



Junior

Subject Information Guide

2019

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Introduction

Dear Parents, Caregivers and Students

Elanora State High School is committed to assisting you and your child in making informed decisions about subject selection and career pathways. The information provided in this Subject Information Booklet together with your attendance at the Career and Subject Selection Expo on Tuesday August 7 2018 will assist you in the subject selection process.

Following the Career and Subject Selection Expo, as part of the *On Target Interviews*, students and parents have an individual interview with one of our teachers on Tuesday August 21, 2018. This finalises 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 you in 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. Our curriculum is also directly aligned with a pathway into the New QCE and senior studies contributing towards the awarding of an ATAR (Australian Tertiary Admission Rank).

Following successful completion of our Junior Secondary program students will enter into their Senior Phase of Learning across Years 10-12, culminating in gaining the QCE qualification at the end of Year 12. There are many pathways to gain the QCE qualification and many pathways exist within the senior curriculum at Elanora State High School. Students in Year 10 will be involved in the 'Your Future – How' program; this provides all Year 10 students with a range of activities including work experience and tertiary campus tours. Students are 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. Students in the second semester of Year 10 will select a course closely aligned with their senior course selection for Years 11 and 12.

In 2019, Year 11 students will commence study in a new suite of Senior Syllabi with significant changes in the way students are assessed and the calculation of the Tertiary entrance ranks. This new system incorporating external assessment pieces being delivered by the QCAA at the culmination of Year 12 is a major difference to the current system and I strongly encourage students and parents to become very familiar with the new arrangements. 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 2019. The financial information in this booklet will assist you in planning your financial commitments for the 2019 financial year.

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

Please read the contents of this booklet carefully, 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 2019

Student Resource Scheme – Years 7, 8, 9 – \$350; Years 10, 11, 12 - \$360; Years 10,11,12 BYOD \$385

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.

SUBJECT NAME	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Academic Class of Excellence (ACE) (including BYOD program fee)	\$200	\$200	\$200			
Sports Academy (including BYOD program fee)	\$200	\$200	\$200			
Dance Academy (including BYOD program fee)	\$200	\$200	\$200	\$125	\$125	\$125
Junior BYOD Program Fee	\$75	\$75	\$75			
Senior BYOD Package (Adobe Program & locker)				\$50	\$50	\$50
Aquatic Practices (Note1)					\$350	\$100
Furnishing Skills					\$90	\$90
Industrial Technology Skills					\$90	\$120
Music - Instrumental	\$50	\$50	\$50	\$50	\$50	\$50
Media Arts in Practice				\$90/semester	\$180	\$180
Physical Education						(Note 2)
Sport and Recreation					\$125	\$125
Visual Art				\$50/semester	\$100	\$100
Visual Arts in Practice				\$50/semester	\$100	\$100

Certificate Courses and Partnership Programs

A 50% deposit is due prior to the commencement of the school year with the balance due by the end of Semester 1, 2019. The following fees are based on information available on time of publication; however cost may change in the future depending on RTO requirements.

Certificate III in Early Childhood Education & Care				\$665 payable to school for RTO
Certificate II in Health Support Services				VETiS funding available
Certificate II in Hospitality				\$720 see Note 3
Certificate III in Hospitality				\$550 payable to school for RTO
Certificate II Salon Assistance				VETiS funding available
Certificate II in Tourism				\$550 see Note 3
Certificate III in Tourism				\$550 payable to school for RTO
Diploma in Business				\$3500 payable to school for RTO: Vet Fee help available
Physiology Plus – Southern Cross University				See SCU for fee information

ADDITIONAL FEES

Out of Zone Enrolment Application Fee	\$60
Distance Education School Programs	\$10 to \$150 depending on course selected
Instrumental Music Hire Scheme	\$75 annual per equipment item
Graphics Calculator Hire Scheme	\$70 (\$35 hire + \$35 bond refundable at the end of the course)
2019 Yearbook	\$30

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 approximately \$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.

Junior subject information guide

Guide to Selecting Subjects



How Do I Choose My Subjects?

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

Choose subjects:

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

Don't choose a subject because:

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

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

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

Still unsure what career would suit you?

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

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

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

And:

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

Semester Units

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

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

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

Senior Subjects Structure

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

Assessment Policy

Assignments

- Early in each term students will be issued with a term assessment schedule. Students will be directed to write these due dates in the term planner provided in the school diary to help time-manage appropriately.
- The Subject Coordinator will issue a specific compulsory draft date and final due date that has been approved by the Head of Department.
- All assignments must be submitted to fulfil the requirement of each semester course. It is a student's responsibility to meet assessment dates and requirements.
- Students are to complete assignments utilising information outlined in assignment task sheets.
- The submitted assignment must be the student's own work.
- Referencing is to be in accordance with "A Guide to Referencing" outlined in the Student Diary.
- A compulsory draft will be submitted via *Turnitin*, where applicable. A hardcopy will be handed in directly to the teacher. Failure to submit will result in the student being required to attend monitoring sessions after school to complete the outstanding task.
- To submit a Final Copy students in Years 8 – 12 or BYOD will submit their work electronically by the due date via *Turnitin* where applicable, to address the issue of authorship. A hard copy of the assessment with the task and cover sheet attached is also submitted at the specified location for the grade (e.g. Office, The Hub) by 1:55pm on the due date. A receipt of submission will be issued to the student.

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

Plagiarism

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

Examples of plagiarism include:

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

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

Tests / Exams / Practical Assessments

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

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

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

Consequence for Late and or Non-Submission of Assessment

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

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

Special Provision

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

Legislation and Policies Related to Assessment

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



Aim to Excel

Subject Pathways



Mathematics – Subject Pathway

YEAR	SUBJECT		
7	Mathematics		
8	Mathematics		
9	Mathematics		
10	Preparatory Essential Mathematics (Semester 1)	Preparatory Core Mathematics (Semester 1)	Introduction to Mathematical Methods & Specialist Mathematics (Semester 1)



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

Possible Career Pathways

	Retail Business Administration Carpentry Building Bricklaying Plumbing	Tourism Hospitality Nursing Architecture Administration Management Tool Making Sheet-metal Working Fitting and Turning Carpentry Plumbing Auto Mechanics	Maths and Science Education Natural and Physical Sciences Medical and Health Sciences Engineering Information Technology Statistician
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* Specialist Mathematics must be studied in conjunction with Mathematical Methods.



English – Subject Pathway

YEAR	SUBJECT		
7	English		
8	English		
9	English		
10	English (Semester 1)		
	Applied (Commences Semester 2 in Year 10)	General (Commences Semester 2 in Year 10)	
10	Essential English	English	Literature
11			
12			

Possible Career Pathways

<ul style="list-style-type: none"> Secretary Receptionist Nurse Public Servant Child Care worker Film and Television Editor Film and Television Producer Author Management Consultant Librarian 	<ul style="list-style-type: none"> Journalist Lawyer Announcer Teacher Director Interpreter Foreign Affairs and Trade Officer Linguist Writer Script Writer
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Humanities – Subject Pathway

YEAR	SUBJECT	
7	Humanities	
8	Humanities	Business Enterprise
9	Humanities	Business Enterprise
10	Humanities (Semester 1)	Business and Legal Studies (Semester 1)



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

Possible Career Pathways

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

(Hospitality & Food and Nutrition)

YEAR	SUBJECT	
7	Performance, Art and Technologies (Students will be exposed to a combination of disciplines)	
8	Hospitality	Food and Nutrition
9	Hospitality	Food and Nutrition
10	Hospitality (Semester 1)	Food and Nutrition (Semester 1)



	Applied (Commences Semester 2 in Year 10)	General (Commences Semester 2 in Year 10)
10	Hospitality Practices	Food and Nutrition
11		
12		

Possible Career Pathways

<ul style="list-style-type: none"> Hotel Management Marketing Co-Coordinator Airline Personnel Teacher Lecturer Business Manager Bachelor of Restaurant and Catering Management Bachelor of Hotel Management Bachelor of Hospitality Bachelor of Human Nutrition Bachelor of Food Technology Bachelor Travel and Tourism Bachelor of Event Management 	<ul style="list-style-type: none"> School-based Traineeship / Apprenticeship Guest Liaison Food and Beverage Supervisor Bar Attendant Chef Butcher Baker Tour and Travel Operator
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Technologies – Subject Pathway

(IT, Furnishings and Industrial Technology)

YEAR	SUBJECT		
7	Design and Digital Technologies		
8	Digital Technology	Business Enterprise	Industrial Technology
9	Digital Technology	Business Enterprise	Industrial Technology
10	Digital Technology	Business Enterprise	Industrial Technology



	Applied (Commences Semester 2 in Year 10)	General (Commences in Semester 2 in Year 10)
10	Industrial Technology Skills Furnishing Skills	Information Communication Technology
11		
12		

Possible Career Pathways

Graphic Designer Video Production Network engineer Systems Administrator Web Developer IT Teacher Computer Technician	Any trade area, for example: Carpenter Cabinet Maker	Students interested in tertiary studies in all Engineering degrees would benefit from this course, career examples are: Bachelor of Engineering – Civil/Mechanical, Electronics Engineer, Biomedical Engineer, Coastal Engineer, Avionic Engineer Architecture Town Planning Interior Design
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Health and Physical Education – Subject Pathway

YEAR	SUBJECT		
7	Health and Physical Education	Sports Academy	Dance Academy
8	Health and Physical Education	Sports Academy	Dance Academy
9	Health and Physical Education	Sports Academy	Dance Academy
10	Physical Education (Semester 1)		Dance (The Arts) (Semester 1)
	↓		↓
	Applied (Commences in Semester 2 Year 10)	General (Commences in Semester 2 Year 10)	
10	Sport and Recreation	Physical Education	Dance (The Arts)
11			
12			

Possible Career Pathways

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

YEAR	SUBJECT
7	Science
8	Science
9	Science
10	Science



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

Possible Career Pathways

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

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



General
(Commences in Semester 2 Year 10)

10	Japanese
11	
12	

Possible Career Pathways

	Teacher Interpreter Foreign Affairs and Trade Officer Linguist
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The Arts – Subject Pathway

YEAR	SUBJECT				
7	Performance, Art & Technologies (Students will be exposed to a combination of disciplines)				
8	Visual Art	Digital Media	Junior Dance Academy (HPE)	Drama	Music
9	Visual Art	Digital Media	Junior Dance Academy (HPE)	Drama	Music
10	Visual Art (Semester 1)	Photography (Semester 1)	Dance (Semester 1)	Drama (Semester 1)	Music (Semester 1)

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

Possible Career Pathways

Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Actor Creative Arts Theatre Studies Musical Theatre Director Teacher	Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Creative Arts Administrator Teacher	Bachelor Degrees in: Arts Actor Creative Arts Theatre Studies Teacher TV Host Journalism Script Writer
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Extra-Curricular Offerings

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



Aim to Excel

Year 7 Subjects

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 2017 NAPLAN Reading and Numeracy Assessment and completed relevant studies in Year 6 Mathematics to a satisfactory level.

Course Overview

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

Objectives

By the end of Year 7, students 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.

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Course Overview

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

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

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

Objectives

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

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

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Course Overview

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

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

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

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

Objectives

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

- develop a knowledge and understanding of cultures, historical events and environmental phenomenon through the processes of -
 - investigating sources
 - communicating information through written and oral modes
 - participating in a variety of learning experiences
 - reflecting on thinking and learning

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Design and Digital Technologies (Year 7)

Faculty: Technologies

HOD: Tonia Wilkes

Email: twilk35@eq.edu.au

Duration: Semester

Course Overview

Design and Digital Technology prepares a student for life in our rapidly changing technological society. Information technology, architecture, building, construction and manufacturing using environmentally friendly resources, data security—the list goes on in an ever-expanding world. We are bombarded everyday by new technology and the solutions it can solve. Design and Digital Technology gives the tools to deal with it. Design and Digital Technology is fun and practically based. We do inquiries and investigations to improve the world around us. In Design and Digital Technology, we build life skills.

The study of Design and Digital Technology will provide students with an integrated approach to certain aspects of design, the manufacturing process thereof and the relevant digital technologies that support this process. Design and Digital Technology will lead to skills involving graphic design, coding and the link between digital technologies and the manufacturing process.

Objectives

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

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

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

Pathways

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

Structure

Studied for 1 Semester

Units 1 & 2:

- Introduction and WH&S
- Workshop production and design
- Computer Aided Drafting
- Coding

Units 3 & 4:

- Introduction and WH&S
- Workshop production and design
- Computer Aided Drafting
- Coding

Assessment

- Supervised practical construction
- Assignments
- Media Presentations

Subject Fees

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

Performance, Art & Technology (Year 7)

Faculty: The Arts HOD: Debra Harrison Email: dharr38@eq.edu.au

Duration: Semester

Course Overview

Junior Secondary units in the Arts provide students with an introduction to the potential of a creative future, and the opportunity to experience a range of art subjects in an integrated experience. The focus is on the exploration of Dance, Drama, Digital Art, Music, Visual Arts and Practical Technologies. Each unit reflects outcomes to be achieved in Junior Secondary, thus providing a clear understanding of both practical and theoretical expectations for future elective study pathways. This course also draws upon the ACARA Digital Technology curriculum.

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

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

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

Assessment

Units will culminate in presentations which showcase the creative talents of each young artist. Units will also be supported by a theoretical journal or assessment piece which considers technical information and analysis.

Subject Fees

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

Health & Physical Education (HPE) (Year 7)

Faculty: HPE

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Full Year

Course Overview

The primary focus of Health and Physical Education is to 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.

Objectives

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

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

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

Pathways

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Fitness Testing, Minor Games and Athletics Recreation/ Challenge and Adventure e.g. Orienteering Contributing to healthy and active communities e.g. promoting health through fitness	Moving our body e.g. Body awareness, dancing, skipping, yoga, sports aerobics Invasion Games e.g. Basketball, Netball, Basketball, Netball, Oztag
Theory: Safety in Sport Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport Fitness Contributing to healthy and active communities e.g. promoting health through fitness	Sex Education Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities. Nutrition Guidelines Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)

Assessment

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

Subject Fees

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

Duration: Full Year

Course Overview

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

Objectives

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

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

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Fitness Testing, Minor Games and Athletics Recreation/ Challenge and Adventure e.g. Orienteering	Practical Moving our body e.g. Body awareness, dancing, skipping, yoga, sports aerobics Invasion Games e.g. Basketball, Netball, Basketball, Netball, Oztag
Theory: Safety in Sport Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport Fitness Contributing to healthy and active communities e.g. promoting health through fitness	Sex Education Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities. Nutrition Guidelines Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)

Assessment

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

Equipment

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

Subject Fees

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

Duration: Full Year

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.

Aims

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

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

A course of study in dance promotes that dance skills, techniques and processes are developed through students' engagement with dance practices.

Pathways

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
<ul style="list-style-type: none">• Dance technique• Modern Dance• Choreography• Cross- Training	<ul style="list-style-type: none">• Dance technique• Jazz• Choreography• Cross- Training
<p>Safety in Sport Being Healthy, Safe and Active (i) e.g. playing safely, rules, skills to promote safety in sport</p> <p>Fitness Contributing to healthy and active communities e.g. promoting health through fitness</p>	<p>Sex Education Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities.</p> <p>Nutrition Guidelines Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)</p>

Assessment

Year 7 students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, performance and choreography.

Subject Fees

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

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.

Duration: Full Year

Course Overview

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

- Supervised Written Assessments
- Assignments
- Media Presentations

Subject Fees

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

Duration: Full Year

Course Overview

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

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

Assessment may include the following:

- Extended written assessment pieces
- Research task (either written or multi-modal)
- Oral presentations
- Listening Tests

- Japanese Script (Hiragana) test recognition

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

Subject Fees

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



Aim to Excel

Year 8 Subjects

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 2018 NAPLAN Reading and Numeracy Assessment and completed relevant studies in Year 7 Mathematics to a satisfactory level.

Course Overview

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Course Overview

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

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

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

Objectives

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

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

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

Structure

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

Assessment

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

Subject Fees

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

Humanities (Year 8)

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

Duration: Full year

Course Overview

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

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

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

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

Objectives

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

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

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

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

Pathways

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Medieval Europe Spanish Conquest	Landforms and Landscapes

Assessment

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

Subject Fees

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

Business Enterprise (Year 8)

Faculty: Business, IT & International HOD: Julianne Davies Email: jdavi81@eq.edu.au

Duration: Semester

Course Overview

Economics/Business: Gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups.

Units include: *Why individuals work, types of work and how people derive an income, characteristics of successful business.*

Digital Technologies: Focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Units include: *Transform data into information, explore and analyse networked systems and data transmission, making movies in Windows Movie Maker.*

Objectives

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

- identify the reasons individuals work
- explain the different types of work
- evaluate the potential costs and benefits of a range of different types of work
- gather and interpret data and information about the different ways people derive an income.
- apply a range of skills and processes when creating digital solutions.
- acquire, analyse, validate and evaluate various types of data
- acquire data from a range of sources and explore techniques for efficient targeted online data collection, including querying databases
- evaluate data accuracy, authenticity and timeliness
- analyse and manage data using database
- apply their economics and business knowledge, understanding and skills to investigate the characteristics of entrepreneurs and successful businesses.
- develop an understanding of the factors that contribute to business success and
- consider how entrepreneurial behaviours and skills contribute to the success of a business
- use Windows Moviemaker to design a 30 second advertisement.

Pathways

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

Structure

Semester 1 – Units 1 and 2		Semester 2 – Units 3 and 4	
Individuals and Work	Collecting, analysing and visualising data	Characteristics of successful businesses	Making Movies in Windows Movie Maker

Assessment

1. Classwork Folio – Types of Work and Why People Work
2. Assignment – Create your own Database
3. Classwork Folio – Characteristics of Successful Businesses
4. Assignment – Movie in Movie Maker

Subject Fees

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

Duration: Semester

Course Overview

This subject gives students the opportunity to gain transferable technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies suited to their own skill and interest level by individual topic selection.

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

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

Pathways

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

Structure

Studied for 1 Semester	
Term 1 ICT fundamentals GameMaker Choose your adventure: Programming, Multimedia, robotics, 2D or 3D animation, game design	Term 2 Graphic Design (Adobe Photoshop) Choose your adventure: Programming, Multimedia, robotics, 2D or 3D animation, game design

Assessment

- Practical tasks
- Individual open-ended projects
- Journals
- Design, Development and Evaluation written tasks

Subject Fees

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

Duration: Semester

Indicators of Success

Students who wish to complete this subject will have completed relevant studies in Year 7 DDT to a satisfactory level. This may include some aspects of the digital technologies syllabus and some aspects of design in an interdisciplinary environment

Course Overview

Industrial Technology prepares a student for life in our rapidly changing technological society. Information technology, architecture, building, construction and manufacturing using environmentally friendly resources, data security—the list goes on in an ever-expanding world. We are bombarded everyday by new technology and the solutions it can solve. Industrial Technology gives the tools to deal with it. Industrial Technology is fun and practically based. We do inquiries and investigations to improve the world around us. In Design and Industrial Technology, we build life skills.

The study of Industrial Technology will provide students with an integrated approach to certain aspects of design, the manufacturing process thereof and the relevant digital technologies that support this process. Industrial Technology will lead to skills involving design and the link between digital technologies and the manufacturing process.

Objectives

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

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

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

Pathways

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

Structure

Studied for 1 Semester	
Units 1 & 2 Introduction and WH&S Workshop production and design (Wood/Plastics, Laser cutting, Electronics) Computer Aided Design (Inventor)	Units 3 & 4 Introduction and WH&S Workshop production and design (Wood/Plastics, Laser cutting, Electronics) Computer Aided Design (Inventor)

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester	
Year 8 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.	
Unit 1 – Food Production 1	Unit 2 – Food Production 2

Assessment

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

Special Requirements/Costs

- Students will be required to bring ingredients from home as required for take home practical cookery, together with an appropriate food storage container. Take Home Recipe booklets with corresponding dates will be handed out in advance each term.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

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

Duration: Semester

Indicators of Success

Food and nutrition is concerned with the extent to which students meet the general objectives of practical skills and application, planning and decision making and knowledge as set down in the syllabus.

Assessment will reflect the schools policy which is school based, continuous and criteria based.

Course Overview

Junior Secondary units in Food and Nutrition 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.

Objectives

Food and Nutrition endeavors to improve the quality of life by assisting the individual's development of knowledge, attitudes, skills and values, which form a necessary part of personal and community life.

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

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

Pathways

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

Structure

Studied for 1 Semester	
Year 8 units in Food and Nutrition introduces 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.	
Unit 1 – Food and Nutrition for Health	Unit 2 – Food and Nutrition for the Environment

Assessment

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

Special Requirements/Costs

- Students will be required to bring ingredients from home as required for take home practical cookery, together with an appropriate food storage container. Take Home Recipe booklets with corresponding dates will be handed out in advance each term.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

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

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.

Objectives

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

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

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

Pathways

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

Structure

Units 1 and 2	Units 3 and 4
Practical: Touch Sports – Skills Facilitated through Touch, Oztag Athletics Throws, jumps and running events	Net Games - Skills e.g. Tennis, Volleyball, Badminton Team Sports/Bat and Ball Facilitated through Softball, Baseball, Tee Ball, Cricket
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

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

Subject Fees

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

Duration: Full Year

Indicators of Success

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

Course Overview

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

Objectives

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

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

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Touch Sports – Skills Facilitated through Touch, Oztag, Athletics, throws, jumps and running events	Practical: Net Games – Skills e.g. Tennis, Volleyball, Badminton Team Sports/Bat and Ball - Facilitated through Softball, Baseball, Tee Ball, Cricket
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	Theory: Legal Drugs Being Healthy, Safe and Active (iv) e.g. reasons why people use/not use drugs such as alcohol and tobacco Other Drugs Other drugs; promoting fairness and ethical behaviour in sport

Assessment

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

Subject Fees

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

Duration: Full Year

Indicators of Success

- Improved level of movement vocabulary and dance techniques in selected dance styles.
- Ability to choreograph dances to communicate an intent.
- Ability to perform dances with technical and expressive skills appropriate to the dance style.
- Achievement of personal goals for academic and 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.

Objectives

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

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

A course of study in dance promotes that dance skills, techniques and processes are developed through students' engagement with dance practices.

Pathways

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Dance technique, Ballet, Dance Fitness, Choreography and Cross- Training	Dance technique, Contemporary Dance, Choreography and 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 e.g. promoting health through	Sex Education Being Healthy, Safe and Active (ii) e.g. puberty and sexual identities. Nutrition Guidelines Contributing to healthy and active communities (ii) e.g. food serving recommendations (healthy eating)

Assessment

Year 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, performance and choreography.

Subject Fees

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

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.

Duration: Full Year

Indicators of Success

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

Course Overview

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

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

Objectives

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

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

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

Pathways

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

Structure

Semester 1 – Unit 1 & 2		Semester 2 – Unit 3 & 4	
Introduction and Investigatory Science	Physical and Chemical Change	Living Systems	Rocks, Exploration and Mining
Cells	Elements and Compounds	Growth and Reproduction	Using Energy

Assessment

- Supervised Written Assessments
- Assignments
- Media Presentations

Subject Fees

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

Duration: Full Year

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

Course Overview

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

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

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

Assessment may include the following:

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

N.B. The program and assessment may change based

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

Junior Secondary units in Digital Media provide students with an introduction to the potential of a photographic future and the opportunity to experience a range of photographic/software in an integrated experience. The focus is on the practical application of stage craft (sound, lighting), photography (camera skills) and post photo production (Photoshop). Each unit reflects outcomes to be reached in Junior Secondary thus providing a clear understanding of both practical and theoretical expectations for future study pathways

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

Units: Photoshop Introduction - Movie Maker Introduction

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

Assessment

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama. Drama provides students with a range of skills transferable to a variety of vocational pathways. It develops innovative thinkers, communicators and supports opportunities to work effectively in groups.

Objectives

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

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

Pathways

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

Structure

Studied for one Semester

Students will engage in a range of practical and written activities that will enable them to identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Assessment

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

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

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

Objectives

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

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

Pathways

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

Structure

Studied for one Semester

Units: Band Play Song Writing

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Assessment

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

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

Junior Secondary units in Visual Art provide students with an introduction to the potential of a visual art future and the opportunity to experience a range of fashion or visual art alternatives in an integrated experience. The focus is on the practical application of fabric uses, sewing skills, designing, drawing, painting and print making. Each unit reflects outcomes to be reached in Junior Secondary thus providing a clear understanding of both practical and theoretical expectations for future study pathways.

Objectives

By the conclusion of the course of study of Visual Art, knowledge, understanding and skills ensure that, individual and collaboratively, students develop:

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

Pathways

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

Structure

Studied for one Semester

Units: Dimensions working in 3D Textiles in Visual Arts

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

Assessment

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

Subject Fees

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

Duration: Ongoing throughout Years 7, 8 and 9

Indicators of Success

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

Course Overview

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

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

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

Assessment

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

Subject Fees

A \$50.00 fee applies to instrumental music annually this includes hire of instruments and some performance transport costs, other performance excursions will be conducted throughout the year and additional fees may be applicable.



Aim to Excel

Year 9 Subjects

Duration: Full Year

Indicators of Success

Students who wish to complete this subject will have received above the National Minimum Standard in the 2017 NAPLAN Reading and Numeracy Assessment and completed relevant studies in Year 7 Mathematics to a satisfactory level.

Course Overview

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Course Overview

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

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

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

Objectives

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

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

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Course Overview

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

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

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Business Enterprise (Year 9)

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

Duration: Semester

Course Overview

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

Objectives

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Semester

Course Overview

This subject gives students the opportunity to gain transferable technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies suited to their own skill and interest level by individual topic selection.

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

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

Pathways

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

Structure

Studied for 1 Semester	
Term 1 ICT fundamentals GameMaker Choose your adventure: Programming, Multimedia, robotics, 2D or 3D animation, game design	Term 2 Graphic Design (Adobe Photoshop) Choose your adventure: Programming, Multimedia, robotics, 2D or 3D animation, game design

Assessment

- Practical tasks
- Individual open-ended projects
- Journals
- Design, Development and Evaluation written tasks

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

Industrial Technology prepares a student for life in our rapidly changing technological society. Information technology, architecture, building, construction and manufacturing using environmentally friendly resources, data security—the list goes on in an ever-expanding world. We are bombarded everyday by new technology and the solutions it can solve. Industrial Technology gives the tools to deal with it. Industrial Technology is fun and practically based. We do inquiries and investigations to improve the world around us. In Design and Industrial Technology, we build life skills.

The study of Industrial Technology will provide students with an integrated approach to certain aspects of design, the manufacturing process thereof and the relevant digital technologies that support this process. Industrial Technology will lead to skills involving design and the link between digital technologies and the manufacturing process.

Objectives

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

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

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

Pathways

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

Structure

Studied for 1 Semester	
Units 1 & 2 Introduction and WH&S Workshop production and design (Wood/Plastics, Laser cutting) Computer Aided Design (Inventor)	Units 3 & 4 Introduction and WH&S Workshop production and design (Metal Technology/turning, sheet metalwork, Fitting and Fabrication) Computer Aided Design (Inventor)

Assessment

- Supervised practical construction
- Assignments
- Related Theory

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

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

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

Pathways

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

Structure

Semester	
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.	
Food Trends 1	Food Trends 2

Assessment

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

Special Requirements/Costs

- Students will be required to bring ingredients from home as required for take home practical cookery, together with an appropriate food storage container. Take Home Recipe booklets with corresponding dates will be handed out in advance each term.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

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

Food and Nutrition (Year 9)

Faculty: Technologies HOD: Debra Harrison Email: dharr38@eq.edu.au

Duration: Semester

Indicators of Success

Food and nutrition is concerned with the extent to which students meet the general objectives of practical skills and application, planning and decision making and knowledge as set down in the syllabus.

Assessment will reflect the schools policy which is school based, continuous and criteria based.

Course Overview

Junior Secondary units in Food and Nutrition 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.

Objectives

Food and Nutrition endeavors to improve the quality of life by assisting the individual's development of knowledge, attitudes, skills and values, which form a necessary part of personal and community life.

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

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

Pathways

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

Structure

Year 9 units in Food and Nutrition introduces 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.	
Food and Nutrition for the Work Place	Food and Nutrition for the Future

Assessment

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

Special Requirements/Costs

- Students will be required to bring ingredients from home as required for take home practical cookery, together with an appropriate food storage container. Take Home Recipe booklets with corresponding dates will be handed out in advance each term.
- Students are also required to tie hair back and wear closed in leather school shoes in the kitchens.

Subject Fees

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

Health & Physical Education (HPE) (Year 9)

Faculty: HPE

HOD: Tony Rapallo

Email: arapa1@eq.edu.au

Duration: Full Year

Indicators of Success:

Improved level of general fitness

Improved level of skill in exposed sport electives

Broader knowledge of health concepts for general well being

Course Overview

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Indicators of Success

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

Course Overview

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

Objectives

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

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

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

Structure

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

Assessment

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

Subject Fees

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

Duration: Full Year

Indicators of Success

- Improved level of movement vocabulary and dance techniques in selected dance styles.
- Ability to choreograph dances to communicate an intent.
- Ability to perform dances with technical and expressive skills appropriate to the dance style.
- Achievement of personal goals for academic and dance.

Course Overview

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.

Objectives

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

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

A course of study in dance promotes that dance skills, techniques and processes are developed through students' engagement with dance practices.

Pathways

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

Structure

Semester 1 – Units 1 and 2	Semester 2 – Units 3 and 4
Practical: Dance technique, Dance partnering, Dance in Australia - choreographer case study, Choreography and Cross Training.	Practical: Dance technique, Dance Fusion, Choreography and Cross Training.
Theory: Unit 1 – ICT - Fitness Being Healthy, Safe and Active (i) e.g. use ICT to design and monitor a personal fitness plan Unit 2 – Sex Education Being Healthy, Safe and Active (ii) e.g. sexuality and behaviours including online awareness. Self-Concept / Self Esteem Contraception / STIs	Unit 3 – First aid Being Healthy, Safe and Active (iii) e.g. First Aid/ CPR and risky behaviour Unit 4 – Family, Friends & media Being healthy, Safe and Active (iv) e.g. Analysing the role of family and friends' impact on participation and stereotypes. Goal setting.

Assessment

Year 9 students will be assessed across a range of written tasks including short answer exam, essay, report, planning and reflective responses. The practical component will incorporate knowledge and understanding of topics taught, performance and choreography.

Subject Fees

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

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 .

Duration: Full Year

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

Course Overview

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

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

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

Objectives

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

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

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

Pathways

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

Structure

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

Assessment

Assessment may include the following:

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

Units: Animations Introduction Graphic Design Introduction

In Digital Media, Units 3 and 4 students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences within communications practices today.

Assessment

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

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

Assessment

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

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

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

Units: Blues and Beyond Musical Comparisons

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Assessment

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

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

Subject Fees

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

Duration: Semester

Indicators of Success

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

Course Overview

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

Units: Paint/Draw Introduction Printmaking Today

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

Assessment

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

Subject Fees

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

Duration: Ongoing throughout Years 7, 8 and 9

Indicators of Success

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

Course Overview

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

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

Objectives

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

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

Pathways

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

Structure

Studied for 1 Semester

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

Assessment

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

Subject Fees

A \$50.00 fee applies to instrumental music annually. This includes hire of instruments and some performance transport costs; other performance excursions will be conducted throughout the year and additional fees may be applicable.