



Junior Subject Information Guide

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

EVERY
STUDENT IS
EXCEPTIONAL

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Introduction

Dear Parents, Caregivers and Students

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 2023. The financial information in this booklet will assist you in planning your financial commitments for the 2023 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

Guide to Selecting Subjects



How Do I Choose My Subjects?

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

Choose subjects:

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

Don't choose a subject because:

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

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

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

Still unsure what career would suit you?

Remember, it's 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.

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

Senior Subjects Structure

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair.

Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

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

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

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment Policy

Assignments

- Early in each term students will be issued with a term assessment schedule. Students will be directed to write these due dates in the term planner provided in the school diary to help time-manage appropriately.
- The Subject Coordinator will issue a specific compulsory draft date and final due date that has been approved by the Head of Department.
- All assignments must be submitted to fulfil the requirement of each semester course. It is a student's responsibility to meet assessment dates and requirements.
- Students are to complete assignments utilising information outlined in assignment task sheets.
- The submitted assignment must be the student's own work.
- Referencing is to be in accordance with "A Guide to Referencing" outlined in the Student Diary.
- A compulsory draft will be submitted via *Turnitin*, where applicable. A hardcopy will be handed in directly to the teacher. Failure to submit will result in the student being required to attend monitoring sessions after school to complete the outstanding task.
- Year 7 -9 submission of written assignments will be to Administration Officer in the HUB.
- Year 10 -12 submission of written assignments will be to Student Services Window (Administration

Building)

- Students must submit a hard copy of the assessment with the task and cover sheet attached and annotated draft, by 1:55pm on the due date.
- Students are not permitted to use class time to submit assignments.
- On submission of the assessment the student will receive receipt confirming the date, time received, the name of the assessment and the name of teacher who has set the assessment.
- This is the student's verification that the assessment has been submitted and should be kept.
- A parent or another student is able to submit an assignment for another student if he / she is unable to do so on the due date. They too will receive the receipt confirming lodgement.
- Extensions can only be granted by the relevant Head of Department but only prior to due date and only if circumstances are deemed appropriate. Application is to be via the Elanora SHS Application for assignment / exam extension form and relevant documentation is required (i.e. medical certificate).
- In faculties that permit resubmission, application is via the Elanora SHS Application for Resubmission form and must meet the criteria required on the form.
- If, in the opinion of the Principal, it is considered necessary, students who fail to complete assignment requirements may be required to undertake other assessment items which will fulfil the same objectives. This is decided in consultation with the Principal.
- Students in Years 11 and 12 will be required to attend school on their Learning or Earning Day (Friday) to complete outstanding assessment or VET competencies.
- Parents are required to speak personally with the Principal or Deputy Principal to discuss any relevant circumstances not included above.
- Internal assessment marks for Years 11 and 12, that are awarded by the school are not finalised until approved by the QCAA.

Plagiarism

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

Examples of plagiarism include:

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

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

Tests / Exams / Practical Assessments

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

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

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

Consequence for Late and or Non-Submission of Assessment

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

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

Special Provision- AARA

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

Legislation and Policies Related to Assessment

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

What Are Vocational Education And Training (VET) Certificates?

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

VET certificates can be studied as:

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

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

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

School Based Apprenticeships and Traineeships

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

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

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

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

VETis

VETis – Vocational Education and Training in Schools.

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

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

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

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

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

A list of employment stream qualifications can be found at:

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

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

Who Does Work Experience?

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

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

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

Subject Pathways

Mathematics

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




	Applied (Commences Semester 2 in Year 10)	General (Commences Semester 2 in Year 10)		
10				
11	Essential Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics *
12				

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
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* 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 Semester 2 in Year 10)	General (Commences Semester 2 in Year 10)	
10	Essential English	English	Literature
11			
12			

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
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Humanities

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

	Applied (Commences in Semester 2 Year 10)		General (Commences in Semester 2 Year 10)			
10			Ancient History*			
11	Tourism	Business Studies	Modern History	Legal Studies	Business	Geography*
12						

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



Technologies

(Food Specialisations & Design and 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: Dance; <u>Design & Technology</u> ; Drama; Digital Technologies; <u>Food Specialisations</u> ; Media Art; Music; Visual Art				
8					
9	Food Specialisations (elective)	Food and Fibre Production (elective)	Engineering Principles & Systems (elective)	Materials & Technologies Specialisations (elective)	Design & Technologies (elective)
10	Food Specialisations (Semester 1) (elective)	Food and Fibre Production (Semester 1) (elective)	Engineering Principles & Systems (Semester 1) (elective)	Materials & Technologies Specialisations (Semester 1) (elective)	Design & Technologies (Semester 1) (elective)



		Applied (Commences Semester 2 in Year 10)						General (Commences Semester 2 in Year 10)		
10	Hospitality Practices			Certificate III in Early Childhood Education & Care	Fashion	Industrial Skills	Furnishings Skills	Building and Construction Skills	Design*	Food and Nutrition
11		Certificate II in Kitchen Operations								
12		Certificate III in Hospitality	Certificate II in Kitchen Operations							

Possible Career Pathways

Hotel Management Marketing Co-ordinators 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)
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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	
9	Dance; Design & Technology; Drama; <u>Digital Technologies</u> ; Food Specialisations; Media Art; Music; Visual Art
10	Digital Technologies (elective)



	Applied (Commences Semester 2 in Year 10)	General (Commences in Semester 2 in Year 10)
10	Information Communication Technology	Digital Solutions *
11		
12		

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



Health and Physical Education

YEAR	SUBJECT	
7	Health and Physical Education (either semester 1 or 2)	Sport & Health Science Academy
8	Health and Physical Education (either semester 1 or 2)	Sport & Health Science Academy
9	Health and Physical Education (either semester 1 or 2)	Sport & Health Science Academy
10	Physical Education (Semester 1- elective)	
	↓	↓
	Applied (Commences in Semester 2 Year 10)	General (Commences in Semester 2 Year 10)
10	Sport and Recreation Cert II – Sport & Recreation Cert III - Coaching	Physical Education
11		
12		

Possible Career Pathways

	Gym instructor Personal trainer Coaching Sport and Recreation Officer Surf Lifesaving Outdoor Education Leisure Management	Health and 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
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Science

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

	Applied (Commences Semester 2 in Year 10)		General (Commences Semester 2 in Year 10)			
10						
11	Science in Practice	Aquatics Practices	Psychology	Biology	Physics	Chemistry
12						

Possible Career Pathways

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

YEAR	SUBJECT
7	Japanese (either Semester 1 or 2)
8	Japanese (either Semester 1 or 2)
9	Japanese (elective)
10	Japanese (Semester 1- elective)



	General (Commences in Semester 2 Year 10)
10	Japanese*
11	
12	
Possible Career Pathways	
	Teacher Interpreter Foreign Affairs and Trade Officer Linguist International Business

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



The Arts

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: <u>Dance</u> ; Design & Technology; <u>Drama</u> ; Digital Technologies; Food Specialisations; <u>Media Art</u> ; <u>Music</u> ; <u>Visual Art</u>					
8						
9	Visual Art (elective)	Media Art (elective)	Dance (elective)	Drama (elective)	Music (elective)	
10	Visual Art (Semester 1) (elective)	Media Art (Semester 1) (elective)	Dance (Semester 1) (elective)	Drama (Semester 1) (elective)	Music (Semester 1) (elective)	

	Applied (Commences in Semester 2 in Year 10)			General (Commences in Semester 2 in Year 10)			
10	Visual Arts in Practice	Media Arts in Practice	Drama in Practice	Dance	Drama	Visual Art	Music
11							
12							

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 Teacher TV Host Journalism Script Writer	Dancer Choreographer Dance Teacher (Private or Academic) Entertainment Events Education Primary Teacher Dance Journalist
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Extra-Curricular Offerings

Instrumental Music, Drama Club, Dance X Program, Sports Media Group and Photo Journalists

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

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.

Dance elective is an exciting new subject being offered to all Year 8 students. Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication.

Objectives

Students will be involved in three areas including performing, making and responding which will come together as a collective 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.

Pathways

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

Structure

Studied for 1 Term
Dance of the People
Three 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.

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.

Pathways

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

Structure

Studied for 1 Term

- Introduction and WH&S
- Workshop production and design
- 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.

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.

Pathways

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

Structure

Studied for 1 Term
<ul style="list-style-type: none">• Binary text, images and sound• Python Programming• Cybersafety

Assessment

- Practical tasks
- Exam

Subject Fees

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

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

Duration: One Term (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.

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 and supports opportunities to work effectively in groups.

Objectives

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Pathways

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

Structure

Studied for 1 Term

Students will explore the elements of drama through the following dimensions:

1. MAKING – Forming and presenting and presenting dramatic action and meaning
2. RESPONDING – Analysing and evaluating 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 theatre

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.

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

Assessment

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

Subject Fees

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

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

Course Overview

Food Specialisations 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.

Pathways

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

Structure

Studied for 1 Term

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

Duration: One Semester

Course Overview

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
Practical: Minor Games and Athletics (middle distance running) Orienteering Contributing to healthy and active communities e.g. promoting health through fitness	Moving our body e.g. Body awareness, dancing, skipping and boxercise Invasion Games e.g. Basketball, Netball
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	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 will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Course Overview

The Humanities course covers two discrete strands of study – History and Geography. Knowledge and understanding of these two subjects is a key to helping solve some of the greatest challenges Australia and the world face today, from environmental changes to resolving conflicts between countries and improving wellbeing and living standards.

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

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

The study of 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. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Objectives

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

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

A course of study in 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. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: One Semester

Course Overview

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
<ul style="list-style-type: none">• Life in Japan and School life	<ul style="list-style-type: none">• 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

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

Subject Fees

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

Duration: Full Year

Indicators of Success

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Media Art (Year 7)

Faculty: The Arts

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

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.

Junior Secondary units in Digital Media provide students with an introduction to the potential of a photographic future and the opportunity to experience a range of photographic/software in an integrated experience. The focus is on the practical application of stage craft (sound, lighting), photography (camera skills) and post photo production (Photoshop). 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 Digital Media, knowledge, understanding and skills ensure that, individual and collaboratively, students develop:

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

Pathways

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

Structure

Studied for 1 Term

Units: Photoshop Introduction

In Digital Media, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Assessment

- Folio of work from student's selected focus within the overall practical framework.
- Digital journal – a diary of experiences, experiment processes and image development arts analysis.
- Theoretical component – written demonstration of students understanding of Design Codes & Conventions

Subject Fees

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

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.

Pathways

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

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

Duration: Full Year

Course Overview

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

- Supervised Written Assessments
- Assignments
- Media Presentations

Subject Fees

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

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.

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 fashion or visual art alternatives in an integrated experience. The focus is on the practical application of fabric uses, sewing skills, designing, drawing, 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 inquire 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.

Pathways

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

Structure

Studied for 1 Term

Units: Dimensions working in 3D Textiles in Visual Arts

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

Assessment

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

Subject Fees

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

Year 8 Subjects

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

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication.

Objectives

Students will be involved in three areas including performing, making and responding which will come together as a collective 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.

Pathways

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

Structure

Studied for one Semester

Dance of the People

Three 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.

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.

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 and supports opportunities to work effectively in groups.

Objectives

By the conclusion of the course of study of Drama, through the application of individual and collaborative application of dramatic knowledge, understanding and skills, students develop:

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

Pathways

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

Structure

Studied for one Semester

Students will engage in a range of practical and written activities that will enable them to identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform and evaluate. Styles studied may include: theatre sports, comedy, physical theatre and Australian play-scripts.

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.

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.

Pathways

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

Structure

Studied for 1 Term

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

Assessment

- Supervised practical construction
- Media Presentations
- Assignments

Subject Fees

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

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.

Pathways

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

Structure

Studied for 1 Term

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

Assessment

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

Subject Fees

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

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

Duration: 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. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

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, and classic and contemporary world literature, including texts from and about Asia.

Objectives

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

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

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

Structure

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

- Short Story (Written)
- Novel study - Comprehension (Written)
- Persuasive Speech (Spoken)
- Novel study – Analytical Essay (Written)

- Visual Literacy appraisal (Written/Spoken)
- Analytical Essay (Written)
- Reflective Monologue (Spoken)

Assessment

Subject Fees

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

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

Course Overview

Food Specialisations 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.

Pathways

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

Structure

Studied for 1 Term

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

Duration: **Semester**

Course Overview

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

Year 8 students will be assessed across a range of written tasks including 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 will be conducted throughout the year and additional fees may be applicable.

Humanities (Year 8)

History; Geography; Economics & Business; Civics & Citizenship

Faculty: Humanities HOD: Jane Harvey

Email: jehar1@eq.edu.au

Duration: Full year

Course Overview

The aim of the Humanities course is to empower students to create better futures for themselves and others, by learning from the past and investigating current events. It covers four discrete strands of study – History, Geography, Civics and Citizenship and Economics and Business. Knowledge and understanding of these four disciplines is a key to helping solve some of the greatest challenges Australia and the world face today, from environmental changes to resolving conflicts between countries, 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 team work 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. Additionally, literacy skill development is a key priority and students will complete a targeted program.

Objectives

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

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

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

A course of study in 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.

Pathways

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Civics and Citizenship – Human rights and the Law History - Medieval Europe	Economics and Business – Personal Finance 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.

Duration: 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

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

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
<ul style="list-style-type: none">• What is friendship?	<ul style="list-style-type: none">• 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 will be conducted throughout the year and additional fees may be applicable.

Duration: Full Year

Course Overview

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: 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.

Junior Secondary units in Digital Media provide students with an introduction to the potential of a photographic future and the opportunity to experience a range of photographic/software in an integrated experience. The focus is on the practical application of stage craft (sound, lighting), photography (camera skills) and post photo production (Photoshop). 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 Digital Media, knowledge, understanding and skills ensure that, individual and collaboratively, students develop:

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

Pathways

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

Structure

Studied for one Semester

Units: Photoshop Introduction - Premiere Pro Introduction

In Digital Media, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Assessment

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

Subject Fees

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

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.

Pathways

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

Structure

Studied for one Semester

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 sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

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

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

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments

Subject Fees

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

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.

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 fashion or visual art alternatives in an integrated experience. The focus is on the practical application of 3D ceramics, designing, drawing, 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 inquire 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.

Pathways

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

Structure

Studied for one Semester

Units: Dimensions working in 3D Textiles in Visual Arts

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

Assessment

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

Subject Fees

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

Year 9 Subjects

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

Duration: Semester

Indicators of Success

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

Course Overview

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

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

Objectives

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

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

Pathways

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

Structure

Studied for one Semester

Musical Theatre

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

Assessment

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

Equipment

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

Subject Fees

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

Design and Technology (Year 9)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

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 should:

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

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

Pathways

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

Structure

Studied for 1 Semester	
Basic Built Environment Drawing and sketching <ul style="list-style-type: none">• Floor Plan• Elevations• Landscape Drawing	
Basic CAD Drawing including <ul style="list-style-type: none">• 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.

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.

Pathways

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

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 fees may be applicable.

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

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.

Pathways

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

Structure

Studied for 1 Semester

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

Styles studied may include: Commedia 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 will be conducted throughout the year and additional fees may be applicable.

Economics and Business (Year 9)

Faculty: Business HOD: Jane Harvey Email: jehar1@eg.edu.au

Duration: Semester

Course Overview

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Engineering Principles and Systems (Year 9)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eg.edu.au

Duration: Semester

Course Overview

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Studied for 1 Semester	
Introduction and WH&S Computer Aided Design (Inventor) / Engineering systems and principles /Basic Engineering Drawing <ul style="list-style-type: none">• Detail drawings• Assembly Drawings• 3D modelling Workshop production and design (Laser cutting, soldering, electronics and simple coding).	
CO2 Racing Cars	LED Mood Light

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.

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. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts studied comprises 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, and classic and contemporary world literature, including texts from and about Asia.

Objectives

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

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

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Semester

Indicators of Success

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.

Pathways

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

Structure

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

Assessment

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

Special Requirements/Costs

- Subject fees cover foods that are used in weekly practical lessons. Students will also be provided with suitable fabric for the 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 TFD (Year 9)

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

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.

Pathways

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

Structure

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

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 (HPE) (Year 9)

Faculty: HPE HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Semester

Indicators of Success:

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

Course Overview

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
Practical: Target Sports Facilitated through Golf, Archery, Bocce, Carpet Bowls Field Sports - Skills Facilitated through AFL, Soccer, Speedball Athletics	Bat and Ball - Skills Facilitated through Cricket, Softball, Sofcrosse Net Sports – Skills Facilitated through Volleyball, Tennis, Badminton and Table Tennis
Theory: First Aid Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour	Theory: Sex Education Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept / Self Esteem Contraception / STIs Media in sport

Assessment

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

Subject Fees

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

Duration: Semester

Course Overview

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

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

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
History - World War II	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 9)

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

Duration: One Semester Terms 1 or 2 (based on numbers & timetabling)

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

Course Overview

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
<ul style="list-style-type: none">• How do we celebrate community?	<ul style="list-style-type: none">• What are social issues?

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

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.

Pathways

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

Structure

Studied for 1 Semester	
Introduction and WH&S	
Workshop production and design (Wood/Plastics, Laser cutting)	
Acrylic & Timber Basketball Stand	Sheetmetal Carry All

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.

Duration: Full Year

Course Overview

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Media Arts (Year 9)

Faculty: The Arts HOD: Tonia Wilkes Email: twilk35@eq.edu.au

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

Unit 1- Photoshop and Animation

Unit 2 - Film School and Cinematography

Units 3 and 4 - Communications Technologies –To creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences within communications practices today.

Assessment

- Folio of work through student's chosen digital application within the overall practical framework.
- Visual journal – a diary of experiences, experiments, development and technical processes.
- Theoretical component – written demonstration of student's understanding of digital art media.

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.

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 they acquire skills to become independent music learners.

Pathways

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

Structure

Studied for 1 Semester

Units: Blues and Beyond Musical Comparisons

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

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 data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

Course Overview

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

- Supervised Written Assessments
- Assignments
- Student experiments

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

By the conclusion of 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.

Pathways

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

Structure

Studied for 1 Semester

Units: I Am

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

Assessment

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

Subject Fees

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 fees may be applicable.

Year 10 Subjects

(Semester 1)

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

Dance (Year 10)

Faculty: The Arts

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester 1

Course Overview:

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

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

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

Pathways

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

Structure

Unit studied
Moving Using Popular Styles <ul style="list-style-type: none">• 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

Costs:

\$125 – additional excursion costs may apply.

Duration: Semester

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 should:

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

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

Pathways

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

Structure

Studied for 1 Semester	
Computer Aided Design (Inventor and Revit)	
Basic Built Environment Drawing	
<ul style="list-style-type: none">• Floor Plan• Elevations• Landscape Drawing	
Basic CAD Drawing including	
<ul style="list-style-type: none">• 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.

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.

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

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

Pathways

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

Structure

Studied for 1 Semester

- Turtle Python Coding
- Video Editing (short unit)
- 3D Modeling 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 fees may be applicable.

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

Drama (Year 10)

Faculty: The Arts

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester 1

Course Overview

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

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

Course Outline

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

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

Pathways

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

Structure

Studied for 1 Semester

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

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

Assessment

Students will complete assessment in the following descriptors:

Making: Performance of a published play-script.

Making: Devising and performance of a student devised concept.

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

Equipment

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

Subject Fees

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

Economics and Business (Year 10)

Faculty: Business & IT HOD: Jane Harvey Email: jehar1@eq.edu.au

Duration: Semester 1

Course Overview

Business/ Legal Studies:

Business In this unit, students will develop and apply enterprising behaviours and capabilities; and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue. For example: exploring why it is increasingly important for businesses to seek a competitive advantage in the global economy; or examining the role of TNCs in strategies of national competitiveness; or hypothesising why the export of locally-made products will greatly benefit the local community. The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asia and global economy; analyse why and how participants in the global community are dependent on each other; explain why and how businesses seek to create and maintain a competitive advantage in the global market.

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.

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

Objectives

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

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

Pathways

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

Course Outline

Term 1 – Business		Term 2 – Civics and Citizenship (Legal Studies)	
Competition in the Global Economy	<ul style="list-style-type: none">- Global economics- Global Markets	Australia's court system supports a just society	<ul style="list-style-type: none">- Australian Legal System- Introduction to Criminal Law

Assessment

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

Subject Fees

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

Junior subject information guide

Duration: Semester

Course Overview

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Studied for 1 Semester	
Introduction and WH&S Computer Aided Design (Inventor) / Engineering systems and principles /Basic Engineering Drawing <ul style="list-style-type: none">• Detail drawings• Assembly Drawings• 3D modelling	
Workshop production and design (Laser cutting / Metal Technology/turning, sheet metalwork, Fitting and Fabrication).	
Engineering – Bridge Building	Com Toy Production

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.

Duration: Semester 1

Course Overview

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

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

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

Objectives

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

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

Additionally, students will:

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

Structure

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

Assessment

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

Equipment

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

Subject Fees

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

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

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

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.

Pathways

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

Structure

Studied for 1 Semester	
Unit 1: Fashionista	Unit 2: All about Nutrients
<ul style="list-style-type: none">• Environmental and Sustainability issues associated with textile production• Practical recycling: for repurposing clothing for new fashion.	<ul style="list-style-type: none">• The focus is on the practical application of food production, developing safe kitchen skills and promoting healthy food choices.

Assessment

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

Special Requirements/Costs

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

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.

Pathways

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

Structure

Semester	
Year 9 units in Food Specialisations (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.	
I'm a Chef	My Coffee Shop

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

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Semester 1

Course Overview

This unit is designed for students who are considering studying Physical Education 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.

Pathways

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

Structure

Unit 1	Unit 2
Practical areas may include topics such as Volleyball, Badminton and Tennis (net games). Theory topics will include Skill Acquisition and Sport Psychology.	Practical areas may include topics such as Basketball, Touch, Soccer and Netball (invasion games). Theory topics will include Energy Systems and Anatomy

Assessment Outline

A range of written and physical tasks including a short answer exam, persuasive essay, analytical essay and a multi-modal group presentation.

Equipment

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

Costs

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

Duration: Semester 1

Course Overview

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

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

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

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

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

Objectives

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

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

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

Pathways

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

Structure

Unit 1	Unit 2
History - World War II	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

HOD: Julianne Davies

Email: jdavi81@eq.edu.au

Duration: Semester

Course Overview

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

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

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

Objectives

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

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

Pathways

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

Structure

Unit 1	Unit 2
What is the best job in the world?	Let's Travel!

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.

Materials and Technologies Specialisations (Year 10)

Faculty: Technologies

HOD: Andrew Goodman

Email: ajgoo1@eq.edu.au

Duration: Semester

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.

Pathways

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

Structure

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

Duration: Semester 1

Course Overview

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

Objectives

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

Pathways

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

Structure

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

Assessment Outline

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

Equipment

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

Subject Fees

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

Media Arts (Year 10)

Faculty: The Arts

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester 1

Course Overview

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

Course Outline

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

Pathways

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

Structure

Unit 1	Unit 2
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 Outline

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

Equipment

USB Flash Disk, Journal, DSLR camera optional

Costs

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule.

Duration: Semester 1

Course Overview

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

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

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

Objective

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

- Musicology (Analysis)
- Composition
- Performance

Pathways

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

Structure

Units

- Musicology (Analysis)
- Composition
- Performance
- Bach to the Future

Assessment Outline

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

Equipment

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

Costs

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

Duration: Semester 1

Indicators of Success

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

Course Overview

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

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

Objectives

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

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

Pathways

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

Structure

Semester 1: Units 1 - 4		Semester 2: Units 5 - 7	
Body Coordination Disease	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 will be conducted throughout the year and additional fees may be applicable.

Visual Arts (Year 10)

Faculty: The Arts

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester 1

Course Overview

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

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

Course Outline

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

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

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

Pathways

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

Structure

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	Self Create a folio of mixed-media works, investigating artist techniques used to represent our physical self.

Assessment Outline

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

Equipment

USB device recommended, visual journal, 2B pencil

Costs

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule.

Year 10 Certificate Courses

Health Support Services – Certificate II

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au



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 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 Fee

This course is eligible for VETiS Funding.

Skills for Work and Vocational Pathways

Certificate II (Year 10 semester 1)

Faculty: Senior Schooling HOD: Jai McCulloch Email: jmccu12@eq.edu.au

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

Registered Training Organisation

Tallebudgera Outdoor Environmental & Educational Centre

Course Overview

This course is designed to increase your confidence and get you prepared for your next step in study or work. Further develop language, literacy and numeracy competencies through accredited training, building your suitability for work and providing pathways into further vocational education and training.

Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"> • Read and respond to routine workplace information • Write routine workplace texts • Calculate with whole numbers, fractions, percentages, decimals for work • Estimate, measure and calculate routine metric measurements for work • Interact effectively with others at work • Use strategies to respond to routine workplace problems • Use routine strategies for work-related learning • Use digital technology for routine workplace tasks 	<ul style="list-style-type: none"> • Participate in work health and safety processes • Communicate in the workplace • Identify and interpret information in familiar tables, graphs and charts for work • Interpret routine tables, graphs and charts for work • Provide appropriate information on cultural knowledge • Use routine strategies for career planning

Assessment

Students will complete all of the above 14 units of competency to receive their certificate.

Subject Fees

Course cost \$50 (heavily subsidised by ESHS) not available through VETiS

Excellence and Academy Programs

Academic Class of Excellence (Year 7- 9)

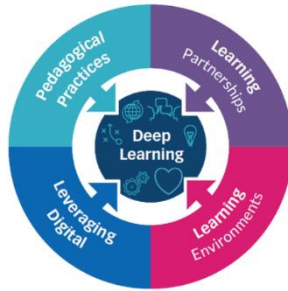
Faculty: Core HOD: Adam Quirk Email: aquir5@eq.edu.au

Duration: Full Year

Course Overview

The Academic Class of Excellence (ACE) includes the four core subjects of English, Humanities, Mathematics and Science from year 7- 9. Learning within the ACE class incorporates elements of the appropriate year level curriculum planning as well as Deep Learning.

Deep Learning is an approach mobilized by the four elements of learning partnerships, learning environments, leveraging digital and pedagogical practices and seeks to build the conditions which support innovation and agency for all learners.



Six Deep Learning competencies; creativity, citizenship, collaboration, communication, creativity and critical thinking define what it means to be a deep learner and learning progressions specify the dimensions and measure growth in each competency.



Character

- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action



Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action



Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting and taking action on ideas in the real world

Subject Fees

A yearly fee of \$125 is payable to participate in the ACE class.

Duration: Full Year

Course Overview

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

Objectives

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

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

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

Structure

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

Assessment

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

Equipment

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

Subject Fees

A program fee applies that includes BYOD. Most class excursions are included within the fee structure. This fee does not include the cost of the Academy camp held during the year.

Duration: Full Year

Indicators of Success

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

Course Overview

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

Objectives

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

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

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
<p>Practical: Game sense concepts Facilitated through minor games, futsal and basketball Athletics to include throws, jumps and running events Touch sports – skills/drills (1)</p>	<p>Practical: Touch sports – skills/drills (2) Net Games – Skills e.g. Tennis, Volleyball, Badminton Team Sports/Bat and Ball - Facilitated through Softball, Baseball, Tee Ball, Cricket</p>
<p>Theory: Wellbeing Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being Accessing health information and services Fitness Understanding Movement e.g. understanding heart rates/ fitness components for improvement Personal fitness program to improve performance</p>	<p>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; promoting fairness and ethical behaviour in sport</p>

Assessment

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

Subject Fees

A program fee applies that includes BYOD. Most class excursions are included within the fee structure. This fee does not include the cost of the Academy camp held during the year.

Duration: Full Year

Indicators of Success

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

Course Overview

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

Objectives

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

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

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

Structure

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

Assessment

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

Subject Fees

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

Extracurricular Programs

Junior Kayak Program (Years 7,8,9)

Faculty: Health & Physical Education Contact: Sharon Kyme Email: skyme2@eq.edu.au

Duration: 1- 3 years

Indicators of Success

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

Course Overview

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

Objectives

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

Structure

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

Assessment

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

Subject Fees

A program fee of \$215 applies.

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

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

Faculty: The Arts Contact: Jessica Kesting

Email: jakes0@eq.edu.au

Duration: Ongoing throughout Years 7, 8, 9 and 10

Indicators of Success

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

Course Overview

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

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

Objectives

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

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

Pathways

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

Structure

Ongoing Course of Study

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

Assessment

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

Subject Fees

A \$40.00 subject fee applies per semester. A \$100 annual equipment hire fee per item. Some performance excursions will be conducted throughout the year and additional fees may be applicable.