
- Student's development of water safety skills

Course Overview

Students learn the basic skills of paddling while kayaking at Tallebudgera Creek and Currumbin Creek. They also learn race technique and race strategies and are given the opportunity to compete at three State Championship events.

Objectives

For students to develop the basic skills of paddling including how to enter and exit a craft, the correct kayaking technique, how to turn a craft, how to perform a self-rescue and implement effective racing strategies. Students are given the opportunity to compete at several State Championship events and may choose to nominate for the State team to compete at National Championships.

Structure

Semester 1	Semester 2
<p>Students learn the basic skills of paddling and are introduced to the correct technique required for TK1, K1 and team boat racing.</p> <p>They develop fitness and endurance in paddling and are given the opportunity to compete at an Open State Marathon Championship at the end of March.</p> <p>Students will learn about training programs and the energy systems required for kayaking.</p>	<p>Students will further develop their technique, endurance, speed and skill.</p> <p>At the beginning of the term students will be given the opportunity to compete at State School Marathon Championships. They will learn more about race starts and preparation for sprinting.</p> <p>At the beginning of term 4 students will be given the opportunity to compete at State School Sprint Championships. Students will learn about training plans, exercise physiology principles and sports nutrition for athletes.</p>

Assessment

Students are assessed on their skill development, race results and water survival skills.

Subject Fees

A program fee applies. Please refer to the Schedule of Fees document on the school website.

NOTE: Students are timetabled to one additional compulsory lesson per week.

Instrumental Music (Years 7,8,9,10)

Faculty: The Arts

HOD: Mel Cass

Email: mcass7@eq.edu.au

Duration: Ongoing throughout Years 7, 8, 9 & 10)

Indicators of Success

Active involvement in Elanora State High School's Concert / Stage Band and String Ensemble.

Course Overview

For some people Instrumental Music is the epitome of the musical experience. For others, it is the extension of the pleasures of music listening and involvement. From whichever position one starts, instrumental music learning is a powerful adjunct to the development of a student's musical expression and appreciation.

The overarching purpose of the Instrumental Music Program is to provide children with the opportunity to experience the expressive qualities of music through learning to play a band/orchestral instrument and to participate in performance ensembles such as concert bands and orchestras.

Objectives

By the conclusion of the course of study, Instrumental Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect of music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners.

Pathways

Please refer to subject pathways in the beginning of this guide for possible career pathways.

Structure

Ongoing Course of Study

In Instrumental Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Students take part in small group lessons and perform in the school and wider community.

Assessment

Instrumental music assessment is a combination of understanding and appreciation of various musical genres it is assessed through performance, scales and ensemble, technique and sight reading.

Subject Fees

The Instrumental Music program has a subject fee. The hire of musical instruments also incurs a fee. Please refer to the Schedule of Fees on the school website for more details. If students are enrolled in both Instrumental Music programs (band and strings) they will pay both program fees. This fee includes some performance transport costs, other performance excursions will be conducted throughout the year and additional fees may be applicable.