Junior Secondary
Subject Information Guide
2017
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<td>Health and Physical Education - Dance Academy (HPE-D)</td>
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<td>Health and Physical Education - Junior Sports Academy (HPE-S)</td>
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<td>Music Art Dance Drama (MAD)</td>
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<td>Science (JSS)</td>
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<td>Technology and Digital Design (TDD)</td>
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<td>The Arts - Textiles and Visual Art (ATV)</td>
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<tr>
<td>History/Geography/Civics (LHG)</td>
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<td>Hospitality (HSP)</td>
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<td>Industrial Technology (ITE)</td>
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<td>Music (MUS)</td>
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Dear Parents 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 together with your attendance at the Career and Subject Selection Expo on Tuesday August 2 2016 will assist you in the subject selection process for your student.

Following the Career and Subject Selection Expo as part of the ‘On Target Interviews’, students and parents will have an individual interview with one of our teachers on Tuesday August 16, 2016. This will finalise subject selections.

As a school we are strong believers in assisting parents and students to make informed decisions when it comes to school and post-school pathways. Please take the time to attend and engage in both of these important information nights; utilise the information in this book and seek advice from our curriculum experts to assist in you making an informed decision.

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 students are provided with a tailored NAPLAN preparation program in Years 7, 8 and 9 to assist in preparation for this important testing program.

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 the ‘Your Future – How’ program that has provided all Year 10 students with a range of activities including work experience and tertiary campus tours. Students will be required to pass both Year 10 Maths and English to progress to QCE study.

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.

In 2018, Year 11 students will commence study in the new External Assessment system being delivered by the QCAA. As we approach this exciting time it is important to attend all the information sessions. Once students have selected subjects, you will be required to make a financial commitment to ensure your student is equipped to commence school in 2017. The financial information in this booklet will assist you in planning your financial commitments for the 2017 financial year.

Financial commitments will include general stationery items and will 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 will 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, attend the Career and Subject Selection Expo and the ‘On Target Interviews’. If we can offer any further assistance please do not hesitate to contact the school.

Cameron Hodges
Principal
### Schedule of Fees 2017

#### Student Resource Scheme – Years 7, 8, 9 – $330 and Years 10, 11, 12 - $340

Subject Contribution Fee: The following subjects use a higher level of consumable resources and therefore attract an additional Subject Contribution Fee. Full payment is due prior to the commencement of the school year/class.

<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>CODE</th>
<th>Yr 7</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
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<td>Photography/ Photo Imaging Studies</td>
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<td>$50/semester</td>
<td>$100</td>
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</table>

#### Certificate Courses - As these course are deliver by external providers all Certificate Course Fees must be paid before the commencement of the school year. The following fees are based on information available at time of publication; however cost may change in the future depending on RTO requirements.

| Certificate II In Public Safety Aquatic Rescue – Year 10 (If numbers permit) | 2017VAQ | $150 payable to school for RTO: covers transport, membership, access to facilities & craft |
| Certificate II in Resources & Infrastructure Work Preparation               | 2017VRP | $3000 see Note 3 |
| Certificate III in Early Childhood Education                                | 2017VEC | $665 payable to school for RTO |
| Certificate II in Hospitality                                              | 2017VHS | $720 see Note 3 |
| Certificate III in Hospitality                                              | 2017VHI | $300 payable to school for RTO |
| Certificate II in Tourism                                                  | 2017VTR | $550 see Note 3 |
| Certificate III in Tourism                                                  | 2017VTO | $300 payable to RTO |
| Certificate IV in Justice Studies                                          | 2017VJS | $675 payable to school for RTO |
| Diploma in Business                                                        | 2017DBU | $3500 payable to RTO: Vet Fee help available |

#### ADDITIONAL FEES

- Distance Education School Programs: $10 to $150 depending on course selected
- Instrumental Music Hire Scheme: $50 annual per equipment item
- Graphics Calculator Hire Scheme: $70 ($35 hire + $35 bond refundable at the end of the course)
- 2017 Yearbook: $25 Year 7 -11, Year 12 Gift from P&C

#### NOTE 1:
This cost does not include options such as Deep Sea Fishing (approximately $110), Marine Radio Licence ($74), First Aid Cert ($90), Scuba Diving (approximately $350), Medical Certificate or Boat Licence Fee.

#### NOTE 2:
Should Year 12 Physical Education Canoe Camp occur, it will cost approx. $175.

#### NOTE 3:
Some VET course fees (Certificate I and II) are covered by state government funding. This means that a student can enrol in the course of study and not be charged for the delivery of that program. This is called VETIS funding. A student is eligible for only one VETIS funded program. Some RTOs can provide VET fee help for students.
ELANORA SHS STUDENT RESOURCE SCHEME – TERMS AND CONDITIONS

Parents and Carers are directly responsible for providing textbooks and other resources for their children while attending school. A Student Resource Scheme (SRS) enables students to temporarily use textbooks and other equipment. It is designed to reduce the costs of supplying textbooks and other resources to parents through bulk purchasing and as such is not considered to be a deterrent for students enrolling at a particular school.

The Elanora State High School Student Resource Scheme operates under the policy and guidelines of the Department of Education and Training (DET). The Scheme is voluntary. However if you do not join the scheme you are responsible for providing all texts and resources for your child which will cost in excess of $1200 per student per year.

The school’s fees have been endorsed by both the Finance Committee and the Parents’ and Citizens’ Association. While the Scheme is fully endorsed by the P&C Association, the Scheme is operated by the school.

BENEFITS OF THE SCHEME

- Efficient administration of the Student Resource Scheme to maximise resources for learning
- Student data back up server
- Consumables such as general art materials, math and science resources, and safety gear
- Equipment hire e.g. musical instrument, digital camera/device, specialist uniforms
- Reproduced class workbooks, worksheets and teacher prepared material which complement and/or substitute for textbooks
- Selected stationery, writing and drawing sets, exam materials, STARS/CARS
- Subject resources where the core curriculum is extended through provision of practical learning experiences and materials in excess of items provided by school grants. eg. Arts, HPE, Sport, subject competitions, cooking and manual arts’ materials.
- Student diary and/or student planner
- Student ID card, vouchers, recognition and rewards program
- Student material used for classroom projects, events culminating activities
- Student reference material for hire/purchase e.g. Books, magazines, audio video tapes, CDs, software licences, online resources and subscriptions
- Textbooks prescribed for each subject, including novels, atlas, dictionary and thesaurus.
- Technology equipment, laptops, printers, data projectors
- Equipment hire – digital cameras (still/video), audio visual equipment
- A wide range of industry standard software
- Audio and video recordings
- Preparation, practice and marking for National Literacy and Numeracy testing provided by external agency
- Selected Year Level specific personal development programs
- Industry placement services
- School based apprenticeship/traineeship placement services
- Queensland Core Skills preparation, practice and marking
- Interschool sport uniforms
- Whole school sport transport and venue hire
- Sports equipment, district and regional levies and awards
- Senior Schooling program including QCS and RYDA programs
- Personal printing credit of $10 per semester (Junior Secondary) and $20 per semester (Senior Secondary)
ITEMS SPECIFICALLY EXCLUDED FROM THE SCHEME

- Paper / exercise books to write on
- Stationery items - biros, pencils etc.
- Calculator and drawing equipment
- Protective clothing where required e.g. apron, hairnet etc.
- Materials required for student home assignment work.

GOVERNMENT TEXTBOOK ALLOWANCE SCHEME

The Department of Education, Training and the Arts encourages schools to provide Student Resource Schemes in an effort to reduce costs to parents. This allows books and materials to be purchased early and discounts to be secured through early payment and bulk ordering.

To this end, schools with approval of their Parents’ and Citizens’ Association may elect to receive a direct bulk payment equivalent to the total of the Textbook Allowance for all students.

In 2016, the Government Textbook Allowance paid to the school was $121.00 for Years 7 to 10 and $262.00 for Years 11 and 12. Our Parents’ and Citizens’ Association has currently approved direct payment of the Government Textbook Allowance to the school in bulk.

ELIGIBILITY

All students are eligible to receive a Textbook and Resource Allowance, except for the following categories of students:

- Students undertaking part-time study
- International students and students on exchange programs
- Students who are 19 years of age or older on 1 January of the year they enrol in Years 11 or 12 and are not progressing directly from full-time study in Year 10
- Students enrolled after the second Friday of Term 4

2017 JUNIOR SECONDARY STUDENT RESOURCE SCHEME FEES: $330.00
2017 SENIOR SECONDARY STUDENT RESOURCE SCHEME FEES: $340.00

Every effort has been made to contain costs to parents while ensuring that adequate resources are available for student use. Parents wishing to take advantage of the services provided by the Scheme pay an annual fee and sign a contract agreeing to the conditions therein.

GREAT VALUE!

The Student Resource Scheme represents excellent value and provides substantial savings to parents of students in all year levels. This year, the cost to parents of providing all learning materials for students will average $1200.

PARTICIPATION IN THE SCHEME

On the SRS Participation Form, parents are asked to indicate whether they would like to join the voluntary Scheme or not. Parents wishing to join the Scheme will need to sign the participation form indicating that they have read and understood the Terms and Conditions.

NON PARTICIPATION IN THE SCHEME

The school will provide a comprehensive list of all items that are covered under the Student Resource Scheme applicable to your student (a general list is outlined in this document). It is the responsibility of non-participants of the Scheme to purchase all the textbooks and resources provided by the Scheme.
NON-COMPULSORY (ENRICHMENT) ACTIVITIES

Opportunities for students to participate in various enrichment activities may become available during the school year e.g. visit to the theatre, ski trip, study tour. The Student Resource Scheme does not include such activities. Before a student can be considered for any of the above activities, a parent who has joined the Scheme is expected to have:

- Fully paid the student resource scheme and subject contribution fees, or
- Have made regular on-going payments towards the student resource scheme and subject contribution fees as previously arranged with the school Finance Office or Business Manager - an official “payment plan”.

PAYMENT METHODS AND OPTIONS

Parents are asked to indicate on the participation form the preferred method of payment. Payment can be made at the school’s finance office by cash, cheque, EFTPOS, credit card or by direct debit from a Centrelink payment plan. A receipt will be provided for each of these payment methods with the exception of the automatic Centrepay Deduction. However, parents will receive a statement from Centrelink indicating that the transfer of funds has occurred. We ask parents to file their receipts in case reference to the receipt is required in the future.

RECORD OF PAYMENT METHOD AND OPTION

☐ Cash  ☐ EFTPOS  ☐ Cheque  ☐ Credit Card  ☐ Centrepay Deduction  ☐ B Point

Option 1:
Full payment of SRS and Subject contribution fees by due date

School’s Bank Account Name: Elanora State High School General A/C
BSB Number: 064-404 (CBA Branch - Burleigh Heads)
Account Number: 0009 0717
Reference/Details: Please record both “Student EQ ID Number AND Reference Code

Option 2:
Payment Plan - 2 Monthly automatic direct debit credit card payments (processed 16 September 2016, 17 February 2017)

Option 3:
Centrepay Deductions Start or Amend (negotiate Centre pay plan with the finance team). Full payment is required by end of Semester 1.

Option 4: Negotiated individual payment plan with finance office (To be approved by the Business Manager)

FINANCIAL DIFFICULTY

Anyone experiencing financial difficulty and wishing to pay the fees over an extended period should phone the school’s Business Manager to arrange an appointment on 5568 4333. It is our intention to encourage all families to join the Scheme and enjoy its benefits.

Stationery Items – General Requirements

These will need to be purchased by individual students / parents / caregivers.

STATIONERY ITEMS
- 1 exercise book or loose leaf folder per subject (Having one book with multiple sections is not appropriate)
- Red, black & blue pens
- Coloured pencils
- Ruler and Eraser
- Glue stick
- 8GB USB
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'. Choose subjects that are challenging.

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?

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 Year 9 students at Assemblies
- READ the Year 9 Subject Selection Handbook
- 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 will be based on mandated Australian Curriculum components and elective Key Learning Areas from the Queensland Curriculum.

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

Assignments
1. Early in each semester students will be issued with a semester assessment timetable. Students will be directed to write these due dates in the semester planner provided in the student’s school diary to help students time-manage appropriately.
2. The assessment schedule will be in the form “during the week beginning Monday...” The Head of Department will issue a specific due date within that week.
3. 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.
4. Students are to complete assignments utilising information outlined in assignment task sheets.
5. The submitted assignment must be the student’s own work.
6. Referencing is to be in accordance with “A Guide to Referencing” outlined in the Student Diary.
7. To submit a piece of assessment students in the senior school submit their work electronically by the due date via turnitin (see point 14) where applicable, to address the issue of authorship. A hard copy of the assessment with the task sheet attached is also submitted. Students in the Junior School submit a hard copy of their assessment with the task sheet attached by the due date but may be required to submit it via turnitin.
8. Students absent on the due date must make arrangements to submit the assignment to the school office prior to 3:30pm on that day e.g. via email. Absence is not a valid reason to not submit.
9. Extensions may 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.
10. In faculties that permit resubmission, application is via the Elanora SHS Application for Resubmission form and must meet the criteria required on the form.
11. 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.
12. Students in Years 11 and 12 may be required to attend school on their Learning or Earning Day (Friday) to complete outstanding assessment or VET competencies.
13. Parents are required to speak personally with the Principal or Deputy Principal to discuss any relevant circumstances not included above.
14. Senior assignments need to be submitted via “turnitin” to ensure there is no plagiarism. Details for this process are included in the “Why is referencing required?” on page 38 in the Student Diary.

Tests / Exams
1. When a student is unable to sit for a test due to illness or circumstances beyond the student’s control, the Head of Department may arrange for a deferred test to be completed on return to school on a date at the discretion of the Head of Department. Requests for extension are via the Elanora SHS Application for extension exam/assignment form.
2. The Principal, Deputy Principal or Head of Department can grant this deferred test in special circumstances.
Useful Website Links

CAREERS

Australian Apprenticeships
www.australianapprenticeships.gov.au

Australia’s National Career Information Service - myfuture
www.myfuture.edu.au

Career Information Service
www.cis.qsa.qld.edu.au

Job Guide
www.jobguide.deewr.gov.au

Queensland’s Career Events
www.careersevent.com

Seek Career. Resources including the Interview Guide Wizard
www.seek.com.au

STUDY

Higher education for students in Australia
studyassist.gov.au/sites/StudyAssist

Planning your pathway to a QCE
www.qcaa.qld.edu.au

Queensland Curriculum and Assessment Authority (QCAA)
www.qcaa.qld.edu.au

Queensland Tertiary Admissions Centre
www.qtac.edu.au
TERTIARY INSTITUTIONS

GOLD COAST

Bond University
www.bond.edu.au

Griffith University, Gold Coast Campus
www.griffith.edu.au/about-griffith/campuses/gold-coast-campus

Southern Cross University, Gold Coast Campus
www.scu.edu.au/about/index.php/6

TAFE Gold Coast
www.gcit.edu.au

BRISBANE

Griffith University
www.griffith.edu.au

Queensland University of Technology
www.qut.edu.au

TAFE Queensland
www.tafe.qld.gov.au

The University of Queensland
www.uq.edu.au/study
Year 7
Subject Information
English (JSE)

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<td>English</td>
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<tr>
<td></td>
<td>Head Of Department - Lorraine Lee Que</td>
<td>Email: <a href="mailto:llleeq1@eq.edu.au">llleeq1@eq.edu.au</a></td>
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<tr>
<td>Career Pathways:</td>
<td>English at various levels is a prerequisite for most tertiary study and future employment</td>
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</table>

COURSE OVERVIEW:

The Year 7 course has been developed to engage the prescribed requirements of the Australian Curriculum (refer ACARA) with the influence of guidelines from the Queensland Curriculum and Assessment Authority (QCAA).

Year 7 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 greater depth. Selection and inclusion in the extension class is at the HOD’s discretion and requires that a predetermined minimum level of achievement be maintained.

COURSE OUTLINE:

- Developing creative transformations
- Exploring social issues through drama
- Reflecting on people’s lives and contributions through non-literary texts
- Novel study with a focus on narrative elements
- Analysing and creating media texts through advertising and newspapers

N.B. Changes may occur in response to program reviews

ASSESSMENT OUTLINE:

Year 7 English students will be assessed across a range of written, spoken and multi-modal tasks.

EQUIPMENT:

USB Flash Disk, 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.
Health and Physical Education (HPE)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Health and Physical Education  
|           | Head Of Department – Tony Rapallo  
|           | Email: arapa1@eq.edu.au |
| Prerequisites: | Nil |
| Subject Pathway: | Years 8, 9 and 10 | Years 11 and 12 |
| Authority | Physical Education | Senior Sport Academy |
| VET | (Recreation) |
| Introduction to Physical Education | Physical Education |
| Futsal/Touch | |
| Extension | |

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 the whole year.

COURSE OUTLINE: YEAR 7 HPE

<table>
<thead>
<tr>
<th>Practical:</th>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Testing, Minor Games and Athletics</td>
<td>Moving our body e.g. Body awareness, dancing, floor routine, skipping, yoga, sports aerobics</td>
<td></td>
</tr>
<tr>
<td>Recreation/ Challenge and Adventure e.g. Target (Archery), Orienteering, Golf, Frisbee</td>
<td>Invasion Games e.g. Basketball, Netball, Oztag</td>
<td></td>
</tr>
</tbody>
</table>

| Theory: | |
| Safety in Sport | |
| Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport | Sex Education |
| Fitness | Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities. |
| • Contributing to healthy and active communities e.g. promoting health through fitness | Nutrition Guidelines |
| | Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating) |

ASSESSMENT OUTLINE:
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

COSTS:
No Subject Contribution Fee applies.
Health and Physical Education - Dance Academy (HPE-D)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✔</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Health and Physical Education  
Head Of Department – Tony Rapallo  
Email: arapa1@eq.edu.au |
| Prerequisites: | Nil |
| Subject Pathway: | Years 8, 9 and 10 | Years 11 and 12 |
|               | Authority | Authority Registered | VET |
|               | Dance    | Dance              |

**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 under-estimated. 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. For students with recognised Dance aptitude, the Dance Academy program aims to provide them with an opportunity to develop their dance performance and choreographic skills in various styles of dance. Students will be provided with the same theoretical learning experiences as regular Health and Physical Education classes.
The Dance Academy program consists of three compulsory 70-minute lessons per week. One of these lessons is an Early Start lesson. The weekly pattern consists of one health and two practical sessions per week where dance technical skills and fitness are developed. The Early Start lesson will focus on dance performance, strength and core training.

**COURSE OUTLINE:**  YEAR 7 HPE-D

<table>
<thead>
<tr>
<th>Practical:</th>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
</table>
| Dance technique  
Contemporary  
Choreography  
Cross- Training |
| Dance technique  
Jazz and Musical theatre  
Choreography  
Cross- Training |
| 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 (i) 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) |

**NOTE:**
Students are timetabled to one additional compulsory lesson per week devoted to cross training or dance. 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.

**ASSESSMENT OUTLINE:**
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:**
Dance attire, USB Flash Disk, 1 x A4 Exercise book, display folder, dance footwear is optional

**COSTS:**
$125 program fee per year
Health and Physical Education - Junior Sports Academy (HPE-S)

**Duration:** Full Year | **Semester:** X

**Faculty:**
Health and Physical Education  
Head Of Department – Tony Rapallo  
Email: arapa1@eq.edu.au

**Prerequisites:** Nil

**Subject Pathway:**

<table>
<thead>
<tr>
<th>Years 8, 9 and 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authority</strong></td>
<td><strong>Authority</strong></td>
</tr>
</tbody>
</table>
| Introduction to Physical Education  
Futsal / Touch Extension | Physical Education | Senior Sport Academy (Recreation) |

**Career Pathways:**
Exercise Science, Occupational Therapy, Coaching, Public Health, Nutrition and Dietetics, Lifeguard, Psychology and more

**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.

**COURSE OUTLINE: YEAR 7 HPE-S**

<table>
<thead>
<tr>
<th><strong>Practical:</strong></th>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness Testing and Minor Games</strong></td>
<td>Moving our body e.g. Body awareness, dancing, floor routine, skipping, yoga, sports aerobics</td>
<td></td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td>Cross- Training</td>
<td></td>
</tr>
<tr>
<td><strong>Recreation/Challenge and Adventure</strong> e.g. Target (Archery), Orienteering, Golf, Frisbee</td>
<td>Invasion Games e.g. Basketball, Netball and Oz tag</td>
<td></td>
</tr>
<tr>
<td><strong>Cross - Training</strong></td>
<td><strong>Theory:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Safety in Sport</strong></td>
<td>Being Healthy, Safe and Active (i) e.g. ( \text{playing safely, rules, skills to promote safety in sport} )</td>
<td></td>
</tr>
<tr>
<td>**Being Healthy, Safe and Active (ii) e.g. ( \text{puberty and sexual identities.} )</td>
<td><strong>Nutrition Guidelines</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fitness</strong></td>
<td>Contributing to healthy and active communities e.g. promoting health through fitness</td>
<td>( \text{e.g. food serving recommendations (healthy eating) } )</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE:**
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

**COSTS:**
$125 program fee per year
COURSE OVERVIEW: This course covers two discrete strands of study – History and Geography.

**History** is a disciplined process of enquiry into the past that develops students’ curiosity and imagination. 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. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is interpretative by nature, promotes debate and encourages thinking about human values, 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.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ancient World</td>
<td>Water in the World</td>
</tr>
<tr>
<td>Place and Liveability</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE: Assessment may include the following:

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

EQUIPMENT: USB Flash Disk, 2 x A4 Exercise books, display folder, pens, pencils, ruler, eraser, coloured pencils

COSTS: No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.
Japanese (JAP)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head of Department - Lorraine Lee Que</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Years 8, 9 and 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
<td>VET</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
<td></td>
</tr>
</tbody>
</table>

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.

COURSE OUTLINE:
Languages are organised by two interrelated strands:
- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning.
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

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.

ASSESSMENT OUTLINE:
Assessment may include the following:
- Response to stimulus exam
- Essay
- Research task (either written or multi-modal)
- Oral presentation
  N.B. All 4 macro skills will be assessed but tasks may vary

EQUIPMENT:
USB, A4 Exercise book

COSTS:
No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.
Mathematics (JSM)

Duration: Full Year ✓ Semester: X

Faculty: Mathematics
Head of Department – Paul Wright
Email: pwrig47@eq.edu.au

Prerequisites: Year 6 Mathematics

Subject Pathway: Years 8, 9 and 10

<table>
<thead>
<tr>
<th>Authority</th>
<th>Authority Registered</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Mathematics A</td>
<td>Pre-Vocational</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics B</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Mathematics C</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Introduction to Mathematics B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Career Pathways: The knowledge and skills developed in Mathematics are widely used in a range of employment fields such as engineering, health, finance, business, information technology, education and science.

COURSE OVERVIEW:
Two Mathematics courses are provided for study – Core and Extension Mathematics. Both cover the same content and strands of Mathematics but are studied at differing depths depending on student ability.

Selection and inclusion into Extension Mathematics is by the HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained.

COURSE OUTLINE:

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

ASSESSMENT OUTLINE:
Year 7 Mathematics will be assessed across the criteria of Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Students will generally sit four examinations each semester (two exams each term) and one investigation task across the school year. Students will achieve in the range of A-E for each criterion and an overall rating or achievement level of A-E will be reported each semester.

Extension Mathematics students will be assessed according to the level they are working at.

EQUIPMENT:
All students must follow the Mathematics Department Bookwork Policy. Students must bring their textbook, scientific calculator (has M+ and sin/cos/tan buttons), pencil case (with red, blue and black pens, HB pencils, ruler, protractor, glue and scissors) and their notebook with them to all lessons.

COSTS: No Subject Contribution Fee applies. General class excursions may be conducted throughout the year where additional fees may be applicable.
Music (MUS)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>The Arts and Home Economics Head of Department - Debra Harrison Email: <a href="mailto:dharr38@eq.edu.au">dharr38@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Basic skills on an instrument are an advantage</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Years 8, 9 and 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td></td>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
</tr>
</tbody>
</table>

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, 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 the Senior Secondary Subject Information Guide Part C.

COURSE OUTLINE:
Units in music develop students’ understanding and appreciation of various musical genres through immersion into these via three assessment avenues:
- Musicology (Analysis)
- Composition
- Performance

ASSESSMENT OUTLINE:

**MUSICOLOGY (ANALYSIS)**
Students will be introduced to musical terms and descriptors and assisted in understanding the correct application of these, through the deconstruction of various repertoires.

**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), Headphones

COSTS:
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
# Music Art Dance Drama (MAD)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year: X</th>
<th>Semester: ✓</th>
</tr>
</thead>
</table>

**Faculty**

The Arts and Home Economics  
HOD - Debra Harrison  
Email: dharr38@eq.edu.au

**Prerequisites:**  
Nil

**Subject Pathway:**  
- **Years 8, 9 and 10**  
- **Years 11 and 12**

<table>
<thead>
<tr>
<th>Authority</th>
<th>Authority Registered</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance, Drama,</td>
<td>Dance</td>
<td>Photography</td>
</tr>
<tr>
<td>Digital Art, Food</td>
<td>Drama</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Enterprise, Music,</td>
<td>Music</td>
<td>Studies</td>
</tr>
<tr>
<td>Textiles, Visual A</td>
<td>Visual Art</td>
<td>Hospitality</td>
</tr>
<tr>
<td>rt, Visual Art</td>
<td>Home Economics</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Art Studies</td>
<td></td>
<td>- Textile</td>
</tr>
</tbody>
</table>

**Career Pathways:**  
Musician, composer, dancer, actor, sound technology, choreographer, stage manager, director, journalist, writer, event manager, artist, photographer, caterer, hospitality industry, fashion design.

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**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 Arts alternatives in an integrated experience. The focus is on the exploration of performance in Dance, Drama, Digital Art, Home Economics, Music and Visual Arts. Each unit reflects outcomes to be reached in Junior Secondary thus providing a clear understanding of both practical and theoretical expectations for future elective study pathways. This course draws upon the ACARA Digital Technology curriculum.

**COURSE OUTLINE:**  
Year 7 units introduce students to the concepts and practices encountered in the fields of Music, Art (Visual Digital and Practical), Food Enterprise, Dance and Drama. They will explore a wide range of media, technology and performance in both traditional and contemporary frameworks. Each unit is an opportunity to develop fine motor skills, confidence in performance, working in teams, resolution and exhibition. The course content may vary depending on the staffing allocation.

**ASSESSMENT OUTLINE:**  
Units will culminate in presentations which showcase the creative talents of each young artist. Units will also be supported by a theoretical journal covering all technical information.

**EQUIPMENT:**  
Black leather shoes, pen, USB, work journal.

**COSTS:**  
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Science (JSS)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Science and Industrial Design Technology  
Head of Department - Nick Chandler  
Email: cchan35@eq.edu.au |
| Prerequisites: | Year 6 Science |
| Subject Pathway: | Years 8, 9 and 10  
| | Years 11 and 12  
| | Authority  
Science  
Biotechnology  
Physical Chemistry  
| | Authority Registered  
Biology  
Chemistry  
Physics  
Science 21  
| | VET  
Marine and Aquatic Practices |
| Career Pathways: | Many careers need a base of Science knowledge: Nursing, Dietician, Doctor, Physiotherapist, Engineer, Chemist, Geologist, Research scientist, Beautician and Chef, just to name a few. |

**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 and explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the topics below in greater depth. Extra activities may be included e.g., titrations, microscopy tertiary displays and industry excursion. Students undertaking Science Extension should definitely consider studying both Biotechnology and Physical Chemistry in Year 10. Progression to Griffith Biology, Griffith Chemistry, Griffith Physics or SCU Physiology Plus in Years 11 and 12 should also be considered (see Partnership Program section in the 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.

**COURSE OUTLINE:**
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction and Investigatory Science</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Properties of Substances</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Mixtures</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Classification</td>
</tr>
<tr>
<td>Unit 5</td>
<td>‘Murdering’ the Mangroves</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Habitats and Interactions</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Forces and Machines</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE:**
- Supervised written assessments
- Assignments

**EQUIPMENT:**
Textbook, exercise book, USB, diary, pencil case with (blue, black, red pens) pencil, eraser, eraser and ruler. Also required are two pairs of rubber gloves for science experiments and a pair of safety goggles/glasses.

**COSTS:**
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Technology and Digital Design (TDD)

**Duration:**
- Full Year: ✅
- Semester: ✅

**Key Learning Area:** Technology

**Faculties**
- Business and Information Technology
  - HOD - Tonia Wilkes
  - Email: twilk35@eq.edu.au
- Science and Industrial Design Technology
  - HOD - Nick Chandler
  - Email: cchan35@eq.edu.au

**Prerequisites:** Nil

**Subject Pathway:**
- Years 8, 9 and 10
  - Industrial Technology
  - Making Money
  - Legal Studies
  - Business Enterprise

- Years 11 and 12
  - Accounting
  - Business Management
  - Economics
  - Legal Studies
  - Information Technology Systems

**Authority**
- Business in Practice
- Furnishings
- Industrial - Technology Studies

**VET**
- Diploma in Business

**Career Pathways:**
- IT support, multimedia, website design, administration assistant, clerical worker, receptionist, graphic designer, architect, construction, manufacturing

**COURSE OVERVIEW:**
Technology and Digital Design units in Year 7 provide students, via an integrated approach, with elementary skills in industrial workshops, business enterprises and design laboratories. They explore the potential of commercial and technological futures linking Junior Secondary to Senior Secondary and beyond. This course draws upon the ACARA Digital Technology curriculum.

**COURSE OUTLINE:**
The course content may vary depending on the staffing allocation. Topics which may be covered include:

- Business innovation and financial literacy
- Marketing
- Practical industrial experience e.g. electronics, 3D printers, CNC routers, wood-based and metal-based activities and graphic design.
- Digital Technology

**ASSESSMENT OUTLINE:**
The unit will culminate in integrated presentations which showcase the technology skills acquired by each student.

**EQUIPMENT:**
Black leather shoes, pen, USB, workbook.

**COSTS:**
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Year 8

Subject Information
**English (JSE)**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>English</td>
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<tr>
<td></td>
<td>Head Of Department - Lorraine Lee Que</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:lleeq1@eq.edu.au">lleeq1@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Year 7 English</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Years 9 and 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td></td>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>English Extension</td>
<td>Communication</td>
</tr>
<tr>
<td>Career Pathways:</td>
<td>English at various levels is a prerequisite for most tertiary study and future employment.</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW:**

The Year 8 course has been developed to engage the prescribed requirements of the Australian Curriculum (refer ACARA) with the influence of guidelines from the Queensland Curriculum and Assessment Authority (QCAA).

Year 8 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 greater 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.

**COURSE OUTLINE:**

- Media exploring how newspapers create representations
- Novel analysis with a focus on issues and elements of theme and character
- Exploring Indigenous representations
- Exploring ideas and opinions to develop a persuasive/argumentative text
- Creative Transformations – narrative writing
- Reflecting on people, their lives, culture and history through non literacy texts
- Responding to stimulus with persuasive argument

N.B. Changes may occur in response to program reviews

**ASSESSMENT OUTLINE:**
Year 8 English students will be assessed across a range of written, spoken and multi-modal tasks.

**EQUIPMENT:**
USB Flash Disk, 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.
Health and Physical Education (HPE)

Duration: Full Year ✔ Semester: X

Faculty: Health and Physical Education
Head Of Department – Tony Rapallo
Email: arapa1@eq.edu.au

Prerequisites: Year 7 HPE

Subject Pathway:
- Years 9 and 10
  - Introduction to Physical Education
  - Futsal Extension
  - Touch Extension

- Years 11 and 12
  - Physical Education
  - Senior Sport Academy (Recreation)

Career Pathways:
Exercise Science, Occupational Therapy, Coaching, Public Health, Nutrition and Dietetics, Lifeguard, Psychology and more.

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 the whole year.

COURSE OUTLINE: YEAR 8 HPE

<table>
<thead>
<tr>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical:</strong></td>
<td><strong>Net Games - Skills</strong></td>
</tr>
<tr>
<td>Touch Sports – Skills</td>
<td>e.g. Tennis, Volleyball, Badminton</td>
</tr>
<tr>
<td>Facilitated through Touch, Oztag</td>
<td><strong>Team Sports/Bat and Ball</strong></td>
</tr>
<tr>
<td>Athletics</td>
<td>Facilitated through Softball, Baseball, Tee Ball, Cricket</td>
</tr>
<tr>
<td>Throws, jumps and running events</td>
<td><strong>Wellbeing</strong></td>
</tr>
<tr>
<td><strong>Theory:</strong></td>
<td><strong>Legal Drugs</strong></td>
</tr>
<tr>
<td>Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being</td>
<td>Being Healthy, Safe and Active (iv) e.g. reasons why people use/not use drugs such as alcohol and tobacco</td>
</tr>
<tr>
<td>Accessing health information and services</td>
<td><strong>Other Drugs</strong></td>
</tr>
<tr>
<td><strong>Fitness</strong></td>
<td>Other drugs; promoting fairness and ethical behaviour in sport</td>
</tr>
<tr>
<td>Understanding Movement e.g. understanding heart rates/ fitness components for improvement</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE:
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.

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

COSTS:
No Subject Contribution Fee applies.
Health and Physical Education - Dance Academy (HPE-D)

**Duration:**
- Full Year ✅
- Semester: X

**Faculty:**
- Health and Physical Education
- Head Of Department – Tony Rapallo
- Email: arapa1@eq.edu.au

**Prerequisites:**
- Nil

**Subject Pathway:**
<table>
<thead>
<tr>
<th>Years 9 and 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority</td>
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<tr>
<td>registered</td>
<td>registered</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
</tr>
</tbody>
</table>

**Career Pathways:**
- Dancer, Choreographer, Dance Teacher, Entertainment, Events, Occupational Therapy, Education, Public Health, Nutrition and Dietetics, Psychology and more.

**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. For students with recognised Dance aptitude, the Dance Academy program aims to provide them with an opportunity to develop their dance performance and choreographic skills in various styles of dance. Students will be provided with the same theoretical learning experiences as regular Health and Physical Education classes.

The Dance Academy program consists of three compulsory 70 minute lessons per week. One of these lessons is an Early Start lesson. The weekly pattern consists of one health and two practical sessions per week where dance technical skills and fitness are developed. The Early Start lesson will focus on dance performance, strength and core training.

**COURSE OUTLINE:** YEAR 8 HPE-D

<table>
<thead>
<tr>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical:</td>
<td></td>
</tr>
<tr>
<td>• Dance technique</td>
<td>• Dance technique</td>
</tr>
<tr>
<td>• Contemporary and Ballet</td>
<td>• Contemporary</td>
</tr>
<tr>
<td>• Choreography</td>
<td>• Choreography</td>
</tr>
<tr>
<td>• Cross Training</td>
<td>• Cross Training</td>
</tr>
<tr>
<td>Theory:</td>
<td>Legal Drugs</td>
</tr>
<tr>
<td>Wellbeing</td>
<td></td>
</tr>
<tr>
<td>Being Healthy, Safe and Active (iii) e.g. mental, social and physical well-being</td>
<td>Being Healthy, Safe and Active (iv) e.g. reasons why people use/not use drugs such as alcohol and tobacco</td>
</tr>
<tr>
<td>Accessing health information and services.</td>
<td>Other Drugs</td>
</tr>
<tr>
<td>Fitness</td>
<td>Other drugs; promoting fairness and ethical behaviour in sport</td>
</tr>
<tr>
<td>Understanding Movement e.g. understanding heart rates/ fitness components for improvement</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Students are timetabled to one additional compulsory lesson per week devoted to cross training or dance. 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.

**ASSESSMENT OUTLINE:**
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.

**EQUIPMENT:**
- Dance attire, USB Flash Disk, 1 x A4 Exercise book, display folder, dance footwear is optional

**COSTS:**
- $125 program fee per year
Health and Physical Education - Junior Sports Academy (HPE-S)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Health and Physical Education  
Head Of Department – Tony Rapallo  
Email: arapa1@eq.edu.au |
| Prerequisites: | Nil |
| Subject Pathway: | **Years 9 and 10**  
Introduction to Physical Education  
Futsal/Touch Extension  
Physical Education  
**Years 11 and 12**  
Authority  
Senior Sport Academy  
(Recreation) |

**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.

**COURSE OUTLINE: YEAR 8 HPE-S**

<table>
<thead>
<tr>
<th>Practical:</th>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
</table>
| Touch Sports – Skills  
Facilitated through Touch, Otag Athletics  
Throws, jumps and running events  
Cross- Training | Net Games  
e.g. Tennis, Volleyball, Badminton  
Team Sports/ Bat and Ball  
Facilitated through Softball, Baseball, Tee Ball, Cricket  
Cross- Training |

| 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; promoting fairness and ethical behaviour in sport |

**ASSESSMENT OUTLINE:**
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.

**EQUIPMENT:**
USB Flash Disk, 1 x A4 Exercise book, display folder

**COSTS:**
$125 program fee per year
Humanities and Social Sciences (JSH)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Humanities and Social Sciences  
Head of Department: Julianne Davies  
Email: jdavi81@eq.edu.au |
| Prerequisites: | Year 7 History and Geography |
| Subject Pathway: | Year 9 and 10 | Year 11 and 12 |
| Authority | Modern History  
Ancient History  
Geography |
| Authority Registered | Tourism |
| VET | Certificate III in Tourism  
Diploma in Events  
Certificate IV Justice Studies |
| Career Pathways: | Careers include the following, among others: Teacher, Psychologist, Management positions, Archaeologist, Tour Guide, Editor, Historian, Journalist, Solicitor, Landscape Architect, Geographer, Parliamentarian, Political Scientist, Sociologist, Writer, Detective, Researcher, Environmental Scientist, Flight Attendant, Human Relations Officer, etc. |

COURSE OVERVIEW: This course covers two discrete strands of study – History and Geography

**History** is a disciplined process of enquiry into the past that develops students’ curiosity and imagination. 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. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is interpretive by nature, promotes debate and encourages thinking about human values, 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.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
</table>
| Medieval Europe  
Spanish Conquest |
| Landforms and Landscapes |

ASSESSMENT OUTLINE:
Assessment may include the following:
- Response to stimulus exam
- Essay
- Research task (either written or multi-modal)
- Oral presentation

EQUIPMENT:
USB Flash Disk, 2 x A4 Exercise books, display folder, pens, pencils, ruler, eraser, coloured pencils

COSTS: No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.
Japanese (JAP)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Communications  
Head of Department - Lorraine Lee Que  
Email: lleeq1@eq.edu.au |
| Prerequisites: | Year 7 Japanese |
| Subject Pathway: | Years 9 and 10  
Years 11 and 12  
Authority  
Authority Registered  
VET  
Japanese  
Japanese |
| Career Pathways: | Workforce, Interpreter, Translator, Teaching, Tourism, International Business and Tertiary study |

**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.

**COURSE OUTLINE:**

Languages is organised by two interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning.
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

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 Australian Curriculum.

**ASSESSMENT OUTLINE:**

Assessment may include the following:

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

N.B. All 4 macro skills will be assessed but tasks may vary

**EQUIPMENT:**

USB, A4 Exercise book

**COSTS:**

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

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head of Department – Paul Wright</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:pwrig47@eq.edu.au">pwrig47@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Year 7 Mathematics</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Years 9 and 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td>Authority</td>
<td>Mathematics</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Authority Registered</td>
<td>Mathematics B</td>
<td>Pre-Vocational</td>
</tr>
<tr>
<td>VET</td>
<td>Mathematics C</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Career Pathways:</td>
<td>The knowledge and skills developed in Mathematics are widely used in a range of employment fields such as engineering, health, finance, business, information technology, education and science.</td>
<td></td>
</tr>
</tbody>
</table>

COURSE OVERVIEW:
Two Mathematics courses are provided for study – Core and Extension Mathematics. All cover the same content and strands of Mathematics but are studied at differing depths depending on student ability.

Selection and inclusion into Extension Mathematics is by the HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained. Generally students enter Core Mathematics if they have obtained a minimum of a ‘C’ in Year 7 Mathematics.

COURSE OUTLINE:
By the end of Year 8, students use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and pro-numerals. They simplify a variety of algebraic expressions and solve linear equations. They solve a range of everyday problems involving rates and ratios.

Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians and means of outliers. Students choose appropriate units of measurement of area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration.

ASSESSMENT OUTLINE:
Year 8 Mathematics will be assessed across the criteria of Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Students will generally sit four examinations each semester (two exams each term) and one investigation task across the school year. Students will achieve in the range of A-E for each criterion and an overall rating or achievement level of A-E will be reported each semester.

EQUIPMENT:
All students must follow the Mathematics Department Bookwork Policy. Students must bring their textbook, scientific calculator (has M+ and sin/cos/tan buttons), pencil case (with red, blue and black pens, HB pencils, ruler, protractor, glue and scissors) and their notebook with them to all lessons.

COSTS:
No Subject Contribution Fee applies. General class excursions may be conducted throughout the year where additional fees may be applicable.
### Music (MUS)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| **Faculty:** | The Arts and Home Economics  
Head of Department - Debra Harrison  
Email: dharr38@eq.edu.au |
| **Prerequisites:** | Basic skills on an instrument are an advantage. An understanding of basic music notation. |
| **Subject Pathway:** | Years 9 and 10 | Years 11 and 12 |
| Authority | Authority Registered | VET |
| Music | Music | |
| **Career Pathways:** | Music performance/composition, Music Research, Pedagogy, Sound Technology, Music Theatre, Arts Administration, Emerging Creative Industries, Music Educator, University and TAFE studies |

### 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. Please see the Senior Secondary Subject Information Guide Part C.

### COURSE OUTLINE:
Units in music develop students’ understanding and appreciation of various musical genres through immersion into these via three assessment avenues:
- Musicology (Analysis)
- Composition
- Performance

### ASSESSMENT OUTLINE:

**MUSICOLOGY (ANALYSIS)**
Students will be introduced to musical terms and descriptors and assisted in understanding the correct application of these, through the deconstruction of various repertoires.

**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), headphones

### COSTS:
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Science (JSS)

Duration: Full Year ✓  Semester: X

Faculty: Science and Industrial Design Technology
Head of Department - Nick Chandler
Email: cchan35@eq.edu.au

Prerequisites: Year 7 Science

Subject Pathway: Years 9 and 10  Years 11 and 12

<table>
<thead>
<tr>
<th>Authority</th>
<th>Authority Registered</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Marine and Aquatic Practices</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physical Chemistry</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science 21</td>
<td></td>
</tr>
</tbody>
</table>

Career Pathways: Many careers need a base of Science knowledge: Nursing, Dietician, Doctor, Physiotherapist, Engineer, Chemist, Geologist, Research scientist, Beautician and Chef, just to name a few.

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 and explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the topics below in greater depth. Extra activities may be included e.g., titrations, microscopy tertiary displays and industry excursion. Students undertaking Science Extension should definitely consider studying both Biotechnology and Physical Chemistry in Semester 2 of Year 10. Progression to Griffith Biology, Griffith Chemistry, Griffith Physics or SCU Physiology Plus in Years 11 and 12 should also be considered (see Partnership Program section in the 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.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Cells</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Living Systems</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Growth and Reproduction</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Physical and Chemical Change</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Elements, Compounds and Mixtures</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Rocks and Minerals</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Using Energy</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Exploration and Mining</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE:

- Supervised written assessments
- Assignments

EQUIPMENT:
Textbook, exercise book, USB, diary and pencil case (with blue/black and red pens/pencil and eraser/ruler). Also required are two pairs of rubber gloves for science experiments and a pair of safety goggles/glasses.

COSTS:
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Technology – Food Enterprise (TFE)

Duration: Full Year X
Semester: ✓

Faculty: The Arts and Home Economics
Head of Department – Deb Harrison
Email: dharr38@eq.edu.au
Business and Information Technology
Head of Department – Tonia Wilkes
Email: twilk35@eq.edu.au

Prerequisites: Nil

Subject Pathway: Years 9 and 10
Years 11 and 12
Authority
Home Economics, Hospitality, Business
Accounting, Business Management, Home Economics
Authority Registered
Hospitality, Business in Practice
VET
Certificates II and III in Hospitality

Career Pathways: Chef, restauranteur, small business, marketing, tourism

COURSE OVERVIEW:
Junior Secondary units in Food Enterprise provide students with an introduction to the potential of a hospitality/business future and the opportunity to experience a range of kitchen and merchandising alternatives in an integrated experience. The focus is on the practical application of food production, workshop skills, packaging and merchandising. 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.

COURSE OUTLINE:
Year 8 units in Food Enterprise introduce students to concepts and practices employed in hospitality, business and work environments. They will explore a wide range of technology with both practical and theoretical outcomes, kitchen and food preparation, presentation, packaging, marketing and costing. Each unit is an opportunity to develop fine motor skills, confidence in technology, working in teams, resolution and life skills.

ASSESSMENT OUTLINE:
The units will culminate in presentations which showcase the creative talents of each student. Units will also be supported by a theoretical journal covering all technical information.

EQUIPMENT:
Black leather shoes, hair restraint, pen, USB, work journal, weekly practical cookery ingredients.

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

Kitchen ingredients for all food preparation need to be supplied from home. Lists with corresponding dates will be handed out in advance each term.
**Technology – Industrial Enterprise (TIE)**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year X</th>
<th>Semester: ✓</th>
</tr>
</thead>
</table>
| Faculty:        | Science and Industrial Design Technology  
                  Head of Department – Nick Chandler  
                  Email: cchan35@eq.edu.au  
                  Business  
                  Head of Department – Tonia Wilkes  
                  Email: twilk35@eq.edu.au |
| Prerequisites:  | Nil         |
| Subject Pathway:| Years 9 and 10  
                  Authority  
                  Industrial Technology  
                  Home Economics  
                  Making Money  
                  Legal Studies  
                  Fashion Studies  
                  Hospitality  
                  Introduction to Early Childhood Education and Care  
                  Years 11 and 12  
                  Authority Registered  
                  Hospitality  
                  Business in Practice Furnishings  
                  Industrial Technology Studies  
                  Fashion |
| Authority:      | VET         |
| Equipment:      | Black leather shoes, pen, USB, workbook, consumable items e.g. food and textiles equipment. |
| COSTS:          | No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable. |

**COURSE OVERVIEW:**
The Industrial Enterprise unit in Year 8 provides students with an integrated approach, leading to skills involving elementary skills in industrial workshops, business enterprises as well as artistic and graphic design laboratories. Students explore the potential of commercial and technological futures linking Junior Secondary to Senior Secondary and beyond.

**COURSE OUTLINE:**
The course content may vary depending on the staffing allocation. Topics which may be covered include:

- Business innovation—can I make it and sell it?
- Starting up a business—what’s involved?
- Financial literacy and banking
- Marketing
- Production, presentation and packaging
- Logistics—location and transport

**ASSESSMENT OUTLINE:**
The unit will culminate in integrated presentations which showcase the technology skills acquired by each student.

**EQUIPMENT:**
Black leather shoes, pen, USB, workbook, consumable items e.g. food and textiles equipment.

**COSTS:**
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
The Arts – Drama and Digital Art (ADD)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year X</th>
<th>Semester: ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>The Arts and Home Economics Head of Department – Debra Harrison Email: <a href="mailto:dharr38@eq.edu.au">dharr38@eq.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

| Prerequisites: | Nil |

<table>
<thead>
<tr>
<th>Subject Pathway:</th>
<th>Years 9 and 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Digital Art Drama Photography</td>
<td>Drama Visual Art</td>
<td>Photography/Digital Visual Art Studies</td>
</tr>
</tbody>
</table>

| Career Pathways: | Actor, stage manager, director, photographer, film maker, artist and graphic artist. |

**COURSE OVERVIEW:**
Junior Secondary units in Drama and Digital provide students with an introduction to the potential of a performance or photographic future and the opportunity to experience a range of drama performance and photographic/software in an integrated experience. The focus is on the practical application of performance (acting), 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.

**COURSE OUTLINE:**
Year 8 units in drama and digital introduce students to concepts and practices employed in theatre and commercial photographic environments. They will explore a wide range of processes and technology with both practical and theoretical outcomes. These include acting, directing, costume and set design, sound and lighting, camera skills, lighting software and exhibition. Each unit is an opportunity to develop fine motor skills, confidence in public performance and technology, working in teams, resolution and life skills.

**ASSESSMENT OUTLINE:**
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.

**EQUIPMENT:**
Black leather shoes, pen, USB and a work journal.

**COSTS:**
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
The Arts - Textiles and Visual Art (ATV)

Duration: Full Year X  Semester: ✓

Faculty: The Arts and Home Economics  
Head of Department – Debra Harrison  
Email: dharr38@eq.edu.au

Prerequisites: Nil

Subject Pathway: Years 9 and 10  Years 11 and 12

<table>
<thead>
<tr>
<th>Authority</th>
<th>Authority Registered</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Home Economics</td>
<td>Visual Art Studies</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Visual Art Studies</td>
<td></td>
</tr>
</tbody>
</table>

Career Pathways: Artist, designer, fashion designer, tailor, commercial artist and graphic designer.

COURSE OVERVIEW:
Junior Secondary units in Textiles and Visual Art provide students with an introduction to the potential of a textile/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.

COURSE OUTLINE:
Year 8 units in Textiles and Visual Art introduce students to concepts and practices employed in Home Economics and Art in the senior school. They explore a wide range of technology with both practical and theoretical outcomes.
Textiles: Designing, sewing, presentation and costing.
Visual Art: Designing, drawing, painting, constructing, printing, presentation and costing. Each unit is an opportunity to develop fine motor skills, confidence in technology, working independently, resolution and presentation skills.

ASSESSMENT OUTLINE:
The units will culminate in presentations which showcase the creative talents of each student. Units will also be supported by a theoretical journal covering all process work and technical information.

EQUIPMENT:
Black leather shoes, hair restraint, pen, 2B pencil, USB and a work journal.

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

Fabric and other materials need to be supplied from home for all garment construction. Lists will be handed out with corresponding dates early each term.
Small journal: $5.00
Year 9
Subject Information
Business Enterprise (TBE)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Full Year: X</th>
<th>Semester ✓</th>
</tr>
</thead>
</table>

**Faculty:**
Business and Information Technology  
Head of Department – Tonia Wilkes  
Email: twilk35@eq.edu.au

**Prerequisites:**
Due to the nature of this course it is suggested that students have achieved a C or higher in English and Mathematics.

**Subject Pathway:**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Making Money</td>
<td>Accounting Business Management Economics</td>
</tr>
</tbody>
</table>

**Career Pathways:**
Direct entry programs into Griffith University and Southern Cross University. Students studying this subject can move into career pathways relating to marketing, finance, trades and services, self-employment, real estate, investment and management.

**COURSE OVERVIEW:**
This subject will provide students with a ‘taste’ of all Senior Authority Business Classes. It has been designed to allow students to discover their interests and capabilities and to help guide them in their chosen career paths. It takes the most interesting and relevant topics from the Economics, Business Management and Accounting curriculum and meshes them together to present a course that is both educational and enjoyable.

**COURSE OUTLINE:**
Topic 1- Introduction to Business, Financial Literacy  
Topic 2- Marketing Mix, Product Promotion  
Topic 3- Business Enterprises, Entrepreneurship  
Topic 4 - Business Ethics, CSR and Social Entrepreneurship

**ASSESSMENT OUTLINE:**
Students will be assessed against criteria modified and adapted from the senior Business Management, Accounting and Economics syllabi. Assessment will be a combination of projects, reports, presentations and quizzes.

**EQUIPMENT:**
USB, notebook, diary and display folder

**COSTS:**
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
## Drama (DRA)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year: X</th>
<th>Semester: ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>The Arts and Home Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOD - Debra Harrison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:dharr38@eq.edu.au">dharr38@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Year 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td></td>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Career Pathways:</td>
<td>Actor, lighting technician, sound technology, choreographer, stage manager, director, journalist, writer, event manager, scenic artist, costume designer and set designer.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

### COURSE OUTLINE:
Year 9 Drama introduces students to concepts and practices employed in theatre. They will explore a range of dramatic performance with both practical and theoretical outcomes such as improvisation, circus arts, theatre for public performance and comedy. Each unit is an opportunity to develop skills based in performance, confidence in public speaking and working in teams.

### ASSESSMENT OUTLINE:
The units will culminate in presentations which showcase the creative talents of each young performer. Units will be supported by a work journal or written reflection.

### EQUIPMENT:
Black leather shoes, pen, USB, workbook.

### COSTS:
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
**English (ENG)**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head Of Department - Lorraine Lee Que</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:lleeq1@eq.edu.au">lleeq1@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Year 8 English</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Pathway:</th>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
<td>VET</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English Communication</td>
</tr>
<tr>
<td>English Extension</td>
<td></td>
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</tr>
</tbody>
</table>

| Career Pathways: | English at various levels is a prerequisite for most tertiary study and future employment. |

**COURSE OVERVIEW:**

The Year 9 course has been developed to engage the prescribed requirements of the Australian Curriculum (refer ACARA) with the influence of guidelines from the Queensland Curriculum and Assessment Authority (QCAA).

Year 9 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 greater depth. Selection and inclusion in the extension class is at the HOD’s discretion and requires that a predetermined minimum level of achievement be attained and maintained.

**COURSE OUTLINE:**

- Responding to celebrities in the media.
- Study of film elements and audience engagement.
- Exploring ethical issues in a drama text through spoken reflection.
- Novel study with a focus on elements.
- Creating transformations from speculative fiction.
- Deconstructing non written texts through semiotics in advertising.

N.B. Changes may occur in response to program reviews

**ASSESSMENT OUTLINE:**

Year 9 English students will be assessed across a range of written, spoken and multi-modal tasks.

**EQUIPMENT:**

USB Flash Disk, 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.
Health and Physical Education (HPE)

**Duration:** Full Year ✓

**Faculty:** Health and Physical Education
Head Of Department – Tony Rapallo
Email: arapa1@eq.edu.au

**Prerequisites:** Nil

**Subject Pathway:**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Introduction to Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Futsal Extension</td>
<td></td>
</tr>
<tr>
<td>Touch Extension</td>
<td></td>
</tr>
</tbody>
</table>

**Career Pathways:** Exercise Science, Occupational Therapy, Coaching, Public Health, Nutrition and Dietetics, Lifeguard, Psychology and more.

**COURSE OVERVIEW:**
The primary focus of Health and Physical Education is not only to 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 the whole year.

**COURSE OUTLINE: YEAR 9 HPE**

<table>
<thead>
<tr>
<th>Practical:</th>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Sports – Skills</strong>&lt;br&gt;Facilitated through Volleyball, Tennis, Badminton, Table Tennis</td>
<td><strong>Bat and Ball - Skills</strong>&lt;br&gt;Facilitated through Cricket, Softball, Sofcrosse</td>
<td></td>
</tr>
<tr>
<td><strong>Field Sport – Skills</strong>&lt;br&gt;Facilitated through AFL, Soccer, Speedball Athletics</td>
<td><strong>Target Sports</strong>&lt;br&gt;Facilitated through Golf, Archery, Bocce, Carpet Bowls</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory:</th>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
</table>
| **ICT - Fitness**<br>Being Healthy, Safe and Active (i) e.g. use ICT to design and monitor a personal fitness plan **Sex Education**<br>Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness.  
  - Self-Concept  
  - Self Esteem  
  - Contraception  
  - STIs | **First Aid**<br>Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour **Family, Friends & Media**<br>Being Healthy, Safe and Active (iv) e.g. analysing the role of family and friends’ impact on participation and stereotypes. Goal setting. |

**ASSESSMENT OUTLINE:**
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.

**EQUIPMENT:**
USB Flash Disk, 1 x A4 Exercise book, display folder

**COSTS:**
No Subject Contribution Fee applies.
Health and Physical Education - Dance Academy (HPE-D)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Health and Physical Education Head Of Department – Tony Rapallo Email: <a href="mailto:arapa1@eq.edu.au">arapa1@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Year 10</td>
<td>Years 11 and 12</td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW:**
The primary focus of Health and Physical Education is not only to 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. For students with recognised Dance aptitude, the Dance Academy program aims to provide them with an opportunity to develop their dance performance and choreographic skills in various styles of dance. Students will be provided with the same theoretical learning experiences as regular Health and Physical Education classes.

The Dance Academy program consists of three compulsory 70 minute lessons per week. One of these lessons is an Early Start lesson. The weekly pattern consists of one health and two practical sessions per week where dance technical skills and fitness are developed. The Early Start lesson will focus on dance performance, strength and core training.

**COURSE OUTLINE: YEAR 9 HPE-S**

<table>
<thead>
<tr>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical:</strong></td>
<td><strong>Practical:</strong></td>
</tr>
<tr>
<td>Dance Technique</td>
<td>Dance Technique</td>
</tr>
<tr>
<td>Ballet and Contemporary dance</td>
<td>Jazz and Commercial dance styles</td>
</tr>
<tr>
<td>Choreography</td>
<td>Choreography</td>
</tr>
<tr>
<td>Contemporary dance sequences</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory:</th>
<th>Theory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1 – ICT - Fitness Being Healthy, Safe and Active (i) e.g. use ICT to design and monitor a personal fitness plan</td>
<td>Topic 3 – First Aid Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour</td>
</tr>
<tr>
<td>Topic 2 – Sex Education Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept Self Esteem Contraception STIs</td>
<td><strong>Topic 4 – Family, Friends &amp; media</strong> Being healthy, Safe and Active (iv) e.g. Analysing the role of family and friends’ impact on participation and stereotypes. Goal setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance:</th>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Start:</td>
<td>Early Start:</td>
</tr>
<tr>
<td>Performance skills x 1 session per week</td>
<td>Performance skills x 1 session per week</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE:**
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, performance and choreography.

**EQUIPMENT:**
Dance attire, dance footwear is optional, USB, 1 x A4 Exercise book, display folder

**COSTS:**
$125 program fee per year
Health and Physical Education Junior Sports Academy (HPE-S)

**Duration:** Full Year ✓
**Semester:** X

**Faculty:**
Health and Physical Education
Head Of Department – Tony Rapallo
Email: arapa1@eq.edu.au

**Prerequisites:** Nil

<table>
<thead>
<tr>
<th>Subject Pathway</th>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
<td>VET</td>
</tr>
<tr>
<td>Introduction to Physical Education</td>
<td>Physical Education</td>
<td>Senior Sport Academy Recreation</td>
</tr>
<tr>
<td>Certificate II in Public Safety (Aquatic Rescue)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Futsal /Touch Extension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Career Pathways:**
Exercise Science, Occupational Therapy, Coaching, Public Health, Nutrition and Dietetics, Lifeguard, Psychology and more.

**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 the whole year. Academy classes are established to challenge and reward students who have excelled in Year 8 both academically and physically. Students are provided with regular feedback and assistance to help achieve personal goals. Being grouped with like-minded students has a range of benefits and allows flexibility for personalised programs. The Junior Sports Academy program consists of three compulsory 70 minute lessons per week. One of these lessons is an Early Start lesson. The weekly pattern consists of one health and two practical sessions per week where skills and fitness are developed. The Early Start lesson will focus on cross training. The practical topics have flexibility and will vary based on the sporting background of the students enrolled in the class each given year.

**COURSE OUTLINE: YEAR 9 HPE-S**

<table>
<thead>
<tr>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical:</strong></td>
<td></td>
</tr>
<tr>
<td>Net Sports - Skills</td>
<td>Bat and Ball - Skills</td>
</tr>
<tr>
<td>Facilitated through Volleyball, Tennis, Badminton, Table Tennis</td>
<td>Facilitated through Cricket, Softball, Soccrosse</td>
</tr>
<tr>
<td>Field Sports - Skills</td>
<td>Target Sports</td>
</tr>
<tr>
<td>Facilitated through AFL, Soccer, Speedball Athletics</td>
<td>Facilitated through Golf, Archery, Bocce, Carpet Bowls</td>
</tr>
<tr>
<td><strong>Theory:</strong></td>
<td></td>
</tr>
<tr>
<td>Topic 1 – ICT - Fitness</td>
<td>Topic 3 – First aid</td>
</tr>
<tr>
<td>Being Healthy, Safe and Active (i) e.g. use ICT to design and monitor a personal fitness plan</td>
<td>Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour</td>
</tr>
<tr>
<td>Topic 2 – Sex Education</td>
<td>Topic 4 – Family, Friends &amp; media</td>
</tr>
<tr>
<td>Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept / Self Esteem Contraception / STIs</td>
<td>Being healthy, Safe and Active (iv) e.g. Analysing the role of family and friends’ impact on participation and stereotypes. Goal setting.</td>
</tr>
<tr>
<td><strong>Fitness</strong></td>
<td></td>
</tr>
<tr>
<td>Early Start: Cross Training x 1 session per week</td>
<td>Early Start: Cross Training x 1 session per week</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE:**
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.

**EQUIPMENT:**
USB Flash Disk, 1 x A4 Exercise book, display folder

**COSTS:** $125 program fee per year
### COURSE OVERVIEW:
This course covers three discrete strands of study - History, Geography and Civics.

**History** explores the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. Nationalism, imperialism and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I; the “war to end all wars”.

**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.

**Civics** provides insights into how our society works, through investigating our political and legal systems. Students learn skills of inquiry, values and dispositions that enable them to be active and informed citizens. The skills covered in History, Geography and Civics 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.

Selection and inclusion in the extension class is by HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained. The Extension course covers the course outlined below, but in greater depth than core classes.

### COURSE OUTLINE:

<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
<th>Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Industrial Revolution</td>
<td>Biomes and Food security</td>
<td>Australia’s political and legal systems</td>
</tr>
<tr>
<td>World War I</td>
<td></td>
<td>Government and democracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual rights, justice and the law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cohesion in a diverse society</td>
</tr>
</tbody>
</table>

### ASSESSMENT OUTLINE:
Assessment may include the following:
- Response to stimulus exam
- Essay
- Research task (either written or multi-modal)
- Oral presentation

### EQUIPMENT:
USB Flash Disk, 2 x A4 Exercise books, display folder, pens, pencils, ruler, eraser, coloured pencils

### COSTS:
No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.
## Hospitality (HSP)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year: X</th>
<th>Semester: ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>The Arts and Home Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head of Department - Debra Harrison</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:dharr38@eq.edu.au">dharr38@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Pathway:</th>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Hospitality</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Authority</td>
<td>Home Economics</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Authority Registered</td>
<td>Certificate II Hospitality</td>
<td>Certificate III Hospitality</td>
</tr>
</tbody>
</table>

### Career Pathways:
Chef, kitchen hand, bar attendant, food and beverage attendant, barista

### COURSE OVERVIEW:
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.

### COURSE OUTLINE:
Year 9 units in Hospitality introduce 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.

### ASSESSMENT OUTLINE:
- 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 café style foods and menu.

### EQUIPMENT:
Black leather shoes, hair restraint, pen, USB and a work journal.

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

Kitchen ingredients for all food preparation need to be supplied from home. Lists with corresponding dates will be handed out in advance each term.
Industrial Technology (ITE)

**Duration:** Full Year ✓
**Semester:** X

**Faculty:** Science and Industrial Design Technology  
Head of Department - Nick Chandler  
Email: cchan35@eq.edu.au

**Prerequisites:** Year 8 Technology Enterprise

**Subject Pathway:**
<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Industrial Technology Studies</td>
</tr>
<tr>
<td>Graphics</td>
<td>Furnishings Graphics</td>
</tr>
</tbody>
</table>

**Career Pathways:** A great benefit of this course lies in the many skills which can be applied to situations around the home, as well as career interests in the wood, metal and plastics industries.

**COURSE OVERVIEW:**
Industrial Technology and Design at Elanora State High School comprises the three areas of “Wood/Plastics Technology”, “Engineering Technology” and “Graphical Communication”. Each semester unit will consist of a Wood/Plastics Technology component along with an Engineering Technology component. Graphical Communication will be integrated across each unit. These areas are structured to provide the context for students to develop a unique repertoire of knowledge, practices and dispositions.

**COURSE OUTLINE:**

**Industrial Technology 1**
This unit allows students to develop woodworking and planning skills and to appreciate properties, features and applications of timber and plastic properties. Students will also be introduced to and develop knowledge and skills in sheet metal. (Suggested projects: Basketball Stand/Cashbox)

**Industrial Technology 2**
This unit allows students to further develop knowledge, processes and skills in Wood/Plastics and Engineering. Emphasis is placed on specific jointing methods and applications. Fitting and fabrication of metal products along with basic centre lathe operations are also an integral component. (Suggested projects: Campstool/Hacksaw/ Hammer)

**ASSESSMENT OUTLINE:**
- Classwork
- Practical skills test
- Theory test
- Assignment/Folio

**EQUIPMENT:**
A4 Display Folder, diary and pencil case (with blue/black and red pens/pencils (2H), eraser and ruler).  
All students must have a pair of fully covered black leather shoes in accordance with the school uniform policy.

**COSTS:**
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Japanese (JAP)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td>Head of Department - Lorraine Lee Que</td>
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<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lleeq1@eq.edu.au">lleeq1@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Year 8 Japanese C or higher</td>
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</tr>
<tr>
<td>Subject Pathway:</td>
<td>Year 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td></td>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Career Pathways:</td>
<td>Workforce, Interpreter, Translator, Teaching, Tourism, International Business and Tertiary study</td>
<td></td>
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</tbody>
</table>

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.

COURSE OUTLINE:
Languages is organised by two interrelated strands:
- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning.
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

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 Australian Curriculum.

ASSESSMENT OUTLINE:
Assessment may include the following:
- Response to stimulus exam
- Essay
- Research task (either written or multi-modal)
- Oral presentation
  N.B. All 4 macro skills will be assessed but tasks may vary

EQUIPMENT:
USB, A4 Exercise book

COSTS:
No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.
Mathematics (MAT)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head of Department – Paul Wright</td>
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</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:pwrig47@eq.edu.au">pwrig47@eq.edu.au</a></td>
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</tr>
<tr>
<td>Prerequisites:</td>
<td>Year 8 Mathematics</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Year 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
<td>VET</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A</td>
<td>Pre-Vocational</td>
</tr>
<tr>
<td>Introduction to Mathematics B</td>
<td>Mathematics B</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Pathways:</td>
<td>The knowledge and skills developed in Mathematics are widely used in a range of employment fields such as engineering, health, finance, business, information technology, education and science.</td>
<td></td>
</tr>
</tbody>
</table>

COURSE OVERVIEW:
There are two Mathematic courses available for study – Core Mathematics and Extension Mathematics. All cover the same content but are studied at differing depths depending on student ability.

Students enter Core Mathematics if they have obtained a minimum of C in Year 8 Mathematics. Selection and inclusion in Mathematics Extension is by HOD and teacher recommendation and requires a predetermined minimum level of achievement to be attained and maintained. This course prepares students for the rigour of Introduction to Mathematics B in Year 10 and Mathematics B and Mathematics C in Years 11 and 12.

COURSE OUTLINE:
By the end of Year 9 Mathematics students express numbers in scientific notation and apply index laws. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques, list outcomes and assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of a distribution. Students calculate areas of 2 dimensional shapes and the volume and surface area of right prisms (3 dimensional shapes). They investigate similar and congruent triangles and recognise the connection between similarity and trigonometric ratios. Students use trigonometry and Pythagoras’ Theorem to solve right-angled triangle problems.

ASSESSMENT OUTLINE:
Year 9 Mathematics will be assessed across the criteria of Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Students will generally sit four examinations each semester (two exams each term). Students will achieve in the range of A-E for each criterion and an overall rating or achievement level of A-E will be reported each semester.

EQUIPMENT:
All students must follow the Mathematics Department Bookwork Policy.
Students must bring their textbook, scientific calculator (has M+ and sin/cos/tan buttons), pencil case (with red, blue and black pens, HB pencils, ruler, protractor, glue and scissors) and their notebook with them to all lessons.

COSTS: No Subject Contribution Fee applies. General class excursions may be conducted throughout the year where additional fees may be applicable.
Music (MUS)

Duration: Full Year ✓  Semester: X

Faculty: The Arts and Home Economics  
Head of Department - Debra Harrison  
Email: dharr38@eq.edu.au

Prerequisites: Basic skills on an instrument are an advantage. An understanding of basic music notation.

Subject Pathway:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
</tbody>
</table>

Career Pathways: Music performance/composition, music research, pedagogy, sound technology, music theatre, arts administration, emerging creative industries, music educator, University and TAFE studies

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, 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 the Senior Secondary Subject Information Guide Part C.

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

- Musicology (Analysis)
- Composition
- Performance

ASSESSMENT OUTLINE:

MUSICOGONY (ANALYSIS)  
Students will be introduced to musical terms and descriptors and assisted in understanding the correct application of these, through the deconstruction of various repertoires.

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), headphones

COSTS:
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
Science (NSC)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
</table>
| Faculty:  | Science and Industrial Design Technology  
            Head of Department - Nick Chandler  
            Email: cchan35@eq.edu.au |
| Prerequisites: | Year 8 Science |
| Subject Pathway: | Year 10  
                      Years 11 and 12  
                      Authority  
                      Authority Registered  
                      VET |
| Science  
Biotechnology  
Physical Chemistry | Biology  
Chemistry  
Physics  
Science 21 | Aquatic Practices |
| Career Pathways: | Many careers need a base of Science knowledge: Nursing, Dietician, Doctor, Physiotherapist, Engineer, Chemist, Geologist, Research scientist, Beautician, Chef, and more. |

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 and explain the world around us. In Science, we build life skills.

Students selected for the science extension class will study the topics below in greater depth. Extra activities may be included e.g., titrations, microscopy tertiary displays and industry excursion. Students undertaking Science Extension should definitely consider studying both Biotechnology and Physical Chemistry in Semester 2 of Year 10. Progression to Griffith Biology, Griffith Chemistry, Griffith Physics or SCU Physiology Plus in Years 11 and 12 should also be considered (see Partnership Program in the Senior Secondary Subject Selection 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.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disease.</td>
</tr>
<tr>
<td>2</td>
<td>Body Coordination.</td>
</tr>
<tr>
<td>3</td>
<td>Electromagnetic Radiation.</td>
</tr>
<tr>
<td>4</td>
<td>Reaction Types.</td>
</tr>
<tr>
<td>5</td>
<td>Important Materials.</td>
</tr>
<tr>
<td>6</td>
<td>Atoms.</td>
</tr>
<tr>
<td>7</td>
<td>Plate Tectonics.</td>
</tr>
<tr>
<td>8</td>
<td>Ecosystems.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE:
- Supervised written assessments
- Assignments

EQUIPMENT:
Textbook, exercise book, USB, diary and pencil case (with blue/black and red pens/pencil, eraser and ruler). Also required are two pairs of rubber gloves for science experiments and a pair of safety goggles/glasses.

COSTS:
No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.
The Arts – Digital Art (TAD)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year:</th>
<th>Semester: ✓</th>
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</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>The Arts and Home Economics</td>
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</tr>
<tr>
<td></td>
<td>Head of Department - Debra Harrison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:dharr38@eq.edu.au">dharr38@eq.edu.au</a></td>
<td></td>
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<tr>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
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</table>

Subject Pathway:  

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Photography</td>
<td>Visual Art</td>
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<tr>
<td>Visual Art</td>
<td>Visual Art Studies</td>
</tr>
</tbody>
</table>

Career Pathways:  

- Artist, graphic designer, photographer, teacher, photo journalist, film maker, graphic artist.

COURSE OVERVIEW:  
Students undertaking Digital Art units in Year 9 will explore historical and contemporary styles and techniques in media practise. They create a folio of works in both photographic and digital imagery exploring the relationship of visual art to new media. A range of software will be explored - Photoshop, Adobe Master Suite, Illustrator, Fireworks and Bridge.

COURSE OUTLINE:  
Units in Digital Art Photography explore camera technique - DSLR cameras, lighting movement, depth of field and elementary Photoshop editing techniques and Bridge for print. In Digital Media students explore 21st century art created by media and create folios using Photoshop, Illustrator and Fireworks. Each unit is an opportunity to develop a skills base in technology, confidence in composition, working independently and in groups.

ASSESSMENT OUTLINE:  
- 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 students understanding of digital art media.

EQUIPMENT:  
USB device, pen, work journal.

COSTS:  
This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule.
The Arts - Visual Art (CDP)

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year: X</th>
<th>Semester: ✓</th>
</tr>
</thead>
</table>

**Faculty:**
The Arts and Home Economics
Head of Department - Debra Harrison
Email: dharr38@eq.edu.au

**Prerequisites:**
Nil

**Subject Pathway:**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Visual Art Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Career Pathways:**
Artist, graphic designer, printmaker, film maker, illustrator, set stage designer

**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.

**COURSE OUTLINE:**
Year 9 units in art introduce students to concepts and practises employed in senior Visual Arts. They will explore a range of traditional arts practise with both practical and theoretical outcomes by undertaking units in designing, drawing, painting, construction, print making and sculpture. Each unit is an opportunity to develop a skills base in traditional arts practise, confidence in technology, working independently and in groups.

Students are also introduced to the socially aware nature of 21st century Visual Art; they will investigate arts development and transitions with a focus on conceptual modernist seminal practitioners.

**ASSESSMENT OUTLINE:**
- Folio of work from student’s chosen area of application 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.

**EQUIPMENT:**
USB device, 2B pencil and a work journal

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

Partnership Programs
Music - Instrumental Music

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Full Year ✓</th>
<th>Semester: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>The Arts and Home Economics</td>
<td>Head of Department: Debra Harrison</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:dharr38@eq.edu.au">dharr38@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Prior participation in Instrumental Music or strong musical foundation on a musical instrument</td>
<td></td>
</tr>
<tr>
<td>Subject Pathway:</td>
<td>Year 10</td>
<td>Years 11 and 12</td>
</tr>
<tr>
<td></td>
<td>Authority</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td>Instrumental Music</td>
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</tr>
<tr>
<td>Career Pathways:</td>
<td>Musician, studying music at TAFE or University, general music appreciation</td>
<td></td>
</tr>
</tbody>
</table>

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.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Scales</td>
<td>• Set Pieces from the AMEB or other method book</td>
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<tr>
<td></td>
<td>• Ensemble music for both main and small ensemble</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE:

Regular participation in ensembles as well as lessons throughout the semester, along with completing set work provided in lessons. An option to sit external AMEB exams (at the student’s expense) can be arranged for those students interested.

EQUIPMENT:

Musical instrument (some available for loan from school), Method Book (either “Standard of Excellence” or AMEB Book), USB plus maintenance items for the specific instrument.

COSTS:

Subject Contribution Fee applies for instrumental hire, general class excursions will be conducted throughout the year and additional fees may be applicable.
Due to staffing allocations, it is necessary at times for students to undertake courses of study through the Brisbane School of Distance Education (BSDE).

Currently studies are being undertaken in:
- LOTE – Languages other than English

Please contact the BSDE on:
(07) 3727 2444
Or
www.brisbanesde.eq.edu.au
For more information and costing.