



*Boonah State High School*

**Year 8 to 9**

**Subject Selection**

**for 2022**

All contents of this handbook are correct at the time of publication but are subject to change. Subjects will only be offered based on demand and timetabling constraints.

(Correct as at 25 July 2021)

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**NB.** Low enrolment numbers in a subject will result in:

1. Class is a composite class with Year 10 (if timetable allows)
2. Subject will not run at Boonah State High School in 2022

### Now that you are considering your options for Year 9

#### **What decisions do you have to make?**

- ? What subjects should I choose to study next year?
- ? When do I select subjects for Year 9?

#### **What questions should you ask?**

- ? How will I know what subjects to choose?
- ? What subject choices do I have at Boonah State High School?
- ? What is the relationship between subjects studied in Years 8 and 9 and the Senior Phase of Learning subjects?

### Some things to do

Read this booklet carefully. If you require any further information or clarification about a particular subject, make an appointment to see the subject co-ordinator. The Guidance Officer or Deputy Principals are also available for appointments to discuss any problems you may have in choosing subjects.

Choose subjects carefully according to your level of achievement both generally and in particular subjects, any future aspirations (what you would like to do in the future) and general interest.

### Some things to think about

Choosing subjects for Years 11 and 12 is very important and requires you to give full consideration in order to adequately prepare you for your future. The choices you make now will guide you towards what options are available to you at the end of Year 12.

You may choose to go straight to University or TAFE or you may choose to enter the workforce with the option of undertaking further study or training later. There are many Vocational Educational pathways including traineeships and apprenticeships open to students in their senior years of education.

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

#### **OVERALL PLAN**

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- you have achieved in or feel confident of achieving good results
- that reflect your interests and abilities
- that help you reach your career and employment goals
- that will develop skills, knowledge and attitudes useful throughout your life

#### **FIND OUT ABOUT JOB PATHWAYS**

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Guidance Officer will be able to help you get started.

You also need to find out about the various pathways you can take to obtain qualifications you need to get a job in the areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available online or at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations:

- Australia's national career information service, called mypath: <http://www.qtac.edu.au/atar-my-path/my-path>
- The Job Guide: <http://www.jobguide.thegoodguides.com.au/Study-work-and-career-support/State-Info/QLD>
- Brochures from industry groups provide information on the various pathways to jobs within these industries – start with the Industry Skill Councils: <http://www.isc.org.au/>
- Queensland Government Employment & Jobs website: <https://www.qld.gov.au/jobs/>
- The Queensland Studies Authority Jobs and Careers page: <https://studentconnect.qsa.qld.edu.au/careers.html>
- The QTAC Guide available from your Guidance Officer, is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC).
- The Tertiary prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year the will begin study.
- The Queensland TAFE Handbook is available at <http://www.tafe.qld.gov.au/>

Students should remember that success in any form of study requires a high degree of commitment and hard work. Learning is a lifelong process.

#### **FIND OUT ABOUT and INVESTIGATE EACH SUBJECT OFFERED AT SCHOOL**

- Read subject descriptions and course outlines provided by your school in the subject selection handbook.
- Attend the school Subject Expo.
- Talk to Heads of Department & teachers of each subject.
- Look at books & materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

#### **TRAPS TO AVOID**

- Do not select subjects simply because someone told you that they “will help you get a better ATAR”.
- Consider other peoples’ opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

#### **Reviewing your choices**

During Year 11, it is worthwhile reviewing how you are going to assess whether the choices made in Year 10 have been the right ones for you. To do this you need to consider your attitude and results. It is worth looking again at the course you have chosen. Remember, you may be able to make some subject changes at the end of each semester if needed.

There is no point in continuing on with a course of study if it is obvious that it has been incorrect or inappropriate. For most students it is to their advantage to continue on and complete the courses they started in Year 11. For those who decide that their initial choices were incorrect, they need to consider other options. The best means of making sound alternate choices is to consult with our **Guidance Officer**.

Subject choices offered by Boonah SHS

The range of subjects offered for students in Year 9 has been designed to provide a balanced program of general education. It has been our experience that students are able to make more informed educational decisions when they have had the opportunity to experience a wide variety of subject choices. This program of study is designed to prepare students as they move from Year 9 toward Year 10 and to the senior phase of learning.

All Year 9 students will study **five (5) core** subjects for two semesters each and **two (2) elective** subjects in each of semesters 1 and 2 (a total of **four (4) different elective** subjects).

The **core** subjects are:

**English**  
**Health & Physical Education**  
**Mathematics**

**Science**  
**History/Geography**

The **elective** subjects from which students will make their choices include:

**Visual Arts**  
**Business is Fun**  
**Graphics & Design**  
**Drama**  
**Food Technology**  
**German**

**Sport & Exercise**  
**Innovation 101**  
**Industrial Design & Technology**  
**Digital Technology & Modelling**  
**Fashion & Design**

In some instances, the subjects offered may not proceed due to insufficient student numbers. If this occurs, you may be required to choose another subject.

In some subjects, such as **Digital Technology & Modelling** and **Business is Fun** facilities available may limit the number of classes we are able to offer.

Students must study **2 elective subjects for each semester** making a total of 4 elective subjects over the year. Students are asked to choose 4 electives from the lines provided but must **NOT** choose any subject twice.

We will do our best to ensure that all students receive **as many of their first 4 preferences as possible**.

### Assistance for Students with Special Needs

At Boonah State High School, we focus on the inclusion education model which involves students learning with their peers in a supported safe environment in mainstream classes wherever possible.

Students who need extra support have access to the Flexible Learning Centre. Here specialist staff, adaptive technologies and alternate programs such as communication, life skills, and functional academic and personal/interpersonal skills is available. These programs are increasing students' self-concept and self-esteem, which in turn assist them in participation to the best of their ability in mainstream classes with their peers.

Students in Years 8 & 9 may be offered study sessions that allows them to be supported while they are doing assignments and exams. This also gives them time to catch up on class work, homework or have extra tutorial sessions with specialist teachers.

Every student enters the Flexible Learning Centre with a unique range of experiences and skills. Our aim is to develop these skills and individualise the educational programs of students to best fit their future needs. Our vision is to provide our students with the skills and strategies to assist them in becoming life long learners.

Relationships between Junior Secondary and Senior Secondary Subjects

Some Year 11 subjects cannot be attempted without an appropriate subject background in the Middle school. In other subjects, appropriate studies to a Middle school level are highly recommended. However, there are some Year 11 subjects that have associations with Middle school level subjects, but you should be able to begin these subjects at Year 11 level without previous study and not be seriously disadvantaged.

The relationship between subjects studied in the Middle and Senior years is shown below:

Year 8 Learning Area	Year 9 Learning Area	Year 10 Learning Area	Years 11 & 12 Learning Area
English	English	English	English Essential English*
Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics*
Science	Science	Science Agriculture	Biology Chemistry Physics Agricultural Practices*
Humanities History and Geography	Humanities History and Geography	Humanities History and Geography	Geography Modern History Certificate II in Tourism*
Health & Physical Education	Health & Physical Education Sport & Exercise	Health & Physical Education Sport & Exercise	Physical Education  Sport and Recreation*
The Arts Art Drama	The Arts Visual Art Drama	The Arts Visual Art Drama	Visual Arts Visual Arts in Practice* Drama
Languages German	Languages German	Languages German	German
Technology Design & Technologies  Information Communication & Technology  Textiles & Food	Technology Graphics & Design Industrial Design & Technology  Business is Fun Digital Technology & Modelling  Food Technology Fashion & Design	Technology Graphics & Design Junior Engineering Junior Furnishing  Robots, Programs & Games  Mind Ya Business  Food Technology Fashion & Design	Building & Construction Skills* Certificate II in Engineering Pathways* Furnishing Skills* Design  Digital Solutions Information Communication Technology*  Business  Certificate II in Hospitality* Fashion*

An asterix (\*) indicates that these Applied or VET subjects

<b>English</b>		<b>Core</b>	
Head of Department: Lyn Colley			
<b>QCAA Subject Category</b>	General	<b>Timetable Code</b>	ENG

### Prerequisites

This is a core subject which all students will undertake.

### Pathways

This course is designed to prepare students for studies in English in Years 10 – 12. A solid grounding in English also assists with other Senior subjects such as Modern History, Geography, Tourism and Art.

### Aims

The focus of the subject is developing strong written and oral communication skills by learning about language and how it works and how to control and use it to suit a purpose. There is an emphasis on writing, speaking, reading and viewing for a purpose and examining texts from a variety of perspectives: European, Indigenous and Asian. The course aims to help students with the literacy needs of the world in which they live.

### Australian Curriculum Objectives

#### Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

#### Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Australian identity</b> Students listen to, read and view a variety of information and literary texts featuring different representations of Australia's peoples, histories and cultures to produce close readings of excerpts selected from these texts.</p>	<p><b>Speculative fiction</b> Students will view, listen and read a variety of texts which represent speculative fiction. By the end of this unit students will have created a speculative fiction short story based on three factual sources.</p>	<p><b>Drama text</b> Exploring ethical issues through a drama text. Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance.</p>	<p><b>Evaluating characters in a novel</b> Students read extracts from a novel to study closely the ways characters are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of characters in novels.</p>



### Assessment

Unit 1	Unit 2
Persuasive speech – flag representation	Written assignment – Speculative short story – hybrid text
Unit 3	Unit 4
Written – interview script Spoken – summation to court	Written exam novel

### General Capabilities

English helps develop the following skills:

- Literacy
- ICT capability
- Intercultural Understanding
- Personal and Social Capability
- Ethical Understanding
- Critical and Creative Thinking

### Special Equipment

Although not mandatory, access to digital technologies such as a home computer, laptop or iPad would be beneficial for word processing and research purposes. It is also strongly recommended that students have a flash drive for computer work.

## Health and Physical Education

Head of Department: Jai Yong Gee

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Core

QCAA Subject Category

General

Timetable Code

HPE

### Prerequisites

This is a core subject which all students will undertake.

### Pathways

Participation in HPE during Year 8-10 will provide students with the necessary skills to engage with the senior subjects of Physical Education and/or Sport and Recreation.

### Aims

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. The health and physical education course is designed to fulfil the requirements of Australian Curriculum.

### National Curriculum Objectives

Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.  
 Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.  
 Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.  
 Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.  
 Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Respectful Relationships <i>Striking Games</i>	Ethics & Integrity <i>Invasion Games</i>	Diversity & Culture through AFL	Drugs & Alcohol <i>Orienteering</i>

### Assessment

Unit 1	Unit 2
Performance	Investigation & Report
Unit 3	Unit 4
Project - Multimodal	Exam & Performance

### **General Capabilities**

Health and Physical Education helps develop the following skills:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

### **Special Equipment**

Correct sports footwear (must have shoe laces) and a school hat for all practical lessons. Swimmers, sun shirt and towel for swimming.

## History/Geography

Head of Department: Adam Sinclair

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Core

QCAA Subject Category

General

Timetable Code

HIS

### Prerequisites

This is a core subject which all students will undertake.

### Pathways

This course is designed to prepare students for Year 10 studies in History and Geography. Senior students may study Modern History, Geography, and Tourism. We hope students will become active and informed citizens ready for the workforce and/or future study.

### Aims

Humanities in Year 9 level is divided into History and Geography, and follows the National Curriculum. The focus of these subjects is on developing strong written and oral skills; skills in accessing and processing information; learning about the structure and functions of our society; and the peoples of the distant and recent past.

### National Curriculum Objectives

#### History - The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgements about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

**Geography-** There are two units of study in the Year 9 curriculum for Geography: ‘Biomes and food security’ and ‘Geographies of interconnections’.

‘Biomes and food security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.

‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
The Industrial Revolution (1750 – 1914)	Making a nation	World War I (1914-1918)	Biomes and food security Geographies of interconnections

### Assessment

This will vary according to the unit. Students will be required to research, analyse and submit written and oral assessment items, most of which will be word-processed.

Unit 1	Unit 2
Exam – Response to stimulus	Extended Response Exam
Unit 3	Unit 4
Multi- Modal assessment	Short Response Exam

### General Capabilities

Humanities helps develop the following skills:

- Literacy
- ICT capability
- Intercultural Understanding
- Personal and Social Capability
- Ethical Understanding
- Critical and Creative Thinking

### Special Equipment

It is strongly recommended that students have a flash drive for computer work.

## Mathematics

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Core

QCAA Subject Category

General

Timetable Code

MAT

### Prerequisites

This is a core subject which all students will undertake.

### Pathways

This subject, in conjunction with Year 10 Mathematics, will prepare students for a variety of mathematical pathways in the senior years.

### Aims

Students build on their existing understandings of mathematical concepts and will relate mathematics to real-life and purely mathematical situations. Problems and investigations range from simple to complex and from familiar to unfamiliar. Students will be exposed to a range ICTs including the scientific calculator, graphics calculator and spreadsheets.

### National Curriculum Objectives

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.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real Number, Rates & Ratio, Measurement & Time, Pythagoras	Algebra, Trigonometry, Geometry	Algebraic Equations, Financial Mathematics, Data & Statistics	Chance & Probability, Coordinate Geometry

### Assessment

Unit 1	Unit 2
Assessment Item 1: Short Response Exam ( Real number, Rates & Ratio)	Assessment Item 3: Short Response Exam (Algebra, Trigonometry)
Assessment Item 2: Problem Solving and Modelling Task (Measurement & Pythagoras)	Assessment Item 4: Problem Solving and Modelling Task (Trigonometry)
Unit 3	Unit 4
Assessment Item 5: Short Response Exam (Algebraic Equations, Financial Mathematics)	Assessment Item 7: Short Response Exam (Chance & Probability, Coordinate Geometry).
Assessment Item 6: Problem Solving and Modelling Task (Data and Statistics)	

**General Capabilities**

Mathematics helps develop the following skills:

- Numeracy
- ICT capability
- Ethical Understanding
- Critical and Creative Thinking

**Special Equipment**

Cannon Scientific calculator (can be purchased from school office).

## Science

Head of Department: Jason Smith

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Core

QCAA Subject Category

General

Timetable Code

SCI

### Prerequisites

This is a core subject which all students will undertake.

### Pathways

Students who achieve good results in junior science can choose from a range of science subjects in the senior school. These subjects lead to opportunities in tertiary study and in many trades.

### Aims

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. The science curriculum supports students to develop the scientific knowledge, understandings and skills that will allow them to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

### Australian Curriculum Objectives

Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives. Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biological Sciences: <ul style="list-style-type: none"> <li>- Body systems</li> <li>- Ecosystems</li> </ul>	Chemical Sciences: <ul style="list-style-type: none"> <li>- Forming new substances</li> <li>- Chemical reactions</li> <li>- Acid/Base chemistry</li> </ul>	Physical Sciences: <ul style="list-style-type: none"> <li>- Energy transfer</li> </ul>	Earth & Space Sciences: <ul style="list-style-type: none"> <li>- Plate tectonics</li> </ul>

### Assessment

Unit 1	Unit 2
Research Investigation	Exam
Unit 3	Unit 4
Student Experiment	Data Test - Exam



### **General Capabilities**

Science helps develop the following skills:

- Numeracy
- ICT capability
- Ethical Understanding
- Critical and Creative Thinking

### **Special Equipment**

Students must have a 5mm grid book as a dedicated science notebook (A4 is preferable, but quarto size is OK).

**Loose-leaf folders are not acceptable.**

## Art

Head of Department: Cassandra Harradine

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Elective

QCAA Subject Category

General

Timetable Code

ART

### Prerequisites

Students need to have a willingness to experiment with art forms and to explore and develop their own abilities in this area. There is an expectation that students will be prepared to work on assignments at school and at home.

### Pathways

Skills gained in Year 9 Art will be essential for a smooth transition into Year 10, which will prepare students for the study of art in the Senior school. The career opportunities for art students are very broad and increasing quickly. The creative industry of art is growing constantly and students could look towards careers such in industrial or commercial design, animation, illustration, curating, graphic design or indeed as a professional artist.

### Aims

Year 9 Art aims to allow students to explore a range of media and develop skills in working with and appreciating art in many of its forms. This is done through investigating and experimenting with a variety of 2D and 3D techniques, including drawing, painting, printmaking, textiles, digital art, assemblage and mixed media.

### National Curriculum Objectives

- Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places.
- They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.
- Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

### Course Structure

Unit 1	Unit 2
<p><b>Where Am I</b> Students examine ways in which artists depict ideas of place and then create their own work using dyeing, screen printing, applique and stitch.</p>	<p><b>Seems like a Dream</b> Students explore surrealism and symbolism/metaphors as ways of expressing state of mind, emotion and identity, for themselves and for young people in other parts of the world and in different cultures.</p>

### Assessment

Unit 1	Unit 2
<p><b>Assessment One:</b></p> <ul style="list-style-type: none"> <li>• 3D folio of works and accompanying visual diary</li> <li>• Written analysis short answer</li> </ul>	<p><b>Assessment One:</b></p> <ul style="list-style-type: none"> <li>• 2D folio of works and accompanying visual diary</li> <li>• Artist statement</li> </ul>

### General Capabilities

Art helps develop the following skills:

- ICT capability
- Numeracy
- Ethical Understanding
- Critical and Creative Thinking

### **Special Equipment**

General art requirements and media are supplied by the school but students are expected to have an A4 visual diary and have some access to basic equipment such as drawing pencils, eraser and basic colour media at home.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

## Business is Fun

Head of Department: Adam Sinclair

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**Elective**

QCAA Subject Category

General

Timetable Code

BIF

### Prerequisites

Students need to be responsible, independent “employees” who can operate effectively as a team member in a less formal learning situation.

### Pathways

This venture-based subject will provide students with excellent life skills and knowledge to enable them to perhaps set up a small business of their own in the future. They will learn valuable skills which will equip them for part-time or full-time employment in this field. It also provides a basis for studying Business in the senior school.

### Aims

This subject will provide “enterprise education” opportunities for students by engaging them in a “hands-on” real life business experience in the form of operating a coffee business called “The Cap Shack”, which sells a range of café beverages to staff. Outcomes include: subject content, literacy and numeracy skills, employment skills e.g. problem solving, goal setting, communication and team work or career planning skills and knowledge.

### National Curriculum Objectives

Students are divided into 3 departments: Production, Ordering & Distribution and Accounting, to gain hands-on experience in a coffee making business. Students will learn about the various aspects of operating a small business e.g. customer service, locating a business, advertising, types of business enterprises, entrepreneurship, workplace health and safety etc. Students will also learn about preparing a resume and how to prepare for job interviews. By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

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

### Course Structure

Unit 1	Unit 2
Workplace health and Safety Customer Service Entrepreneurship	Types of Businesses Preparing for a Job Interview Marketing a new Product

### Assessment

Unit 1	Unit 2
Customer Service Poster Written short response test	Preparing for a Job Interview written short response Creative design project

### General Capabilities

BIF helps develop the following skills:

- ICT capability
- Ethical Understanding
- Critical and Creative Thinking

### Special Equipment

Nil

## Digital Technology and Modelling

Head of Department: Jason Smith

Email: jsmit375@eq.edu.au

**Elective**

**QCAA Subject Category**

General

**Timetable Code**

DTM

### Prerequisites

Year 7 DAT, and an interest in programming and digital design.

### Pathways

A student who is keen to develop a wide range of ICT skills will be able to apply learning from this unit to future study at this school and beyond, to University, TAFE and work. Digital Solutions and Information and Communications Technology in Years 11 and 12 offer differing opportunities for IT literate students. Students may also transfer some skills acquired in this course to studies in Art.

### Aims

This subject aims to allow students to develop Digital Technology skills that will prepare them for new paths of study in the Information and Digital technology fields.

### National Curriculum Objectives

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

### Course Structure

Unit 1	Unit 2
Programming in GODOT	Digital Technology in society

### Assessment

Unit 1	Unit 2
Develop a game in GODOT	<ol style="list-style-type: none"> <li>1. Evaluate gaming platforms</li> <li>2. Analyse the role of robots in industry</li> </ol>

### General Capabilities

DTM helps develop the following skills:

- Critical and Creative Thinking
- ICT capability
- Ethical Understanding

### Special Equipment

Students should bring a fully charged, network connected BYO laptops to class. Software (free and open source), will be installed on students' BYO devices.

## Drama

Head of Department: Cassandra Harradine Email: charr333@eq.edu.au

**Elective**

**QCAA Subject Category**

General

**Timetable Code**

DRA

### Prerequisites

Students need to have a willingness to perform for their teacher and their peers. They also need the ability to work co-operatively with others and the self-discipline to productively manage rehearsals.

### Pathways

This Year 9 course leads on to the study of Drama in the Senior school. The study of drama develops complex thinking skills, problem-solving and research skills as well as self-confidence and group skills. Students could look to a teaching career or a career in theatre, television or movies as actors, designers, managers or technical designers.

### Aims

Drama in Year 9 aims to provide students with the opportunity to work individually and/or collaboratively to develop skills in scriptwriting, improvisation, acting, voice, movement, film techniques and written analysis. Students examine a range of issues by devising their own work, performing published play text and analysing the work of other drama practitioners.

### National Curriculum Objectives

- Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces.
- They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

### Course Structure

Unit 1	Unit 2
<p><b>Realism</b> Students will explore the style of Realism. Students will have opportunities to develop their ability to use appropriate voice, movement, acting skills and staging to present realistic performances that demonstrate understanding of the character and the playwright's intent. Students will explore the text "Snagged".</p>	<p><b>Horror</b> Students will explore tension of mystery through scriptwriting and film making. Students will have an opportunity to write, video and edit a horror film. Students will develop acting skills and explore design elements including lighting, special effects, costuming and makeup.</p>

### Assessment

Unit 1	Unit 2
<p><b>Assessment One:</b> Presenting- Performing</p> <ul style="list-style-type: none"> <li>• Snagged Performance</li> </ul> <p><b>Assessment Two:</b> Written – Responding</p> <ul style="list-style-type: none"> <li>• Evaluation and Analysis Journal</li> </ul>	<p><b>Assessment One:</b> Written- Forming</p> <ul style="list-style-type: none"> <li>• Horror Script</li> </ul> <p><b>Assessment Two:</b> Presenting- Film</p> <ul style="list-style-type: none"> <li>• Horror Film</li> </ul>

**General Capabilities**

Drama helps develop the following skills:

- Critical and Creative Thinking
- ICT capability
- Ethical Understanding

**Special Equipment**

Students are expected to take advantage of live performances or theatre visits.



## Fashion & Design

Head of Department: Cassandra Harradine

Email: charr333@eq.edu.au

**Elective**

QCAA Subject Category

General

Timetable Code

FAD

### Prerequisites

Students would have studied Food Technology in Year 8 and should have an interest in learning more about fibre technology and the fashion industry, as well as developing student's practical skills.

### Pathways

Skills gained would enable students to manipulate fabrics and acquire the necessary knowledge to further their studies in textiles and fashion. Fashion & Design will be two semester units in Year 10.

### Aims

Fashion and Design aims to stimulate creative thinking and develop practical skills regarding fashion design, illustration & garment production. Students will work independently with problem-solving activities. Students identify and establish safety procedures that minimise risk, with safety and efficiency in mind, whilst maintaining safety standards to ensure success. They will learn to transfer theoretical knowledge to practical activities across a range of projects. Fashion also aims to promote sustainable textile practices.

### National Curriculum Objectives

- Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.
- When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.
- Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### Course Structure

Unit 1	Unit 2
<p><b>Recycle, Renew, Regenerate</b></p> <p>Students will be exposed to factors which impact on design decisions and the technologies used to produce products. Students will look at various components of the textile industry, focusing on the establishment and/or building of individual practical skills. Students will also focus on the 'fast fashion' dilemma we are currently facing, and will create their own product to combat this alarming trend. Students will have the opportunity to work independently to produce a repurposed item made from pre-loved clothing – thus counteracting this fast fashion trend.</p>	<p><b>Designer Jumpers</b></p> <p>Students will be exposed to factors which impact on design decisions and the technologies used to produce products. Students will continue to investigate the textile industry, with a direct focus on the fashion industry. Students will also learn new skills, including fashion illustrations, which form part of the design process. Students will have the opportunity to work independently to produce a new school hoodie jumper prototype, which fits the identified criteria.</p>

## Assessment

Unit 1	Unit 2
<p><b>Assessment One:</b> Folio – Practical skills</p> <ol style="list-style-type: none"> <li>Students must create a fabric embellishment folio to be used as a future reference demonstrating six samples of fabric embellishment techniques.</li> <li>Students must provide step-by-step instructions for each technique, along with two suggestions of use. Folio should be presented in display folder, including bibliography.</li> </ol> <p><b>Assessment Two:</b> Design Brief – Recycled Garment</p> <ol style="list-style-type: none"> <li>Students must complete the visual diary provided by teacher. Students must complete the design process.</li> <li>Students must design and produce an upcycled item using a preloved garment from home. Item must adhere to specific guidelines provided.</li> </ol>	<p><b>Assessment One:</b> Design Brief – New School Jumper</p> <ol style="list-style-type: none"> <li>Students must complete a visual diary, addressing all elements identified by teacher.</li> <li>Students need to create a proposal for a new school jumper for presentation to the uniform committee.</li> <li>Students design and create a school jumper prototype using polar fleece fabric.</li> </ol>

## General Capabilities

FAD helps develop the following skills:

- Ethical Understanding
- Critical and Creative Thinking
- Numeracy

- ICT capability

## Special Equipment

Students will be expected to provide a preloved item of clothing from home to repurpose into a new item as part of their Unit 1 assessment task. Students will also be required to purchase their own fabric for Hoodie – approx. 2m of fleece fabric. Sewing machines, patterns and equipment will be available at school. It is not a prerequisite for students to have a sewing machine at home.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

## Food Technology

Head of Department: Cassandra Harradine

Email: charr333@eq.edu.au

**Elective**

QCAA Subject Category

General

Timetable Code

FDT

### Prerequisites

Students would have studied food in Year 8 Home Economics and should have an interest in learning more about their health as it relates to nutrition, as well as developing cookery skills

### Pathways

This subject will provide a base for progression to further Food Studies in Year 10, as well as Certificate II in Hospitality in Years 11 and 12. Interest in working with food could potentially lead to offers in traineeships within the Hospitality industry.

### Aims

Students will use knowledge and understanding and processes and production skills to produce designed solutions for identified needs or opportunities. Students will gain an understanding of how their food choices now can impact not only their health, but also the greater population and environment. Students will be involved in the regular preparation of foods, aiming to build on their practical ability. Students identify and establish safety procedures and efficiency in mind, maintaining safety standards to ensure success.

### National Curriculum Objectives

- Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.
- When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.
- Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### Course Structure

Unit 1	Unit 2
Students will be exposed to factors which impact on design decisions and the technologies used to produce products, services and environments. Students will investigate healthy eating models along with food safety laws in Australia. Students will focus on the growing need to be more sustainable and conscious of their food choices and how they can have a positive impact on a global scale by selecting more sustainable foods. Students will have the opportunity to work individually to design, produce and evaluate a healthy and sustainable meal suitable for their family.	Students will be exposed to factors which impact on design decisions and the technologies used to produce products, services and environments. Students will investigate healthy eating models along with the food safety laws in Australia. Students will focus on the growing need to be aware of allergies and intolerances and ensuring that food items are identified with possible contaminants. Students will have the opportunity to work with a partner to design, prepare, package and sell a healthy snack item suitable for sale at a market stall.

## Assessment

Unit 1	Unit 2
<p><b>Assessment One:</b> Design Brief – Healthy and Sustainable Family Meal</p> <ol style="list-style-type: none"> <li>Working individually, students must complete the design brief provided, ensuring they submit their own task sheet with all documents attached.</li> <li>Students must work individually to design and produce a healthy and sustainable family meal.</li> </ol>	<p><b>Assessment One:</b> Design Brief – Macquarie Street Market Snack Stall</p> <ol style="list-style-type: none"> <li>Working individually, students must complete the design brief provided, ensuring they submit their own task sheet with all documents attached.</li> <li>Students must work collaboratively with a partner to produce and package a healthy snack. Students must also set up a market stall (including decorations, etc.) and sell their healthy snack to students and staff at Boonah SHS.</li> </ol>

### General Capabilities

Food Technology helps develop the following skills:

- ICT capability
- Literacy
- Numeracy
- Ethical Understanding
- Critical and Creative Thinking

### Special Equipment

Students are expected to organise ingredients from home when scheduled according to the semester cooking schedule issued on commencement of the course. They must also provide the correct containers to take food home in and their own tea towel for use during practical classes.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

## German

Head of Department: Lyn Colley

Email: lcoll50@eq.edu.au

**Elective**

**QCAA Subject Category**

General

**Timetable Code**

GER

### Prerequisites

The course is a continuation of the Languages program in Year 8.

### Pathways

Opportunities for employment exist in the fields of education, hospitality, tourism, commerce, industry, trade, banking, armed services, medical services and public and diplomatic services.

### Aims

The course is designed to enable students to gain a practical knowledge of a foreign language so they are able to understand and use it. In doing so, it encourages students to break down the barriers and build an understanding about people and their language and culture. The cognitive skills gained in learning a foreign language are transferrable to all other subject areas and are highly desirable to the development of a well-rounded education. Please note, topics will be cyclical depending on when they are studied in grades 8, 9 and 10.

### National Curriculum Objectives

By the end of Year 9-10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions. They apply rules of pronunciation, intonation and stress, such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use a variety of conjunctions and cohesive devices to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking. Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

### Course Structure

Unit 1	Unit 2
<p><b>Around Town</b> In this unit students will learn about and explore towns in German speaking countries. They will be able to converse in written and spoken mode while giving directions and describing towns both in Germany and Australia.</p>	<p><b>Music in my Life</b> The importance music has in our lives will be explored in German, both for German musicians and others. The language associated with this field of interest will be covered, giving students the opportunity to make statements about the role music plays in their own lives.</p>

### Assessment

Unit 1	Unit 2
<p>Students will produce a map of their own imaginary town, being able to give directions and descriptions in German, based on questions about it.</p> <p>Students will also produce their own brochure in German about the area they live in, describing in detail where they live and their opinion of it.</p>	<p>Students will research and produce a poster of a German-speaking musician. They will communicate orally and in written mode giving specific details and facts about them.</p> <p><b>Exam:</b> reading, listening and writing skills will be assessed in exam conditions based on the units studied.</p>

### General Capabilities

GER helps develop the following skills:

- ICT capability
- Ethical Understanding
- Critical and Creative Thinking

### Special Equipment

Extension activities such as language competitions and excursions are offered to Oktoberfest or a German Restaurant.

## Graphics & Design

Head of Department: Cassandra Harradine

Email: charr333@eq.edu.au

**Elective**

**QCAA Subject Category**

General

**Timetable Code**

GAD

### Prerequisites

Students enrolling in this subject should possess good visualisation skills and basic computing skills. Learning in Design builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

### Pathways

Skills gained in Year 9 Graphics will be essential for a smooth transition into Year 10, 11 and 12 Design.

### Aims

This programme of study aims to provide students with a range of learning experiences in technology education through contexts of graphical communication. Year 9 Graphics aims to develop in students, the basic knowledge, understanding and skills required to form the foundation for further study in graphics at a higher level.

### National Curriculum Objectives

- Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.
- When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.
- Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### Course Structure

Unit 1	Unit 2
<p><b>Graphical representations</b></p> <p>Students recognise and use a variety of 2D and 3D graphical representations. They use sketching, conventional drawing and computer aided design (CAD) to represent ideas. They develop a prototype using CAD and create a physical model using 3D printing.</p>	<p><b>Design Process</b></p> <p>Students analyse products, explore factors that influence design, document a design process and develop a design proposal. Students gain a deeper understanding of how designers work and appreciate that design processes are purposeful and systematic activities that achieve innovative outcomes.</p>

## Assessment

Unit 1	Unit 2
<p><b>Assessment 1 – Exam</b> Students identify different types of graphical representations, explain technology contexts and create a low fidelity prototype (CAD model)</p> <p><b>Assessment 2 - Design folio</b> Students document a design process and create their own 3D printed design solution (CO2 dragster).</p>	<p><b>Assessment 1 - Design project</b> Students document a design process and create a low fidelity prototype (CAD model).</p>

## General Capabilities

Graphics helps develop the following skills:

- Critical and Creative Thinking
- ICT capability
- Ethical Understanding

## Special Equipment

Students will be required to supply their own equipment:

- A BYOX connected laptop capable of running Autodesk Inventor 2019
- Drawing equipment (2H and H pencils, Eraser, 45° and 60°/30° set squares (size 10)
- Note and sketchbook (lined and blank pages)

*All drawing paper will be provided.*



## Industrial Design & Technology

Head of Department: Cassandra Harradine

Email: charr333@eq.edu.au

**Elective**

QCAA Subject Category

General

Timetable Code

IDT

### Prerequisites

Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with metal and timber products. **Students enrolling in this subject are also advised to consider Design as a complementary subject.**

### Pathways

Skills gained will be essential for a smooth transition into Year 10 and the senior vocationally based subject of Engineering Skills, Building Construction and Furnishing Skills.

### Aims

To develop in students the basic knowledge and practical expertise related to this unit of study and to develop in students a sense of personal achievement.

### National Curriculum Objectives

- Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.
- When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.
- Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### Course Structure

Unit 1	Unit 2
<p><b>Metal Work</b></p> <p>Throughout this unit, students will develop knowledge and understanding of the processes and production skills involved in creating a galvabond pencil case. They will evaluate the finished product in terms of form and function.</p>	<p><b>Wood Work</b></p> <p>This unit explores the creation of a pine and ply carry tray from the planning stages, including personal handle design, to the production stage where a prototype tray is created and evaluated for form and function.</p>

**Assessment**

Unit 1	Unit 2
<p><b>Assessment One:</b>                      Design Brief – To plan and create a prototype galvabond pencil case suitable for use by students and the general public.                      Practical – Students manufacture an article made predominately from metal following step by step instructions including:</p> <ul style="list-style-type: none"> <li>• Reading workshop drawings</li> <li>• Material identification</li> <li>• Mark out pencil case including bending lines and cut points</li> <li>• Pop riveting methods</li> </ul> <p>Theory – Students to complete documentation of all design processes in the planning stages of the task.</p>	<p><b>Assessment Two:</b>                      Design Brief – To plan and create a prototype pine and ply glue bottle carrying tray suitable for use by students and the general public.                      Practical – Students manufacture an article made predominately from metal following step by step instructions including:</p> <ul style="list-style-type: none"> <li>• Reading workshop drawings</li> <li>• Material identification</li> <li>• Mark out pencil case including bending lines and cut points</li> <li>• Pop riveting methods</li> </ul> <p>Theory – Students to complete documentation of all design processes in the planning stages of the task.</p>

**General Capabilities**

ITD helps develop the following skills:

- ICT capability
- Numeracy
- Ethical Understanding
- Critical and Creative Thinking

**Special Equipment**

Students will be required to supply a HB pencil, correct footwear (leather/vinyl/suede upper covering the whole foot) and any additional safety items deemed necessary by the teacher e.g., hair net, safety glasses etc.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

## Innovations 101

Head of Department: Jason Smith

Email: jsmit375@eq.edu.au

**Elective**

**QCAA Subject Category**

General

**Timetable Code**

INO

### Prerequisites

- B standard or better in Year 8 Science
- B standard or better in Year 8 Maths
- Due to limited resources, numbers will be limited to one class in each semester. Preference will be given to students with demonstrated ability in Science and Mathematics.

### Pathways

Robots, Programming and Games is available for interested students in Year 10.

### Aims

This interdisciplinary elective is designed for students who have an interest in both design and technology. The course incorporates curriculum in science, maths, and technology. Topics include bridge structure and design, construction of prototypes, electronics and circuit construction using Arduino micro-controllers. Primarily group project-driven, the course emphasizes teamwork, research and time management for long range projects in which students learn how to organize real-world information to develop unique solutions to open-ended problems. The course has a major bridge construction project comprised of designing a bridge, building a prototype, and reflecting on performance. It also looks at a practical project on open source microcontrollers.

### Australian Curriculum Objectives

Students plan and manage digital projects using interactive software. They define and deconstruct complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.

Students create designed solutions for one or more of the technologies context based on critical evaluation of needs or opportunities. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### Course Structure

Unit 1	Unit 2
Bridge design and build	Electronics: Arduino

### Assessment

Unit 1	Unit 2
Paddlepop Bridge	Arduino project

### General Capabilities

Innovations 101 helps develop the following skills:

- Critical and Creative Thinking
- ICT capability
- Ethical Understanding

### Special Equipment

Nil

## Sport & Exercise Studies

Head of Department: Jai Yong Gee

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**Elective**

**QCAA Subject Category**

General

**Timetable Code**

SES

### Prerequisites

- B or better Year 8 HPE and have received an A standard for Effort.

### Pathways

Students who complete SES in Year 9 can select to continue studying this subject in Year 10.

### Aims

This subject is aimed towards students who have excelled in the core subject of HPE in Year 8 and have an interest in the science behind modern day sports and exercise. Students will use a range of modern technology such as heart rate monitors, GPS trackers and visual recording devices to inform their practices and performances. Additionally this subject is designed to prepare students that are intending to study Senior Physical Education in Year 11/12. Students engage in additional theory and practical lessons that will prepare them for the academic rigor and practical skills required in the senior years.

### National Curriculum Objectives

Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.  
 Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.  
 Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.  
 Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.  
 Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

### Course Structure

Unit 1	Unit 2
Energy Systems <i>European Handball/ Futsal</i>	Sports Psychology <i>Netball/ Sofcrosse</i>

### Assessment

Unit 1	Unit 2
Exam & Performance	Project

### General Capabilities

SES helps develop the following skills:

- Critical and Creative Thinking
- ICT capability
- Ethical Understanding

### Special Equipment

Correct sports footwear (must have shoe laces) and a school hat for all practical lessons. Swimmers, sun shirt and towel for swimming.