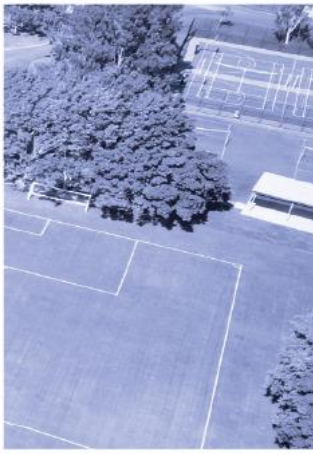
EVERY STUDENT IS EXCEPTIONAL

ELANORA STATE HIGH SCHOOL



JUNIOR SUBJECT INFORMATION GUIDE

YEARS 7-10 SEMESTER 1

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Introduction

Dear Parents, Caregivers and Students,

Elanora State High School is committed to assisting you and your child in making informed decisions about subject selection and career pathways. The information provided in this Subject Information Booklet will assist you in the subject selection process.

Our Junior Secondary curriculum is aimed at consolidating key literacy and numeracy skills; providing a strong foundation in all compulsory curriculum areas with opportunities to sample elective areas in order to develop a stronger skill base in Senior Secondary years. Our curriculum base is the Australian Curriculum and is also directly aligned with a pathway into the QCE and senior studies contributing towards the awarding of an ATAR (Australian Tertiary Admission Rank).

Following successful completion of our Junior Secondary program students will enter into their Senior Phase of Learning across Years 10-12, culminating in gaining the QCE qualification at the end of Year 12. There are many pathways to gain the QCE qualification and many pathways exist within the senior curriculum at Elanora State High School. Students in Year 10 will be involved in a range of activities including work experience and tertiary campus tours. Successful completion of Year 10 Mathematics and English is a prerequisite for a successful QCE transition into Year 11.

The selection of a course of study in Year 10 is a very important step in the movement through the senior years. Students need to consider future options, personal strengths and interests, and career goals. In order to obtain a QCE, it is imperative that students make realistic choices; this qualification is dependent on successful completion of subjects and limits the amount of subject changes students are permitted to make in their senior years. Students in the second semester of Year 10 will select a course closely aligned with their senior course selection for Years 11 and 12.

Year 11 students now study with a new suite of Senior Syllabi with significant changes in the way students are assessed and the calculation of the Tertiary entrance ranks. This new system incorporating external assessment pieces being delivered by the QCAA at the culmination of Year 12 is a major difference to the system and I strongly encourage students and parents to become very familiar with these arrangements.

Once students have selected subjects, you will be required to make a financial commitment to ensure your student is equipped to commence school in 2026. The financial information in this booklet will assist you in planning your financial commitments for the 2026 financial year.

Financial commitments include general stationery items and also include joining the Elanora State High School Student Resource Scheme and paying subject contribution fees for subjects with a high consumable load. Subject contributions need to be paid prior to the commencement of the school year to guarantee placement in preferred subjects.

Please read the contents of this booklet carefully. If we can offer any further assistance, please do not hesitate to contact the school.

Rochelle Lewis

Principal

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:

What are my career goals?

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

Still unsure what career would suit you?

Remember, it's okay 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 Australian 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.

Assessment Policy

Elanora SHS is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards achieving an exceptional QCE.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses in the senior school and across all faculties and all year levels in the junior school.

To view the Elanora State High School Assessment Policy please visit our website

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.

Subject Pathways

Mathematics

YEAR	SUBJECT
7	Mathematics
8	Mathematics
9	Mathematics
10	Mathematics (SEMESTER 1)

	APPLIED (Commences Sem 2 in Year 10)	GENERAL (Commences Sem 2 in Year 10)		
10 11 12	Essential Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics*

Possible Career Pathways		
Retail Business Administration Carpentry Building Bricklaying Plumbing	Tourism Hospitality Nursing Architecture Administration Management Tool Making Sheet-metal Working Fitting and Turning Carpentry Plumbing Auto Mechanics	Maths and Science Education Natural and Physical Sciences Medical and Health Sciences Engineering Information Technology Statistician

* Specialist Mathematics must be studied in conjunction with Mathematical Methods.

English

YEAR	SUBJECT
7	English
8	English
9	English
10	English (SEMESTER 1)

	APPLIED (Commences Sem 2 in Year 10)	GENERAL (Commences Sem 2 in Year 10)	
10 11 12	Essential English	General English	Literature

Possible Career Pathways	
Secretary Receptionist Nurse Public Servant Child Care worker Film and Television Editor Film and Television Producer Author Management Consultant Librarian	Journalist Lawyer Announcer Teacher Director Interpreter Foreign Affairs and Trade Officer Linguist Writer Script Writer

Humanities

YEAR	SUBJECT	
7	Humanities	
8	Humanities (Civics& Citizenship, History, Economics & Business, Georgraphy)	
9	History (either semester 1 or 2)	
10	History (SEMESTER 1)	Senior Electives (SEMESTER 2)

	APPLIED (Commences Sem 2 in Year 10)		GENERAL (Commences Sem 2 in Year 10)			
10 **11** **12**	Tourism	Business Studies	Ancient History* Modern History	Legal Studies	Business	Geography*

Possible Career Pathways					
Hotel Manager	Hotel Manager Human Resources Marketing	Archaeologist Criminologist Defence Force Officer Diplomat Uni Lecturer Museum Curator Political Scientist	Lawyer Police Officer	Business Analyst Accountant Corporate Treasurer Economist Financial Planner Foreign Affairs & Trade Officer	Cartographer Regional Planning Officer Meteorologist National Parks Ranger Landscape Architect Teacher Oceanographer Eco Tourism

* Geography and Ancient History can be studied via Brisbane School of Distance Education.

Technologies | Food Specialisations & Design and Technology

YEAR	SUBJECT				
7 8		Students will rotate through the Technology and The Arts disciplines over a two-year period. They will study the eight subjects listed below: Design & Technology | Digital Technologies | Food Specialisations Media Art | Music | Visual Art | Dance | Drama			
9	Food Specialisations (elective)	Food & Fibre Production (elective)	Engineering & Principles & Systems (elective)	Materials & Technologies Specialisations (elective)	Design & Technologies (elective)
10	Food Specialisations (Sem 1 | elective)	Food & Fibre Production (Sem 1 | elective)	Engineering & Principles & Systems (Sem 1 | elective)	Materials & Technologies Specialisations (Sem 1 | elective)	Design & Technologies (Sem 1 | elective)

	APPLIED (Commences Sem 2 in Year 10)									GENERAL (Commences Sem 2 in Year 10)	
10	Hospitality Practices			CERT III in Early Childhood Education & Care	Fashion	Industrial Skills	Furnishing Skills	Building & Construction Skills	Design*	Food & Nutrition
11		CERT II Kitchen Operations								
12		CERT III in Hospitality	CERT II Kitchen Operations							

Possible Career Pathways			
Hotel Management Marketing Co-Coordinators Airline Personnel Business Manager Bachelor of Restaurant and Catering Management Bachelor of Hotel Management Bachelor of Hospitality Bachelor of Human Nutrition Bachelor of Food Technology Bachelor of Event Management Bar Attendant Chef Butcher Baker	Tour & Travel Operator School based traineeship Apprenticeship Guest Liaison Food & Beverage Supervisor Fashion Designer Retail Buyer Retail Manager Retail Merchandiser Stylist Textile Designer Visual Merchandiser Milliner	Graduate Diploma & Design Bachelor of Applied Fashion Bachelor of Creative Arts-Fashion Teacher Lecturer Diploma in Design and Engineering	Apprenticeships in the Building Industry (For example: Carpenter, Plumber, Plasterer, Painter, Tiler, Furniture Maker, Cabinet Maker)

Technologies | Digital Technology

YEAR	SUBJECT
7	Students will rotate through the Technology and The Arts disciplines over a two-year period. They will study the eight subjects listed below:
8	Design & Technology | Digital Technologies | Food Specialisations Media Art | Music | Visual Art | Dance | Drama
9	Digital Technologies (elective)
10	Digital Technologies (elective) (SEMESTER 1)

	APPLIED (Commences Sem 2 in Year 10)	GENERAL (Commences Sem 2 in Year 10)
10 11 12	Information Communication Technology	Digital Solutions *

Possible Career Pathways	
Graphic Designer Video Production Network engineer Systems Administrator Web Developer IT Teacher Computer Technician	Students interested in tertiary studies in all Information Technology degrees would benefit from this course.

*Digital Solutions can be studied via Brisbane School of Distance Education.

Health & Physical Education

YEAR	SUBJECT	
7	Health & Physical Education (either Sem 1 or Sem 2)	Sports & Health Science Academy
8	Health & Physical Education (either Sem 1 or Sem 2)	Sports & Health Science Academy
9	Health & Physical Education (either Sem 1 or Sem 2)	Sports & Health Science Academy
10	Physical Education (elective) (either Term 1 or Term 2)	

	APPLIED (Commences Sem 2 in Year 10)	GENERAL (Commences Sem 2 in Year 10)
10 **11** **12**	Sport & Recreation Cert || Sport & Recreation Cert ||| Coaching	Physical Education

Possible Career Pathways		
Gym Instructor Personal Trainer Coaching Sport and Recreation Officer Surf Lifesaving Outdoor Education Leisure Management	Health & Physical Education Teacher Sports Sciences Psychology Coaching Trainer Nurse Dietician Public Health Nutrition and Dietetics Lifeguard Exercise Science Occupational Therapy	Dancer Choreographer Dance Teacher (Private or Academic) Entertainment Events Education Primary Teacher Dance Journalist

Science

YEAR	SUBJECT
7	Science
8	Science
9	Science
10	Science (SEMESTER 1)

	APPLIED (Commences Sem 2 in Year 10)		GENERAL (Commences Sem 2 in Year 10)			
10 11 12	Science in Practice	Aquatics Practices	Psychology	Biology	Physics	Chemistry

Possible Career Pathways			
Health: Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic	**Boating Industry:** Deck Hand, Marine Mechanic, Boat Building & Fitting, Chandler **Tourism:** Based around the marine environment **Instructors:** Boating, Snorkelling, Surfing, Diving **Retail:** Boats, Bait Shop, Aquariums	Psychologist Social Worker	**Engineering:** Aircraft, Mechanical, Civil, Electrical, Chemical, Mining, Environmental **Aviation:** Engineer, Pilot, Aircraft, Maintenance, Flight Attendant **Health:** Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic, Pharmacist, Physiotherapist, Podiatrist, Speech Pathologist, Neuropathies, Pathology Technician, Pathology Assistant **Medicine:** Dentist, Doctor, Medical Research, Surgeon, Veterinary Surgeon. **Scientist:** the field is extremely diverse **Education:** Science Teacher, Researcher **Other:** Food & Quality Control Lab Tech, Science Consultant, Geologist, Zoologist

Languages

YEAR	SUBJECT
7	Japanese (either Sem 1 or Sem 2)
8	Japanese (either Sem 1 or Sem 2)
9	Japanese (elective)
10	Japanese (elective) (SEMESTER 1)

	GENERAL (Commences Sem 2 in Year 10)
10 11 12	Japanese*

Possible Career Pathways
Teacher Interpreter Foreign Affairs & Trade Officer Linguist International Business

*Japanese can be studied via Brisbane School of Distance Education.

The Arts

YEAR	SUBJECT				
7 8	Students will rotate through the Technology and The Arts disciplines over a two-year period. They will study the eight subjects listed below: Design & Technology | Digital Technologies | Food Specialisations Media Art | Music | Visual Art | Dance | Drama				
9	Visual Art (elective)	Media Art (elective)	Dance (elective)	Drama (elective)	Music (elective)
10	Visual Art (Sem 1 | elective)	Media Art (Sem 1 | elective)	Dance (Sem 1 | elective)	Drama (Sem 1 | elective)	Music (Sem 1 | elective)

	APPLIED (Commences Sem 2 in Year 10)			GENERAL (Commences Sem 2 in Year 10)			
10 11 12	Visual Arts in Practice	Media Arts in Practice	Drama in Practice	Dance	Drama	Visual Art	Music

Possible Career Pathways		
Bachelor Degrees in: Arts | Actor | Creative Arts | Dance Theatre Studies | Musical Theatre Director | Choreographer | Teacher	**Bachelor Degrees in:** Arts | Creative Arts Administrator | Teacher | Actor Theatre Studies | TV Host Journalism | Script Writer	Dancer | Choreographer | Dance Teacher (Private or Academic) | Entertainment Events | Education | Primary Teacher | Dance Journalist

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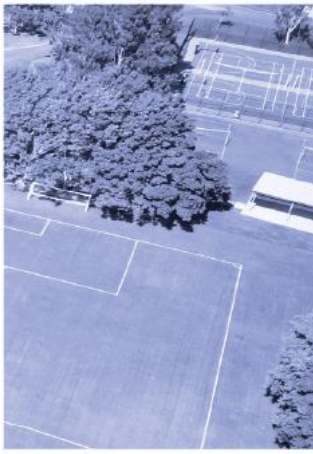

YEAR 7 SUBJECTS

- Dance
- Design and Technologies
- Digital Technologies
- Drama
- English
- Food Specialisations
- Health and Physical Education
- Humanities
- Japanese
- Mathematics
- Media Arts
- Music
- Science
- Visual Arts

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Dance | Year 7 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

The Creative Arts provide students with opportunities to explore Dance, Drama, Music, Visual Arts, Media Arts and Instrumental Music. These subjects are central to the Australian Curriculum, fostering creativity, critical thinking, and social-emotional skills. Through diverse artistic experiences, students develop confidence, self-expression, and cultural awareness while enhancing their cognitive growth, wellbeing, and ability to collaborate with others. We believe that engaging in the arts isn't just about nurturing talent – it's about developing well-rounded individuals who are creative, confident, and capable of thinking critically across all areas of life.

Dance is an important part of education for both physical and cognitive development. Not only can it be a great source of physical activity, but it also has many educational benefits. From developing coordination and problem-solving skills, enhancing physical and mental health, to providing an outlet for creative expression, it can help students learn in a variety of ways.

Objectives

This unit focuses on building an understanding of the subject of dance and the dance concepts whilst building skills in communication, collaboration and confidence. The Evolution of Dance explores dance across the 20th and 21st centuries through the expansion and changes in society and technology. Students demonstrate their understanding of the dance concepts through a range of class activities and tasks that explore dance from the 1920's to now.

Students will be involved in three areas including Exploring and responding, Creating and making, and Presenting and performing, which will come together as a collection of work with a focus on 'Dance of the People'. Students will engage in dance experiences that draw upon different styles and cultures- such as step-dancing, hip hop dance and African and Caribbean dance, and other dance cultures.

Students will work on acquiring skills by practicing, rehearsing, refining and applying physical and expressive techniques. Students will draw on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas, they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions. Students will also critically analyse their own dances and other dances viewed.

Structure

Studied for 1 Term
Dance of the People | Three-four lessons per week. A combination of making and responding lessons.

Assessment

Collection of work- Involving students responding, making and performing selected styles in small groups.

Subject Fees

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

Design & Technologies | Year 7 | Faculty: Technologies

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

Design and Technologies 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. Design and Technologies develops the tools to deal with it. Design and Technologies 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 Design and Technologies will provide students with an integrated approach to use the design, engineering and manufacturing processes to effectively and safely make designed solutions. Design and Technologies 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 Design and Technologies 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.

Structure

Studied for 1 Term
• Introduction and WH&S • Workshop production and design • Design for a client • 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.

Digital Technologies | Year 7 | Faculty: Technologies

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

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 gain an understanding of Binary and develop their programming experiences in Python, a general-purpose programming language. General capabilities in file management, email etiquette, online learning and cyber safety are also addressed. This subject delivers authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Structure

Studied for 1 Term
• Binary text, images and sound • Python Programming • Cyber Safety

Assessment

- Practical tasks
- Exam

Subject Fees

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

Note: Units of work may be subject to change

Drama | Year 7 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two year period)

Course Overview

The Creative Arts provide students with opportunities to explore Dance, Drama, Music, Visual Arts, Media Arts and Instrumental Music. These subjects are central to the Australian Curriculum, fostering creativity, critical thinking, and social-emotional skills. Through diverse artistic experiences, students develop confidence, self-expression, and cultural awareness while enhancing their cognitive growth, wellbeing, and ability to collaborate with others. We believe that engaging in the arts isn't just about nurturing talent – it's about developing well-rounded individuals who are creative, confident, and capable of thinking critically across all areas of life.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. 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. Drama provides students with a range of skills transferable to a variety of vocational pathways. It develops innovative thinkers, communicators, collaboration, confidence, emotional intelligence, interpersonal connections and empathy.

Objectives

By the end of Year 7, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.

Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.

Structure

Studied for 1 Term	
1. Creating & making – Forming dramatic action and meaning 2. Presenting & performing – Using performance skills to communicate ideas 3. Exploring & responding – Analysing, evaluating and describing dramatic works created by students and professionals.	Within these dimensions, students will explore a range of contemporary and traditional dramatic forms such as: • Play-building • Improvisation • First Nations story telling • Scripted drama • Physical comedy

Assessment

- Practical demonstration of devised concept
- Practical performance of scripted drama
- Written analysis in response to a performance

Subject Fees

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

English | Year 7 | Faculty: English

Duration: Full Year

Course Overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Our junior teaching and learning programs balance and integrate all three strands. We focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

The Year 7 English course develops students' understanding of narrative and persuasive texts; in particular, students explore audience, purpose and context. Students learn about the choice of language features, images and vocabulary in a variety of texts, both literary and non-literary.

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	Semester 2 | Units 3 & 4
Seven Steps to Writing Success! • Creating narratives effectively. **Life Writing – *Black Snake*** • Comprehending and responding. • Constructing a descriptive recount from a particular point of view.	**Convince Me!** • Developing persuasive speeches. **Exploring poetry and song** • Analysing songs which make a social comment

Assessment

- Persuasive speech (Spoken)
- Short Story (Written)
- Novel study – Reading comprehension (Written)
- Descriptive Recount (Written)
- Analytical Essay (Written)

Subject Fees

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

Food Specialisations | Year 7 | Faculty: Technologies

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

Food Specialisations 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 Specialisations provide students with an introduction to the potential of future studies in a range of subjects including Hospitality, Food and Fibre Productions and developing preparation, presentation and catering skills, investigating and designing food solutions for specific consumer markets. The focus for Food Specialisations 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 Specialisations 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.

Structure

Studied for 1 Term
• Introduction and WH&S • Food preparation tools, techniques and presentation for healthy eating • Fusion Flavours • Introduction to textiles

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.

Health & Physical Education | Year 7 | Faculty: HPE

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 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.

Structure

Units 1	Units 2
Practical: Minor Games and Athletics (middle distance running) Orienteering Contributing to healthy and active communities e.g. promoting health through fitness Theory: Safety in Sport 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	Practical: Moving our body e.g. Body awareness, dancing, skipping and boxercise Invasion Games e.g. Basketball, Netball Theory: 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 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

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

Humanities | Year 7 | Faculty: Humanities

Duration: Full Year

Course Overview

The Humanities course covers three discrete strands of study – History, Geography and Business. Knowledge and understanding of these three subjects are 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 teamwork and an ability to think critically and creatively.

The study of Humanities 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.

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 Humanities 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.

Structure

Semester 1 | Units 1 & 2	Semester 2 | Units 3 & 4
Business and Economics- Economics Explorers: From Scarcity to Success Place and Liveability (Geography)	Deep Time Australia (History) Ancient Rome (History)

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

Duration: One Semester

Course Overview

Students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts.

They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support. Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms.

They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

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.

Structure

Units 1	Units 2
Life in Japan and School life	My Space, My Interests

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

Subject Fees

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

Mathematics | Year 7 | Faculty: Mathematics

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 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 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 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.

Structure

Semester 1 | Units 1 & 2	Semester 2 | Units 3 & 4
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 may be conducted throughout the year and additional fees may be applicable.

Media Art | Year 7 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

In Year 7 students experience one term of Media Arts as part of their Arts rotation, giving them a taste of all Arts subjects offered at our school. This exciting introduction opens the door to the creative world of digital media, photography, and filmmaking.

Students will:

- Learn the art of capturing great images through practical camera skills.
- Explore post-production techniques using industry-standard software like Photoshop.
- Experiment with filming, editing, and compositional devices to create visually engaging stories.
- Develop confidence in using media technologies and processes to bring ideas to life.

The focus is on hands-on learning where students create their own media artworks, applying both creative and technical skills. They also learn how to share their work with audiences using responsible media practices.

By the end of Year 7, students will be able to:

- Analyse how media concepts are used to communicate ideas and perspectives in their own work and the work of others.
- Evaluate media artworks from different cultures, times, and places.
- Plan, produce, and present creative projects that express meaning and engage audiences.

This subject builds the foundations for future pathways in Media Arts, giving students the knowledge, skills, and confidence to explore their own creative vision.

Objectives

By the end of this course, students will have the knowledge, understanding, and skills to confidently participate in our media-rich world — both as creators and informed audiences. Through individual and collaborative projects, students will:

- **Build enjoyment and confidence** in experimenting with media technologies and creative processes, developing the ability to interpret and respond to the media culture that surrounds them.
- **Think critically and creatively** about how media can shape ideas, perspectives, and messages, engaging as both producers and consumers.
- **Develop aesthetic knowledge, curiosity, and discovery** by exploring the interplay of imagery, text, and sound to tell engaging stories and express concepts for different audiences.
- **Explore and respond to Aboriginal and Torres Strait Islander media artworks**, recognising their significance, diversity, and contribution to Australia's contemporary media culture.
- **Understand their role in evolving media cultures**, locally and globally, recognising how they can participate ethically, respectfully, and responsibly.

These objectives reflect the Australian Curriculum V9 vision for Media Arts, empowering students to communicate

Pathways

Studying Media Arts in Years 7 and 8 builds the creative and technical skills that can lead to exciting opportunities in school and beyond. At our school, Media Arts provides a strong foundation for:

- **Year 9 and 10 Media Arts** – expanding skills in photography, filmmaking, animation, sound design, and editing.
- **Senior Media Arts in Practice (Years 11–12)** – hands-on, industry-focused projects in photography, film, digital design, and multimedia production.
- **Senior Visual Arts in Practice (Years 11–12)** – developing creative concepts through a variety of media, including digital, photographic, and mixed media work.

Media Art | Year 7 | Faculty: The Arts

Pathways

- **School-based projects and competitions** – such as photography exhibitions, film festivals, and digital art showcases.
- **Potential vocational pathways** – including the Certificate II in Creative Industries, offered as part of our senior school program.
- **Careers in the creative industries** – such as photography, graphic design, animation, filmmaking, digital marketing, journalism, and game design.

This subject gives students the creative confidence, technical skills, and visual storytelling experience to explore further learning and career opportunities in the fast-growing creative industries.

Structure

Studied for 1 Term
Students will build skills in photography, image manipulation, animation, and media analysis through three engaging projects: • Frame-by-Frame Animation (Photoshop): Transform a culturally or historically significant artwork using digital editing techniques to create a short animated sequence. • Media Analysis: Write short, structured responses analysing the Indigenous film *Butterfly Dreaming*, focusing on compositional devices, elements and principles of design, and respectful engagement with Aboriginal and Torres Strait Islander perspectives. • Stop Motion Animation (Adobe Premiere): Plan, shoot, and edit a short stop motion film with added sound, to be shared at a school film viewing event. This course balances hands-on creativity with critical thinking, giving students the foundation for further study in Media Arts.

Assessment

- **Project – Frame-by-Frame Animation (Photoshop):** Edit a culturally or historically significant artwork to create a short animated sequence.
- **Short Response – *Butterfly Dreaming*:** Analyse an Indigenous media artwork using compositional devices and design principles.
- **Project – Stop Motion Animation (Adobe Premiere):** Plan, film, and edit a short stop motion film with sound for a school showcase.

Subject Fees

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

Music | Year 7 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts 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 a range of art subjects in an integrated experience. The focus is on the exploration of Dance, Drama, Digital Art, Music, Visual Arts and Practical Technologies. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective study pathways. This course also draws upon the ACARA Digital Technology curriculum.

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 the course of study of 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 the acquire skills to become independence music learners.

Structure

Studied for 1 Term
Units: Band Play | Song Writing In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sound 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.

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

Subject Fees

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

Science | Year 7 | Faculty: Science

Duration: Full Year

Course Overview

Science helps students make sense of the world and prepare for life in a fast-changing, technology-driven society. From climate change and renewable energy to artificial intelligence, medical breakthroughs, and space exploration, science is at the centre of how our world is evolving.

In Science, students develop the skills to question, investigate, and problem-solve so they can understand the issues that affect their future. Learning is hands-on and engaging — we use experiments, investigations, and real-world applications to discover how things work and why.

Science isn't just about knowledge — it builds life skills like critical thinking, teamwork, and creativity. Most importantly, Science is fun: it's about curiosity, discovery, and finding connections between what you learn in class and the world around you.

Objectives

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

- Understand and explain key scientific concepts, models, and systems, recognising both their uses and their limitations.
- Analyse and interpret evidence to draw meaningful conclusions.
- Plan and conduct investigations to explore real-world phenomena.
- Communicate ideas, findings, and arguments clearly using a variety of formats — written, visual, and digital.

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.

Structure

Semester 1 | Units 1 & 2	Semester 2 | Units 3 & 4
• Introduction and Investigatory Science • The Properties of substances and mixtures • Classification, habitats and interactions	• Forces and Simple Machines • The solar System, Earth's movements, seasons and climates

Assessment

- Supervised Written Assessments
- Practical Investigations
- Assignments and Multi-Modal Presentations

Subject Fees

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

Visual Art | Year 7 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts 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 a range of art subjects in an integrated experience. The focus is on the exploration of Dance, Drama, Media Arts, Music and Visual Arts. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective study pathways.

Junior Secondary units in Visual Art provide students with an introduction to the potential of a visual art future and the opportunity to experience a range of visual art alternatives in an integrated experience. The focus is on the practical application of designing, drawing, sculpture, painting and print making. 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

By the conclusion of the course of study of Visual Art, knowledge, understanding and skills ensure that, individual and collaboratively, students 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 art 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 art making and ways of representing and communicating.

Structure

Studied for 1 Term
Units: Crowns of Culture In Visual Art, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual art practices, Researching, Designing, Creating and Displaying. Students develop practical skills and critical thinking which inform their work as artists and audience.

Assessment

- Folio of practical work from 2D and 3D tasks.
- Visual journal – a documentation of experiences, experiment processes and idea development.
- Theoretical component – written demonstration of students understanding of contemporary arts practice.

Subject Fees

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

EVERY STUDENT IS EXCEPTIONAL

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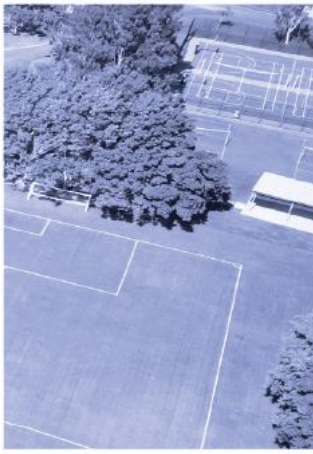

YEAR 8 SUBJECTS

- Dance
- Design and Technologies
- Digital Technologies
- Drama
- English
- Food Specialisations
- Health and Physical Education
- Humanities
- Japanese
- Mathematics
- Media Arts
- Music
- Science
- Visual Arts

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Dance | Year 8 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

The Creative Arts provide students with opportunities to explore Dance, Drama, Music, Visual Arts, Media Arts and Instrumental Music. These subjects are central to the Australian Curriculum, fostering creativity, critical thinking, and social-emotional skills. Through diverse artistic experiences, students develop confidence, self-expression, and cultural awareness while enhancing their cognitive growth, wellbeing, and ability to collaborate with others. We believe that engaging in the arts isn't just about nurturing talent – it's about developing well-rounded individuals who are creative, confident, and capable of thinking critically across all areas of life.

Dance is an important part of education for both physical and cognitive development. Not only can it be a great source of physical activity, but it also has many educational benefits. From developing coordination and problem-solving skills, enhancing physical and mental health, to providing an outlet for creative expression, it can help students learn in a variety of ways.

Objectives

This unit focuses on building an understanding of the subject of dance and the dance concepts whilst building skills in communication, collaboration and confidence. The Evolution of Dance explores dance across the 20th and 21st centuries through the expansion and changes in society and technology. Students demonstrate their understanding of the dance concepts through a range of class activities and tasks that explore dance from the 1920's to now.

Students will be involved in three areas including Exploring and responding, Creating and making, and Presenting and performing, which will come together as a collection of work with a focus on 'Dance of the People'. Students will engage in dance experiences that draw upon different styles and cultures- such as step-dancing, hip hop dance and African and Caribbean dance, and other dance cultures.

Students will work on acquiring skills by practicing, rehearsing, refining and applying physical and expressive techniques. Students will draw on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas, they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions. Students will also critically analyse their own dances and other dances viewed.

Structure

Studied for 1 Term
Dance of the People | Three-four lessons per week. A combination of making and responding lessons.

Assessment

Collection of work- Involving students responding, making and performing selected styles in small groups.

Subject Fees

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

Drama | Year 8 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

The Creative Arts provide students with opportunities to explore Dance, Drama, Music, Visual Arts, Media Arts and Instrumental Music. These subjects are central to the Australian Curriculum, fostering creativity, critical thinking, and social-emotional skills. Through diverse artistic experiences, students develop confidence, self-expression, and cultural awareness while enhancing their cognitive growth, wellbeing, and ability to collaborate with others. We believe that engaging in the arts isn't just about nurturing talent – it's about developing well-rounded individuals who are creative, confident, and capable of thinking critically across all areas of life.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. 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. Drama provides students with a range of skills transferable to a variety of vocational pathways. It develops innovative thinkers, communicators, collaboration, confidence, emotional intelligence, interpersonal connections and empathy.

Objectives

By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.

Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.

Structure

Studied for 1 Term	
1. Creating & making – Forming dramatic action and meaning 2. Presenting & performing – Using performance skills to communicate ideas 3. Exploring & Responding – Analysing, evaluating and describing dramatic works created by students and professionals.	Within these dimensions, students will explore a range of contemporary and traditional dramatic forms such as: • Play-building • Improvisation • First Nations story telling • Scripted drama • Physical comedy

Assessment

- Practical demonstration of devised concept
- Practical performance of scripted drama
- Written analysis in response to a performance

Subject Fees

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

Design & Technologies | Year 8 | Faculty: Technologies

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

Design and Technologies 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. Design and Technologies develops the tools to deal with it. Design and Technologies is fun and practically based program, through inquiry and investigations to improve the world around us. In Industrial Design and Technology, we aim to build life skills.

The study of Design and Technologies will provide students with an integrated approach to use the design, engineering and manufacturing processes to effectively and safely make designed solutions. Design and Technologies 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 Design and Technologies 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.

Structure

Studied for 1 Term
• Introduction and WH&S • Workshop production and design • Design for a client • 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.

Digital Technologies | Year 8 | Faculty: Technologies

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

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.

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 additional fees may be applicable.

Note: Units of work may be subject to change

English | Year 8 | Faculty: English

Duration: Full Year

Course Overview

In the Year 8 English course, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

The range of literary texts comprise of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups.

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	Semester 2 | Units 3 & 4
Tell Me a Tale • Creating short stories effectively. **Visual Literacy – Indigenous Representations** • Analysing and appraising texts to establish different viewpoints and purposes across contexts.	**Analysing Short Films** • Creating an analytical response to short, animated films. **Persuasive Speech** • Creating and delivering a speech based on an issue in the local community.

Assessment

- Short Story (Written)
- Analytical Essay (Written)
- Persuasive Speech (Spoken)
- Visual Literacy (Written)

Subject Fees

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

Food Specialisations | Year 8 | Faculty: Technologies

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

Food Specialisations 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 Specialisations provide students with an introduction to the potential of future studies in a range of subjects including Hospitality, Food and Fibre Productions and developing preparation, presentation and catering skills, investigating and designing food solutions for specific consumer markets. The focus for Food Specialisations 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 Specialisations 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.

Structure

Studied for 1 Term
• Introduction and WH&S • Food preparation tools, techniques and presentation for healthy eating • Fusion Flavours • Introduction to textiles

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.

Health & Physical Education | Year 8 | Faculty: HPE

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 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 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.

Structure

Units 1	Units 2
Practical: Touch & Tag Sports – Skills Facilitated through Touch, Oztag & Flag Football Theory: Wellbeing Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being Accessing health information and services	Practical: Net Games - Skills e.g. Tennis, Pickleball, Badminton and table tennis Theory: 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 Research investigation tasks and exam style short answer 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 may be conducted throughout the year and additional fees may be applicable.

Humanities | Year 8 | Faculty: Humanities

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 four discrete strands of study – History, Geography, Civics and Citizenship and Economics and Business. Knowledge and understanding of these four disciplines are a key to helping solve some of the greatest challenges Australia and the world face today, from environmental changes to resolving conflicts between countries, building communities and improving wellbeing and living standards.

The Year 8 Humanities course promotes an understanding of societies, events, movements and developments that have shaped humanity from the earliest times until now. It promotes debate and thinking about issues, including present and future challenges. Students build a holistic understanding of the world and 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 teamwork and an ability to think critically and creatively.

The study of Humanities 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.

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 Humanities 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.

Structure

Semester 1 | Units 1 & 2	Semester 2 | Units 3 & 4
Civics and Citizenship – Human rights and the Law History - Medieval Europe	Economics and Business Geography - Urbanisation

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 8 | Faculty: Languages

Duration: One Semester

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

Students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning.

They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support. Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms.

They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

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.

Structure

Units 1	Units 2
What is friendship?	What's for dinner?

Assessment

Assessment may include the following:

- Written assessment
- 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 may be conducted throughout the year and additional fees may be applicable.

Mathematics | Year 8 | Faculty: Mathematics

Duration: Full Year

Course Overview

Learning mathematics creates opportunities for and enriches the lives of all 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 6 strands: number, algebra, measurement, space, 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.

Structure

Semester 1 | Units 1 & 2	Semester 2 | Units 3 & 4
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, both electronic and written supervised examinations and problem solving and modelling tasks.

Equipment

Students must follow the Mathematics Department Bookwork Policy. Students will require to have their laptop, scientific calculator, pencil case and notebook with them every lesson.

Subject Fees

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

Media Art | Year 8 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts disciplines over a two-year period)

Course Overview

In Year 8, students experience one term of Media Arts as part of their Arts rotation, giving them a taste of all Arts subjects offered at our school. This exciting introduction opens the door to the creative world of digital media, photography, and filmmaking.

Students will:

- Learn the art of capturing great images through practical camera skills.
- Explore post-production techniques using industry-standard software like Photoshop.
- Experiment with filming, editing, and compositional devices to create visually engaging stories.
- Develop confidence in using media technologies and processes to bring ideas to life.

The focus is on hands-on learning where students create their own media artworks, applying both creative and technical skills. They also learn how to share their work with audiences using responsible media practices.

By the end of Year 8, students will be able to:

- Analyse how media concepts are used to communicate ideas and perspectives in their own work and the work of others.
- Evaluate media artworks from different cultures, times, and places.
- Plan, produce, and present creative projects that express meaning and engage audiences.

This subject builds the foundations for future pathways in Media Arts, giving students the knowledge, skills, and confidence to explore their own creative vision.

Objectives

By the end of this course, students will have the knowledge, understanding, and skills to confidently participate in our media-rich world — both as creators and informed audiences. Through individual and collaborative projects, students will:

- **Build enjoyment and confidence** in experimenting with media technologies and creative processes, developing the ability to interpret and respond to the media culture that surrounds them.
- **Think critically and creatively** about how media can shape ideas, perspectives, and messages, engaging as both producers and consumers.
- **Develop aesthetic knowledge, curiosity, and discovery** by exploring the interplay of imagery, text, and sound to tell engaging stories and express concepts for different audiences.
- **Explore and respond to Aboriginal and Torres Strait Islander media artworks**, recognising their significance, diversity, and contribution to Australia's contemporary media culture.
- **Understand their role in evolving media cultures**, locally and globally, recognising how they can participate ethically, respectfully, and responsibly.

These objectives reflect the Australian Curriculum V9 vision for Media Arts, empowering students to communicate

Pathways

Studying Media Arts in Years 7 and 8 builds the creative and technical skills that can lead to exciting opportunities in school and beyond. At our school, Media Arts provides a strong foundation for:

- **Year 9 and 10 Media Arts** – expanding skills in photography, filmmaking, animation, sound design, and editing.
- **Senior Media Arts in Practice (Years 11–12)** – hands-on, industry-focused projects in photography, film, digital design, and multimedia production.

Media Art | Year 8 | Faculty: The Arts

Pathways

- **Senior Visual Arts in Practice (Years 11–12)** – developing creative concepts through a variety of media, including digital, photographic, and mixed media work.
- **School-based projects and competitions** – such as photography exhibitions, film festivals, and digital art showcases.
- **Potential vocational pathways** – including the Certificate II in Creative Industries, offered as part of our senior school program.
- **Careers in the creative industries** – such as photography, graphic design, animation, filmmaking, digital marketing, journalism, and game design.

This subject gives students the creative confidence, technical skills, and visual storytelling experience to explore further learning and career opportunities in the fast-growing creative industries.

Structure

Studied for 1 Term
Students will build skills in photography, image manipulation, animation, and media analysis through three engaging projects: • Frame-by-Frame Animation (Photoshop): Transform a culturally or historically significant artwork using digital editing techniques to create a short animated sequence. • Media Analysis: Write short, structured responses analysing the Indigenous film *Butterfly Dreaming*, focusing on compositional devices, elements and principles of design, and respectful engagement with Aboriginal and Torres Strait Islander perspectives. • Stop Motion Animation (Adobe Premiere): Plan, shoot, and edit a short stop motion film with added sound, to be shared at a school film viewing event. This course balances hands-on creativity with critical thinking, giving students the foundation for further study in Media Arts.

Assessment

- **Project – Frame-by-Frame Animation (Photoshop):** Edit a culturally or historically significant artwork to create a short animated sequence.
- **Short Response – *Butterfly Dreaming*:** Analyse an Indigenous media artwork using compositional devices and design principles.
- **Project – Stop Motion Animation (Adobe Premiere):** Plan, film, and edit a short stop motion film with sound for a school showcase.

Subject Fees

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

Music | Year 8 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts 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 a range of art subjects in an integrated experience. The focus is on the exploration of Dance, Drama, Digital Art, Music, Visual Arts and Practical Technologies. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective study pathways. This course also draws upon the ACARA Digital Technology curriculum.

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 the course of study of 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 the acquire skills to become independence music learners.

Structure

Studied for 1 Term
Units: Band Play | Song Writing In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sound 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.

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

Subject Fees

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

Science | Year 8 | Faculty: Science

Duration: Full Year

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 helps students make sense of the world and prepare for life in a fast-changing, technology-driven society. From climate change and renewable energy to artificial intelligence, medical breakthroughs, and space exploration, science is at the centre of how our world is evolving.

In Science, students develop the skills to question, investigate, and problem-solve so they can understand the issues that affect their future. Learning is hands-on and engaging — we use experiments, investigations, and real-world applications to discover how things work and why.

Science isn't just about knowledge — it builds life skills like critical thinking, teamwork, and creativity. Most importantly, Science is fun: it's about curiosity, discovery, and finding connections between what you learn in class and the world around you.

Objectives

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

- Understand and explain key scientific concepts, models, and systems, recognising both their uses and their limitations.
- Analyse and interpret evidence to draw meaningful conclusions.
- Plan and conduct investigations to explore real-world phenomena.
- Communicate ideas, findings, and arguments clearly using a variety of formats — written, visual, and digital.

A course of study in Science encourages curiosity, creativity, and critical thinking. Students develop the confidence to ask questions, test ideas, and solve problems. These skills not only prepare them for future study and careers but also empower them to make informed decisions as active citizens in a rapidly changing, globalised world.

Structure

Semester 1 | Units 1 - 4	Semester 2 | Units 5 - 7
• Physical and Chemical Change • Elements and Compounds • Rocks, Exploration and Mining • Cells	• Using Energy • Living Systems • Growth and Reproduction

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments

Subject Fees

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

Visual Art | Year 8 | Faculty: The Arts

Duration: One Term (students will rotate through the Technology and The Arts 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 a range of art subjects in an integrated experience. The focus is on the exploration of Dance, Drama, Media Arts, Music and Visual Arts. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective study pathways.

Junior Secondary units in Visual Art provide students with an introduction to the potential of a visual art future and the opportunity to experience a range of visual art alternatives in an integrated experience. The focus is on the practical application of designing, drawing, sculpture, painting and print making. 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

By the conclusion of the course of study of Visual Art, knowledge, understanding and skills ensure that, individual and collaboratively, students 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 art 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 art making and ways of representing and communicating.

Structure

Studied for 1 Term
Units: Crowns of Culture In Visual Art, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual art practices, Researching, Designing, Creating and Displaying. Students develop practical skills and critical thinking which inform their work as artists and audience.

Assessment

- Folio of practical work from 2D and 3D tasks.
- Visual journal – a documentation of experiences, experiment processes and idea development.
- Theoretical component – written demonstration of students understanding of contemporary arts practice.

Subject Fees

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

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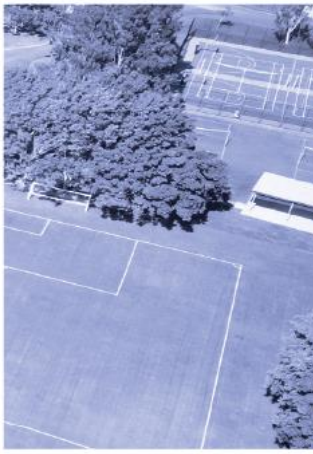

YEAR 9 SUBJECTS

- Dance
- Design & Technology
- Digital Technologies
- Drama
- Music
- Science
- Visual Art
- English
- Food Specialisations
- Geography
- History
- Japanese
- Mathematics
- Media Arts
- Materials & Technology Specialisations
- Economics & Business
- Engineering Principles & Systems
- Food & Fibre Production
- Health & Physical Education

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Dance | Year 9 | Faculty: The Arts

Duration: Semester

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. Dance is an important part of education for both physical and cognitive development. Not only can it be a great source of physical activity, but it also has many educational benefits. From developing coordination and problem-solving skills, enhancing physical and mental health, to providing an outlet for creative expression, it can help students learn in a variety of ways.

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

Objectives

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.

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.

Structure

Studied for 1 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.

Drama | Year 9 | Faculty: The Arts

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

Drama units in Year 9 provide students with skills in performance through creating, presenting 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

In year 9 students analyse the elements of drama, the various forms and performance styles. They will evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. Students will use their experiences of drama practices from different cultures, places and times to evaluate drama from different perspectives.

By the end of the semester students will show their ability to develop and sustain different roles and characters. They will perform devised and scripted drama in different forms, styles including Commedia Dell Arte and Collage Drama. Students will collaborate with others to plan, direct, produce, rehearse and refine performances.

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 Déll Arté, Indigenous drama, Ritual theatre and scripted performance.

Assessment

The unit will culminate in presentations to showcase the creative talents of each young artist. Units will be supported by a theoretical journal to compile all aspects of supporting theory.

Subject Fees

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

Design & Technologies | Year 9 | Faculty: Technologies

Duration: Semester

Course Overview

Design and Technology focuses on the skills required for Graphics and Design pathways. It 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 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 will:

- 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.

Structure

Studied for 1 Semester	
Basic Built Environment Drawing and sketching • Floor Plan • Elevations • Landscape Drawing	Basic CAD Drawing including • Detail drawings • Assembly Drawings • 3D modelling
Drawing & Sketching Techniques	Self-promotion Product

Assessment

- Supervised classwork
- Assignments
- Related Theory

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Digital Technologies | Year 9 | Faculty: Technologies

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 of TAFE in this field.

This course incorporates online learning of computer hardware knowledge, which is self-paced for students, whilst further developing their online capabilities. Animation allows a more in-depth look at the different features and functions of animate software to develop an animation from a given scenario. Website development allows the student to design a user experience considering functionality and client requirements.

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.

Structure

Studied for 1 Semester
• Python Turtle Coding • 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 additional fees may be applicable.

Note: Units of work may be subject to change

Economics & Business | Year 9 | Faculty: Business

Duration: Semester

Course Overview

In this unit, students will explore the complex relationships between financial systems, international trade, and their personal lives. They will learn how the financial sector influences economic decision-making at both individual and business levels and examine the interdependence of global markets. The focus will be on understanding Australia's trade relationships, particularly with Asia, and the ways in which these connections affect the broader economy. By the end of this unit, students will have developed the skills to analyse economic data, understand trends in international trade, and assess the impact of financial decisions on consumer behaviour. They will engage in critical thinking activities to evaluate the costs and benefits of economic policies and business strategies.

Objectives

By the end of Year 9, students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.

Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.

Structure

Studied for 1 Semester	
Unit 1: How to gain a competitive advantage?	Unit 2: What are Australia's trading connections?

Assessment

- Unit 1: Business Report
- Units 2: Exam: Short and extended response

Subject Fees

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

Note: Units of work may be subject to change

Engineering Principles & Systems | Year 9 | Faculty: Technologies

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.

Structure

<table>
<tr><th colspan="2">Studied for 1 Semester</th></tr>
<tr><td colspan="2">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, soldering, electronics and simple coding).</td></tr>
<tr><td>CO2 Racing Cars</td><td>LED Mood Light</td></tr>
</table>

Assessment

- Supervised practical construction
- Assignments

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

English | Year 9 | Faculty: English

Duration: Full Year

Course Overview

In our Year 9 English course, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

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 & 2	Semester 2 | Units 3 & 4
Gothic Fiction • Creating narratives which align to this specific genre. Analytical- Novel Study • Reading a novel and responding analytically.	Persuasive Speech • Investigating the United Nations Sustainable Development Goals. • Writing and presenting a persuasive speech Podcast • Viewing a play and creating a podcast to present opinions.

Assessment

- Persuasive Speech (Spoken)
- Short Story (Written)
- Podcast (Spoken)
- Analytical Essay (Written)

Subject Fees

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

Food & Fibre Production | Year 9 | Faculty: Technologies

Duration: Semester

Indicators of Success

Food and Textiles 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

Food and Textiles 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.

Structure

Studied for 1 Semester	
Unit 1: Recycled Textiles • Environmental and Sustainability issues associated with textile production • Practical recycling: for example, make a bag from an old pair of jeans.	Unit 2: Healthy Eating • 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.

Subject Fees

Subject fees cover foods that are used in weekly practical lessons. Students will also be provided with suitable fabric for the textile's 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.

Food Specialisations | Year 9 | Faculty: Technologies

Duration: Semester

Indicators of Success

Food Specialisations (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 school's policy which is school based, continuous and criteria based.

Course Overview

Food Specialisations (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 Specialisations 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 analysing the sociocultural, economic and legal forces that influence the ways society values the service industry.

Structure

<table>
<tr><th colspan="2">Studied for 1 Semester</th></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td>I Can Cook</td><td>Food Trends – Afternoon Tea</td></tr>
</table>

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 are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Geography | Year 9 | Faculty: Humanities

Duration: Semester

Course Overview

This course is an elective with two sub-strands: Biomes and food security and Geographies of interconnections.

Objectives

The Year 9 Geography objectives in the Australian Curriculum (ACARA) focus on students developing:

- **Knowledge** of biomes, food security, and the interconnections between people and places, with a particular focus on Asia and the Pacific.
- **Understanding** of how human and environmental processes influence the characteristics of places and environments.
- **Skills** in collecting, evaluating, and representing geographical data, interpreting maps and other spatial information, and proposing responses to geographical challenges.

Application of geographical inquiry methods to investigate contemporary issues and make informed, sustainable decisions.

Structure

Studied for 1 Semester	
Unit 1: Biomes and Food Security	Unit 2: Geographies of Interconnections

Assessment

Assessment may include the following:

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

Subject Fees

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

Health & Physical Education | Year 9 | Faculty: HPE

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 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, Bat and Ball and Target Sports.
- Experience a variety of athletic events with opportunity to specialise 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

Units 1	Units 2
Practical: Field & Court Sports Facilitated through Lacrosse, Ultimate Frisbee, Soccer, Futsal and Volleyball Theory: First Aid & CPR Being Healthy, Safe and Active e.g. First Aid/ CPR and risky behaviour	Practical: Field & Court Sports Facilitated through Lacrosse, Ultimate Frisbee, Soccer, Futsal and Volleyball. Theory: Respectful Relationships Being Healthy, Safe and Active e.g. Coercive Control, Media and advertising influence on relationships and gender stereotypes.

Assessment

Year 9 students will be assessed across a range of written tasks including short answer exam, and a research investigation task. 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 may be conducted throughout the year and additional fees may be applicable.

History | Year 9 | Faculty: Humanities

Duration: Semester 1

Course Overview

This course covers one discrete strands of study – History.

History explores 2 units of work: The Making and Transforming of the Australian Nation and World War II.

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

Structure

Unit 1	Unit 2
The Making and Transforming of the Australian Nation	World War II

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 9 | Faculty: Languages

Duration: Semester

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

Students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.

Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.

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.

Structure

Units 1	Units 2
Japan Travel	Festivals and Celebrations

Assessment

Assessment may include the following:

- Extended Written assessment
- 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 may be conducted throughout the year and additional fees may be applicable.

Material & Technology Specialisations | Year 9 | Faculty: Technologies

Duration: Semester

Course Overview

Material Specialisation is an introduction to Industrial Technology and as a Design Technology subject 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 Material Specialisations 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.

Structure

<table>
<tr><th colspan="2">Studied for 1 Semester</th></tr>
<tr><td colspan="2">Introduction and WH&S

Workshop production and design (Wood/Plastics, Laser cutting)</td></tr>
<tr><td>Phone Caddy</td><td>Sheetmetal Carry All</td></tr>
</table>

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Mathematics | Year 9 | Faculty: Mathematics

Duration: Full Year

Course Overview

Learning mathematics creates opportunities for and enriches the lives of all 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 bimodal 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.

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 Maths is assessed through informal quizzes, both electronic and written supervised examinations and problem solving and modelling tasks.

A student's overall performance throughout Year 9, together with their Year 9 NAPLAN results, will guide the appropriate level of Mathematics studied in Year 10 and into the Senior years. All students will have access to Pre-Essential Maths in Year 10, while higher-performing students may be invited to undertake Pre-General Maths or Pre-Mathematical Methods in Semester 1 of Year 10 and beyond.

Equipment

Students must follow the Mathematics Department Bookwork Policy. Students will require to have their laptop, scientific calculator, pencil case and notebook with them every lesson.

Subject Fees

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

Media Art | Year 9 | Faculty: The Arts

Duration: Semester

Indicators of Success

Students who succeed in this subject will confidently apply media concepts, terminology, and creative processes to produce original work. They will use photography, animation, and filmmaking skills to develop independent and collaborative responses, engaging with diverse cultures, contexts, and practices.

Course Overview

If elected, students study one semester of Media Arts in Year 9, with the option to continue in Year 10. This course develops skills in photography, digital image editing, animation, and filmmaking, while building students' ability to think critically about the media they create and consume.

Students explore how media arts concepts can be manipulated to communicate ideas, represent perspectives, and engage audiences. They examine how media can both celebrate and challenge aspects of Australian identity, and analyse the creative choices made by media artists from a range of cultures, times, and contexts.

Practical projects give students the opportunity to:

- Capture and edit photographic portraits for animated GIFs using Photoshop and Premiere.
- Analyse the techniques used to create tension and suspense in a horror film extended response.
- Plan, film, and edit their own short tension and suspense film using professional equipment and editing software.

Throughout the semester, students learn to use responsible media practices, experiment with different genres and styles, and present their work to an audience — building the technical, creative, and critical thinking skills needed for future pathways in senior Media Arts and the creative industries.

Objectives

By the end of the course, students will have the knowledge, understanding, and skills to confidently create and respond to media artworks across a range of genres and contexts. Individually and collaboratively, students will:

- **Develop enjoyment and confidence** in experimenting with media technologies and creative processes, interpreting and responding to the media-rich culture and communication practices around them.
- **Think critically and creatively** about how media can represent and challenge ideas and perspectives, engaging with media as both producers and informed audiences.
- **Build aesthetic knowledge, curiosity, and discovery** by exploring the interplay of imagery, text, and sound to express ideas, concepts, and stories for different audiences.
- **Recognise and respond to Aboriginal and Torres Strait Islander media artworks**, understanding their cultural significance, diversity, and contribution to contemporary Australian and global media practices.
- **Understand their role in evolving media cultures**, locally and globally, and apply responsible, ethical, and respectful media practices in both creation and distribution.

These objectives reflect the ACARA V9 vision for Media Arts, empowering students to communicate meaning, explore diverse perspectives, and create with purpose in an interconnected, digital world.

Pathways

Year 9 Media Arts builds skills in photography, animation, and filmmaking that prepare students for:

- Year 10 Media Arts elective.
- Senior Media Arts in Practice (Years 11–12).
- Senior Visual Arts in Practice (Years 11–12), incorporating digital and photographic skills into creative projects.
- Creative industries opportunities such as photography, graphic design, animation, filmmaking, journalism, and digital marketing.

Media Art | Year 9 | Faculty: The Arts

Structure

Studied for 1 Semester
In this semester-long course, students develop creative and technical skills in photography, digital editing, animation, and filmmaking. They explore how media concepts are used to create mood, communicate meaning, and engage audiences. Practical projects include creating an **animated GIF portrait**, analysing techniques in a **horror film extended response**, and producing a **short film** designed to build tension and suspense. Students work both individually and collaboratively, using industry-standard tools such as Photoshop, Adobe Premiere, and DSLR or OSMO cameras, with opportunities to present their work to the school community.

Assessment

- Project – Animated GIF Portrait: Capture, edit, and sequence 20 photographic stills to create an animated GIF in Adobe Premiere, with added sound or music.
- Extended Response – Horror Film: Write a 400–600 word analysis of key moments in a selected horror film, evaluating how filming, sound, lighting, and space create tension, and discussing how Australian identity is represented.
- Project – Tension and Suspense Film: Plan, film, and individually edit a 1–3 minute short film using DSLR or OSMO cameras and Adobe Premiere, showcasing techniques for building suspense.

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions will be conducted throughout the year and additional fees may be applicable.

Music | Year 9 | Faculty: The Arts

Duration: Semester

Indicators of Success

Students who wish to complete this subject will, using Music experiences, terminology and unique ways of expression, 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 the course of study of 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 the acquire skills to become independence music learners.

Structure

Studied for 1 Semester
Units: Digital Musician Popular Music Performance In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sound 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.

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

Subject Fees

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

Science | Year 9 | Faculty: Science

Duration: Full 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 date 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 helps students make sense of the world and prepare for life in a fast-changing, technology-driven society. From climate change and renewable energy to artificial intelligence, medical breakthroughs, and space exploration, science is at the centre of how our world is evolving.

In Science, students develop the skills to question, investigate, and problem-solve so they can understand the issues that affect their future. Learning is hands-on and engaging — we use experiments, investigations, and real-world applications to discover how things work and why.

Science isn't just about knowledge — it builds life skills like critical thinking, teamwork, and creativity. Most importantly, Science is fun: it's about curiosity, discovery, and finding connections between what you learn in class and the world around you.

Objectives

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

- Understand and explain key scientific concepts, models, and systems, recognising both their uses and their limitations.
- Analyse and interpret evidence to draw meaningful conclusions.
- Plan and conduct investigations to explore real-world phenomena.
- Communicate ideas, findings, and arguments clearly using a variety of formats — written, visual, and digital.

A course of study in Science encourages curiosity, creativity, and critical thinking. Students develop the confidence to ask questions, test ideas, and solve problems. These skills not only prepare them for future study and careers but also empower them to make informed decisions as active citizens in a rapidly changing, globalised world.

Structure

Semester 1		Semester 2	
• Body Coordination • Diseases	• Ecosystems • Plate tectonics	• Atoms • Electromagnetic Radiation	• Heat/Sound/Light/Electricity

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments

Subject Fees

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

Visual Art | Year 9 | Faculty: The Arts

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 practice. 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 techniques will be explored.

Objectives

By the conclusion of the course of study of Visual Art, knowledge, understanding and skills ensure that, individually and collaboratively, students 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.

Structure

Studied for 1 Semester
Units: Illuminating Forms: Exploring light and shadow. 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

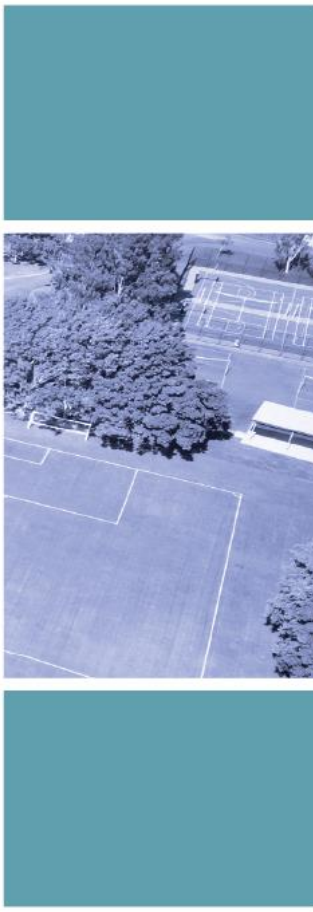
- Folio of work from student's selected focus within the overall practical framework.
- Visual journal – a diary of experiences, experiment processes and image development arts analysis.
- Written Response showing student's analysis and understanding of contemporary art practice

Subject Fees

This subject uses a higher level of consumable resources and may attract an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and fees may be applicable.

EVERY STUDENT IS EXCEPTIONAL

ELANORA STATE HIGH SCHOOL



YEAR 10 SUBJECTS

SEMESTER 1

- Dance
- Design & Technology
- Digital Technologies
- Drama
- Music
- Science
- Visual Art
- English
- History
- Japanese
- Mathematics
- Media Arts
- General Science
- Economics & Business
- Materials & Technology Specialisations
- Food Specialisations
- Food & Fibre Production
- Engineering Principles & Systems
- Health & Physical Education

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Dance | Year 10 | Faculty: The Arts

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.

Structure

Studied for 1 Semester
Moving Using Popular Styles • Performance Task • Choreography Task

Course Outline:

Throughout the semester students will be involved in a number of different performances in a variety of styles.

They will also engage in choreographic work, with tasks involving hip hop, jazz, tap and contemporary dance. Theoretical work will accompany performances and include extended written responses to their own works as well as the works of professional choreographers.

Assessment Outline:

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

- Making - students are to choreograph a dance/movement section which explores a theme and may incorporate the use of multimedia.
- Performing - students will perform dance sequences in various styles in small groups.
- Responding - students will describe, interpret and evaluate the works of professional choreographers and their own works.
- Written exam

Equipment:

Dance clothes (tights and shirt), A4 book

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Drama | Year 10 | Faculty: The Arts

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.

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.

Design & Technologies | Year 10 | Faculty: Technologies

Duration: Semester 1

Course Overview

Design and Technology focuses on the skills required for Graphics and Design pathways. It 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 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 will:

- 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.

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
Designing Tiny Houses	Commercial Design - Promotions

Assessment

- Supervised classwork
- Assignments
- Related Theory

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Digital Technologies | Year 10 | Faculty: Technologies

Duration: Semester 1

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 of TAFE in this field.

Students will gain an understanding of how to code a video game within a group environment, touch on 3D modelling 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.

Structure

Studied for 1 Semester
• Turtle Python Coding • Video Editing (short unit) • 3D Modelling Video Editing • Document Production

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 additional fees may be applicable.

Note: Units of work may be subject to change

Economics & Business | Year 10 | Faculty: Business

Duration: Semester 1

Course Overview

The focus of learning in Year 10 is the topic "productivity, growth and living standards" within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- What processes do governments use to manage economic decision-making?
- How does the government intervene in the economy to improve economic performance and living standards?
- Why is a continuing focus on workforce efficiency and productivity important for the success of business?
- How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good?
- What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

Objectives

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

- Consider how Australia operates as a trading nation within the broader global economy
- Develop their understanding of the reasons and ways participants in the global economy are interdependent
- Understand the reasons businesses seek a competitive advantage in an increasingly interdependent global market.

Structure

Studied for 1 Semester			
Competition in the Global Economy	Global Economics Global Markets	Australia's Court System Supports a Just Society	Australian Legal System Introduction to Criminal Law

Assessment

- Research/Inquiry - Report
- Examination – Introduction to Law, Criminal Law

Subject Fees

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

EVERY STUDENT IS EXCEPTIONAL
Elanora State High School
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CRICOS Provider Code 00608A

Engineering Principles & Systems | Year 10 | Faculty: Technologies

Duration: Semester 1

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.

Structure

<table>
<tr><th colspan="2">Studied for 1 Semester</th></tr>
<tr><td colspan="2">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, soldering, electronics and simple coding).</td></tr>
<tr><td>Engineering – Bridge Building</td><td>Blue Tooth Speaker</td></tr>
</table>

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

English | Year 10 | Faculty: English

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

Semester 1 | Term 1	Semester 1 | Term 2
Satire. What is so funny? • analyse political cartoons • compose an extended analytical response	Look Who's Talking: Narrative Perspectives • 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.

Food & Fibre Production | Year 10 | Faculty: Technologies

Duration: Semester 1

Indicators of Success

Food and Textiles 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

Food and Textiles 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.

Structure

Studied for 1 Semester	
Unit 1: Fashionista • Environmental and Sustainability issues associated with textile production • Practical recycling: for repurposing clothing for new fashion.	Unit 2: All about Nutrients • 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.

Subject Fees

Subject fees cover foods that are used in weekly practical lessons. Students will also be provided with suitable fabric for the textile's 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.

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Food Specialisations | Year 10 | Faculty: Technologies

Duration: Semester 1

Indicators of Success

Food Specialisations (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 school's policy which is school based, continuous and criteria based.

Course Overview

Food Specialisations (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 Specialisations 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 analysing the sociocultural, economic and legal forces that influence the ways society values the service industry.

Structure

<table>
<tr><th colspan="2">Studied for 1 Semester</th></tr>
<tr><td colspan="2">Year 10 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.</td></tr>
<tr><td>I'm a Chef</td><td>My Coffee Shop</td></tr>
</table>

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 are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Health & Physical Education | Year 10 | Faculty: HPE

Duration: Term 1

Course Overview

Exercise Physiology & Training Methods: This unit is designed for students who are considering studying Physical Education in the senior school. The content of the unit relates directly to the Senior Physical Education course where students will be required to participate in a range of physical activities and complete written tasks related to the physical activity studied. Feedback will be provided to students as to suitability for the senior course.

Structure

Units 1
Practical areas may include topics such as Volleyball, Badminton and Tennis (net games). Theory topics will include Skill Acquisition and Sport Psychology.

Assessment

A range of written and physical tasks including an Investigation research report and a practical performance assessment.

Equipment

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

Subject Fees

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

History | Year 10 | Faculty: Humanities

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.

Structure

Unit 1	Unit 2
History - World War II	History – Wonders of the Ancient World

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

Duration: Semester 1

Course Overview

Students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.

Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.

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.

Structure

Units 1	Units 2
What is the best job in the world?	What is environmental conservation?

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.

Duration: Semester 1

Indicators of Success

Students who wish to complete this subject will have completed relevant studies in Year 9 ITE to a satisfactory level. This may include some aspects of the digital technology's syllabus and some aspects of design in an interdisciplinary environment

Course Overview

Industrial Technology prepares a student for life in our rapidly changing technological society. Information technology, architecture, building, construction and manufacturing using environmentally friendly resources, data security—the list goes on in an ever-expanding world. We are bombarded everyday by new technology and the solutions it can solve. Industrial Technology gives the tools to deal with it. Industrial Technology 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 Industrial Technology will provide students with an integrated approach to certain aspects of design, the manufacturing process thereof and the relevant digital technologies that support this process. Industrial Technology will lead to skills involving 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.

Structure

Studied for 1 Semester	
Unit 1 Introduction and WH&S Workshop production and design (Sheet metal Toolbox) Computer Aided Design (Inventor) / Trinket Box)	Unit 2 Introduction and WH&S Workshop production and design (Trinket Box) Computer Aided Design (Inventor)

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

Mathematics | Year 10 | Faculty: Mathematics

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.

Structure

Unit 1	Unit 2
• Pythagoras's Theorem and Trigonometry • Measurement • Linear Relationships	• Linear Relationships • Probability • Financial / Consumer Maths • Algebra

Assessment

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 may be conducted throughout the year and additional fees may be applicable.

Media Arts | Year 10 | Faculty: The Arts

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

Structure

Unit 1	Unit 2
Working with the Camera: Students will become familiar with DSLR camera operations, with particular reference to available light, interior light, depth of field, movement, and workplace health and safety issues. They will use DSLR cameras on Location in Byron Bay, and process and edit images in Bridge and Photoshop.	**Short Film Production:** Students will work collaboratively to create a short film that constructs an alternative representation to a stereotype found in our culture.

Assessment

- Folio of work of prints and technical information.
- Visual journal of experiences, experiments, development of ideas and manipulated images, written annotation sand Artist Statement.

Equipment

USB Flash Disk, Journal, DSLR camera optional

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions will be conducted throughout the year and additional fees may be applicable.

Music | Year 10 | Faculty: The Arts

Duration: Semester 1 and/or Semester 2

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.

Objectives

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

Structure

Unit 1	Unit 2

• Historical Music Identification/Analysis
• Composition (Blues Music)
• Performance (Solo or Group)
	• Musicology Project
	  ○ Film Music Analysis
	  ○ Film Music Composition
	• Performance (Solo or Group

Assessment

- 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 & Pro Tools) as well as mainstream software (GarageBand & MuseScore) and will be required to demonstrate their understanding of these through creating and writing/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

A4 exercise book (no manuscript pages necessary), access to a personal instrument outside of school (preferred, but not essential) and Headphones

Subject Fees

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

Science | Year 10 | Faculty: Science

Duration: Semester 1

This is a *compulsory* subject for all students in Semester 1, Year 10.

Students undertaking general sciences in senior school (Biology, Chemistry, Physics and/or Psychology) should consider choosing both Science and the General science (elective).

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.

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Analyse 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.

Structure

Unit 1	Unit 2
Nature vs Nurture • Biology – Genetics • Psychology – influences on human nature	How the Universe came to be • Earth Science - Astronomy • Chemistry – chemical basics of life

Assessment

- Supervised Written Assessments
- Assignments

Subject Fees

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

General Science | Year 10 | Faculty: Science

Duration: Semester 1 - Elective

Get a head start in senior science with skills and knowledge that set students up for success.

This Science elective is available to Year 10 students as an optional subject. All students are required to complete the core Science program in Semester 1. However, students who are considering studying General Science subjects in their senior years (Biology, Chemistry, Physics, or Psychology) are encouraged to select this elective. The course is designed to build essential scientific skills and foundational knowledge, ensuring students are well-prepared for the academic demands and rigour of senior science.

Course Overview

Students selecting the science extension elective will study topics in greater depth, learn inquiry skills and study skills to better prepare them for senior science subjects. 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.

Objectives

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

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

Structure

Unit 1	Unit 2
Nature vs Nurture • Biology – Genetics • Psychology – influences on human nature	How the Universe came to be • Earth Science - Astronomy • Chemistry – chemical basics of life

Assessment

- Supervised Written Assessments
- Assignments

Subject Fees

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

Visual Art | Year 10 | Faculty: The Arts

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 arts practice in both senior studies and tertiary institutions. This unit offers an active participation in multiple arts media (2D and 3D) 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.

Structure

Unit 1	Unit 2
Intrinsic/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	Beautiful Decay • Create a 2D acrylic painting on canvas that explores the concept • Create a 3D work that connects aesthetic qualities to thematic “decay.”

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 contemporary arts practice.

Equipment

USB device recommended, visual journal, 2B pencil

Subject Fees

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. General class excursions may be conducted throughout the year and additional fees may be applicable.

EVERY STUDENT IS EXCEPTIONAL

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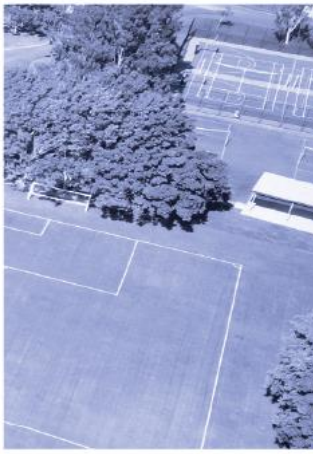

YEAR 10 SUBJECTS VET

- Health Support Services | Certificate II

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Health Support Services | Certificate II

Faculty: Senior Schooling

General Subject	N	Applied Subject	N
QCE Points	4	VET Certificate Qualification	Y

Registered Training Organisation Blue Stone | Medical & Professional

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

This course will equip you to work with people from diverse backgrounds, recognise healthy body systems, respond to behaviours of concern, and transport patients. Our highly experienced industry professionals will guide you every step of the way to ensure your transition into the health sector is a success. This training will be conducted on site in the Elanora SHS Health Pathways Centre. Students will have access to a real world health environment and will learn on the equipment the they will find in the workplace.

Successful completion of this course will qualify you to work in an assistance role in a health care facility as a ward assistant, orderly, food services assistant or laundry services worker. It will also give you the foundation skills you need to undertake further study in the industry, such as a School Based Traineeship in Individual Support or Diploma in Nursing

Structure

Core Competencies	Additional Competencies
• Work effectively with others • Communicate and work effectively in health • Comply with infection control policies and procedures • Participate in WHS Processes • Contribute to health and safety of self and others	• Use business equipment and resources • Deliver a service to customers • Process and maintain workplace information • Produce simple word-processed documents • Create and use spreadsheets • Use business technology • Handle mail • Organise and complete daily work activities • Communicate in the workplace

Assessment

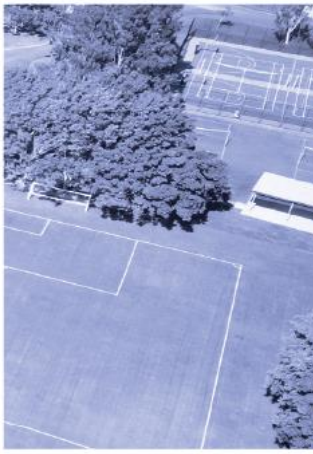
Competency based determined by performance criteria within the training package. Includes theory and some practical work

Subject Fees

This course is eligible for VETiS Funding.

EVERY STUDENT IS EXCEPTIONAL

ELANORA STATE HIGH SCHOOL



XCELERATE ACADEMIES 7 to 9

- Change Makers Academy
- Creative Industries Academy
- e-Stem Academy
- Paddling Academy
- Academy of Sports & Health Science

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Change Makers | Faculty : Humanities & English

Duration: Full Year

Course Overview

Introducing the "Change Makers" program—an innovative educational initiative that empowers students to become socially responsible leaders of tomorrow. At the heart of Change Makers is a deep integration of English and Humanities, employing aspects of Deep Learning to explore and understand real-world issues thoroughly.

By participating in the Change Makers program, students gain the tools and knowledge necessary to address complex societal challenges effectively.

Change Makers is an opportunity to equip students with the skills to not only understand the world around them but also to actively participate in shaping it for the better. Let's prepare our students today for the leadership roles they will assume tomorrow.

Objectives

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

- Develop socially conscious learners who understand local, national, and global issues, and actively consider the impact of their choices on others and the environment.
- Foster global citizenship by encouraging empathy, cultural awareness, and respect for diverse perspectives, while recognising Australia's place in the world.
- Build critical and creative thinkers who can question, analyse, and propose solutions to complex environmental and social challenges.
- Empower active participants in democracy who understand how to engage with civic processes, advocate for change, and contribute positively to their communities.
- Encourage collaboration and leadership by providing opportunities for students to work together, take initiative, and inspire others towards sustainable and equitable futures.

Structure Year 7

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 7	Year 7 Change Makers will explore the theme of Climate Change in Australia through English and Geography. Students will explore the impact of climate change in Australia by learning how to write information reports and use persuasive techniques. They will analyse a range of texts and take part in a class debate, building their research, writing, and public speaking skills while deepening their understanding of climate change issues and solutions. Students will also explore water in the world— including oceans, rivers, flooding, and pollution, and investigate the factors that make places liveable, all through the theme of climate change in Australia. They will examine how environmental challenges affect communities and sustainability, while developing their geographical knowledge and critical thinking about solutions for the future.	In this Semester 2 unit, Year 7 Change Makers will explore the theme of Australian identity through English and History. In English, students will study a novel to examine how authors use narrative techniques to tell powerful stories, before creating their own picture story book. Students will also study 'visual literacy' and explore how stories of Australian identity are represented through texts such as picture story books. They will analyse how visual techniques convey messages about belonging, culture, and history, and apply these skills in their own responses. In History, students will explore how cultures and stories from the past shape Australian identity. They will study Ancient China to trace how aspects of Chinese culture have influenced Australian society and research a significant historical "change maker". Students will also investigate Ancient Australia, examining how histories are remembered and represented Across the unit, students will strengthen their skills in narrative writing, historical inquiry, and visual analysis while reflecting on how stories of the past and present shape Australian identity.

Change Makers | Faculty : Humanities & English

Structure Year 8

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 8	Year 8 Change Makers will explore the themes of identity and belonging through English, History, and Business. In English, students will study the novel *Trash* by Andy Mulligan, analysing how characters navigate identity and belonging in a world different from their own, before writing a narrative that extends the story from one character's perspective. In History, students will research a "change maker" from Medieval Europe, present their findings in a chosen format, and design an artefact with a curator's statement to deepen their understanding of identity in the past. In Business, students will examine how businesses can shape belonging and inclusivity by studying case studies, including First Nations enterprises, before creating a TED Talk style persuasive speech and a Shark Tank style business pitch. Across the unit, students will build critical thinking, creativity, and communication skills while reflecting on how individuals and groups can influence identity and create positive social change.	Year 8 Change Makers will explore global issues through the lens of the United Nations Sustainable Development Goals. In English, students will study documentaries to analyse how cinematic techniques raise awareness of human rights issues, before writing an analytical essay and creating their own mini documentary to inform and persuade audiences. They will also experiment with poetry, using slam poetry to share their voice on global challenges. In Civics and Geography, students will learn about Australia's democracy and how citizens can drive change, while also analysing a local urban area of the Gold Coast and redesigning it to align with UN Goal 'Sustainable Cities and Communities'. Together, these studies encourage students to think critically about global issues and the role they can play as active citizens and change makers.

Structure Year 9

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 9	Year 9 Change Makers will investigate how ideologies and global systems shape both history and identity through the study of English and History. In English they will analyse how media uses perspective and bias to influence audiences before creating their own balanced report on a global issue. They will also build creative skills through narrative writing by crafting a historical fiction piece that brings past experiences to life.	Year 9 Change Makers will explore the power of language and ideas in driving social change. In English students will analyse a novel and other texts that focus on voices of dissent, examining how individuals and groups challenge authority and injustice. They will then develop their persuasive skills by crafting and delivering a persuasive speech on a contemporary issue, using evidence and rhetoric to influence an audience.

Change Makers | Faculty : Humanities & English

Structure Year 9

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 9	In History, students will examine how nations are made and transformed. They will explore Australia's development through key events and ideologies that shaped national identity, as well as investigate World War I, its causes, impacts, and significance for Australia. Together, these units develop critical thinking, historical understanding, and communication skills, preparing students to connect the past with the present as active Change Makers.	This unit serves as a capstone for the Change Makers journey, empowering students with the skills to step into the real world as active voices for change. By critically analysing how dissent shapes societies and mastering the art of persuasive communication, students will be equipped to challenge injustice, influence audiences, and confidently advocate for a better future beyond the classroom.

Assessment Outline

A variety of individual and group tasks in a variety of formats including spoken, written and creative.

Equipment

Computer and charger, 2 x A4 Exercise books

Subject Fees

This subject attracts a Subject Fee. Refer to Student Fee Schedule. General Class excursions are included within the fee structure.

Creative Industries | Faculty : The Arts

Duration: Full Year

Course Overview

The Creative Industries academy focusses on creative, collaborative culture – offering students opportunities to both select a 'major' (Visual Art/Music/Dance) to build discipline specific skills, but also to participate in large-scale collaborative projects that both combine disciplines and extend into broader Arts areas. Participation equips students with advanced artistic and technical skills, real-world industry experience, and the confidence to innovate, collaborate, and communicate their ideas, giving them a competitive edge in further study, creative careers, and life beyond school.

Objectives

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

- **Collaborate Effectively** – Work productively within creative teams, contributing ideas, problem-solving, and adapting to different roles in group projects and productions
- **Engage in Critical and Creative Thinking** – Analyse and respond to artworks, performances, and design concepts, making informed aesthetic, auditory and conceptual decisions in their own work.
- **Integrate Interdisciplinary Skills** – Explore cross-arts collaboration (e.g., combining music with visual art, or media with performance) to broaden creative possibilities.
- **Refine Technical Skills** – Demonstrate advanced proficiency in their chosen arts discipline, using a range of media, tools, and techniques to a high standard.
- **Develop a Personal Artistic Voice** – Create original works that express a clear, individual style or thematic focus, informed by personal interests, cultural influences, and contemporary issues.

Structure

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 7	The Natural World **Visual Art**: Acrylic Painting & Digital Media **Music**: Composition & Group Performance **Dance**: Choreography & Group Performance **Collaborative Task**: Collage Drama Project	Australian Identity **Visual Art**: Sculptural Totems **Music**: Composition & Group Performance **Dance**: Dance Film Project **Collaborative Task**: Ceramic Reef project
Year 8	Where do I belong? **Visual Art**: Graphite Drawing & Hybrid Instruments **Music**: Composition & Group Performance **Dance**: Choreography & Performance **Collaborative Task**: Children's Music Project	UN Sustainable Development Goals **Visual Art**: Interactive Painting **Music**: Group Performance **Dance**: Choreography & Performance **Collaborative Task**: SDG Film Project
Year 9	During this Semester students will select their **Major** area as an **elective;** Art Majors select Yr9 Visual Art, Dance Majors select year 9 Dance, Music Majors select Year 9 Music	**CERTIFICATE II in CREATIVE INDUSTRIES** Creative Industries students return from general electives to start a Certificate course. This course involves both practical & theoretical modules.

Assessment Outline

Students will complete a range of written assessments, including short answer responses, essays, planning tasks, and reflective responses. Practical assessments will apply knowledge and skills from selected Arts discipline in addition to collaborative projects.

Equipment

USB Flash Disk, 1 x A4 Exercise book, display folder (Visual Art – Visual Journal)

Subject Fees

This subject attracts a Subject Fee. Refer to Student Fee Schedule. General Class excursions are included within the fee structure.

eSTEM | Faculty : Mathematics, Science, & Technologies

Duration: Full Year

Course Overview

The eSTEM Academy immerses students in a hands-on, inquiry-based program that integrates **science, technology, engineering, and mathematics** to explore real-world problems and future-focused solutions. Across the year, students engage in sustainability projects, product design challenges, and space exploration investigations that require creativity, teamwork, and critical thinking.

Participation equips students with advanced problem-solving, design, and analytical skills, alongside practical experience in experimentation, engineering design, and data analysis. By applying STEM learning to authentic contexts — from biodiesel and aquaponics to rocket launches and Mars colonisation — students build the confidence to innovate, collaborate, and adapt, preparing them for future STEM pathways, careers, and global challenges.

Objectives

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

- **Collaborate Effectively** – Work productively within STEM teams, sharing ideas, solving problems, and adapting to different roles in design, investigation, and testing.
- **Engage in Critical and Creative Thinking** – Analyse and respond to scientific, mathematical, and engineering challenges, making evidence-based and innovative decisions.
- **Integrate Interdisciplinary Skills** – Apply knowledge across science, mathematics, and engineering design to develop authentic, real-world solutions.
- **Refine Technical and Analytical Skills** – Demonstrate increasing proficiency in data collection, modelling, prototyping, and the use of digital tools.
- **Develop an Innovative STEM Mindset** – Generate original solutions to environmental, technological, and space-related challenges, informed by contemporary issues and future needs.

The eSTEM Academy empowers students to think like innovators, solve problems with resilience, and prepare for the fast-changing technological world.

Structure

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 7	Sustainable Innovations **Science:** Investigating algaculture for biodiesel Aquaponics and sustainable food production. Math: Soap design through geometry and 3D modelling **Math:** Financial mathematics in product design; survey analysis **Collaborative Task:** Soap & Sustainability Design Showcase	Mission to Mars **Science/Math***:* Mars Rover investigations *Science:* Rocket investigation — launch and acceleration measurement (Micro:bit integration) Living on Mars: sustainable habitat and resource design **Science/Math:** Passion Project — Mars-related challenge **Collaborative Task:** Mars Settlement Challenge

Structure

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 8	Earth Systems and Structural Engineering **Science:** Monarch butterfly life cycles — growing, monitoring, and researching butterfly populations as a lens into ecosystems and biodiversity Geologically mapping regions for tectonic activity and identifying remnants of plate movements **Math:** Using Desmos to mathematically model earthquake-resilient designs : Designing and testing earthquake-proof structures based on real-world seismic zones **Collaborative Task:** "Resilient Earth" Structural Engineering Expo	Chemistry and Sustainable Energy **Science:** Core chemistry principles explored through investigations of reactions, materials, and applications in sustainability **Math:** Mathematical modelling of renewable and sustainable energy solutions Designing, constructing, and launching small satellites (CubeSat-style) to collect and analyse environmental and energy-related data **Collaborative Task:** Sustainable Energy Satellite Project
Year 9	Ideology and Systems	Voices of Dissent

Assessment Outline

Students will complete a range of written assessments, including short answer exams, essays, reports, planning tasks, and reflective responses. Practical assessments will apply knowledge and skills from class, with a strong emphasis on safety and active participation.

Equipment

2 x A4 Exercise book (Math & Science), display folder, calculator

Subject Fees

This subject attracts a Subject Fee. Refer to Student Fee Schedule. General Class excursions are included within the fee structure.

Health & Sports Science | Faculty : HPE

Duration: Full Year

Course Overview

The Health & Sports Science Academy offers students a unique opportunity to engage in deep learning that encompasses health and physical education in a relevant, hands-on and purposeful manner. Through engaging in academic, community-based excursions and incursions, students will become well rounded athletes and engage with sporting participation throughout the community. The Academy motto of "Excellent Everywhere" strives from excellence is the gradual result of always striving to do better, which the expectation is placed upon the students from the outset. Students are to maintain a high-level performance, effort and behaviour across all subject areas.

Throughout the program, students will continue to build upon their current athletic abilities and skills and gradually improve on them throughout the year. The ongoing focus of fitness throughout the year will see students test their fitness levels throughout the year and create individualised plans to improve. This will include setting goals, finding their passion and learning more about their body and how it best functions. Entry to the academy requires a testing and screening process, program fee, individual contract, and is performance-based with results, effort and behaviour each term. Students also complete an additional 55-minute early start lesson each week.

Objectives

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

- Be exposed to a wide range of fitness components and tests 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.

Structure

	Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Year 7	**Practical:** Minor and inclusion games, fitness testing, athletics, body awareness through skipping & invasion court games (Basketball, Netball) **Theory:** Understanding Identity Through Sport. Navigating Adolescence (Puberty, Sports Nutrition & Sports Hydration)	**Practical**: Badminton, Cricket, Netball, Intro to Body Surfing, Intro to Kayaking. **Theory**: Striving for Success (Goal Setting in Individual & Team Sports) Our Body Our Moves (Basic introduction to Functional Anatomy)
Year 8	**Practical**: Game sense concepts through field sports (Touch, Oz Tag) Bat & Ball (Tee ball, Softball, and racquet sports (Pickleball) **Theory**: Strengthening Mental Health and Wellbeing through Sport. Alcohol and Other Drugs in Sport (Safe Practices and Decision-Making	**Practical**: Game sense concepts through AFL, American sports introduction through Flag Football, Intro to Surfing Skills **Theory**: Energy Systems How to get the Best out of Our Body as an Athlete) Functional Anatomy Movements (Applying movement strategies to gym programming)
Year 9	**Practical**: Net sports (volleyball), field sports (soccer, futsal Sofcrosse, ultimate frisbee), athletics. **Theory**: First Aid & CPR for Sports Performance. Building Respectful Relationships in Sport.	**Practical**: Target sports (golf, bocce, carpet bowls), international sports (European Handball, Gaelic Football) Surfing. **Theory**: Biomechanics of Sports Movements. (Understanding how our body performs. Ethics & Integrity in Sport (The Rights & Wrongs)

Assessment Outline

Students will complete a range of written assessments, including short answer responses, essays, planning tasks, and reflective responses. Practical assessments will apply knowledge and skills from selected Arts discipline in addition to collaborative projects.

Equipment

USB Flash Disk, 1 x A4 Exercise book, display folder (Visual Art – Visual Journal)

Subject Fees

This subject attracts a Subject Fee. Refer to Student Fee Schedule. General Class excursions are included within the fee structure.