Boonah State High School

Year 8 to 9

Subject Selection

for 2023

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CORE SUBJECTS

ELECTIVE SUBJECTS

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 2023

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 INVESITGATE 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	**Science**
Health & Physical Education	**History/Geography**
Mathematics	

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

Visual Arts	**German**	**Digital Technology &**
Business is Fun	**Sport & Exercise**	**Modelling**
Graphics & Design	**Innovation 101**	**Fashion & Design**
Drama & Media	**Industrial Design &**	
Food Technology	**Technology**	

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** Certificate II in Sport and Recreation* 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	**Technology** Graphics & Design Industrial Design & Technology	**Technology** Graphics & Design Junior Engineering Junior Furnishing	Building & Construction Skills* Certificate II in Engineering Pathways * Furnishing Skills* **Design**
Information Communication & Technology	Business is Fun Digital Technology & Modelling	Robots, Programs & Games	**Digital Solutions** Information Communication Technology*
		Mind Ya Business	**Business**
Textiles & Food	Food Technology Fashion & Design	Food Technology Fashion & Design	Certificate II in Hospitality* Fashion*

An asterix (*) indicates that these Applied or VET subject

English

Head of Department: Lyn Colley   Email: lcoll50@eq.edu.au

Core

QCAA Subject Category		General	**Timetable Code**		ENG

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop Stationery Flash drive for digital storage
	Costs
	Excursions

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
Australian identity 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.	**Speculative fiction** 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.	**Drama text** 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.	**Evaluating characters in a novel** 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.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Persuasive speech – flag representation	**Assessment Item 2:** • Written assignment – Speculative short story
Unit 3	**Unit 4**
Assessment Item 3: • Written – interview script **Assessment Item 4:** • Spoken – summation to court	**Assessment Item 5:** • 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

Health and Physical Education

| | | **Core** |
| Head of Department: Jai Yong Gee | Email: jyon6@eq.edu.au | |

| **QCAA Subject Category** | | General | **Timetable Code** | | HPE |

Prerequisites	**Equipment**
This is a core subject which all students will undertake	Laptop Stationery Correct uniform, sports shoes (that must have laces) and a hat to all practical lessons. Swimmers, sun shirt and towel.
	Costs
	Nil

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.

Australian 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 Striking Games	**Ethics & Integrity Invasion Games**	**Diversity & Culture through AFL**	**Drugs & Alcohol Orienteering**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Performance	**Assessment Item 2:** • Investigation and Report

Unit 3	Unit 4
Assessment Item 3: • Project - Multimodal	**Assessment Item 4:** • Performance **Assessment Item 5:** • Examination

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

History/Geography

Head of Department: Adam Sinclair   Email: ajsin1@eq.edu.au

Core

QCAA Subject Category		General	**Timetable Code**	HIS

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop Stationery Flash drive for digital storage
	Costs
	Excursions

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.

Australian 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' focus 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

Unit 1	Unit 2
Assessment Item 1: • Examination – Response to stimulus	**Assessment Item 2:** • Examination – Extended Response
Unit 3	**Unit 4**
Assessment Item 3: • Assignment - Multimodal	**Assessment Item 4:** • Examination – Short Response

General Capabilities
Humanities 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

Mathematics

Head of Department: Amanda Mathewson   Email: asmit641@eq.edu.au

Core

| **QCAA Subject Category** | | General | **Timetable Code** | MAT |

Prerequisites	**Equipment**
This is a core subject which all students will undertake	Laptop Stationery Cannon Scientific calculator (can be purchased from school office).
	Costs
	Nil

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.

Australian 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: • Examination – Short response (Real number, Rates & Ratio) **Assessment Item 2:** • Assignment - Problem Solving and Modelling Task (Measurement & Pythagoras)	**Assessment Item 3:** • Examination – Short response (Algebra, Trigonometry) **Assessment Item 4:** • Assignment – Problem Solving and Modelling Task (Trigonometry)
Unit 3	**Unit 4**
Assessment Item 5: • Examination – Short response (Algebraic Equations, Financial Mathematics) **Assessment Item 6:** • Assignment – Problem Solving and Modelling Task (Data and Statistics)	**Assessment Item 7:** • Examination – Short response (Chance & Probability, Coordinate Geometry)

General Capabilities

Mathematics 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

Science

		Core
Head of Department: Jason Smith	Email: jsmit375@eq.edu.au	

QCAA Subject Category	General	**Timetable Code**	SCI

Prerequisites	**Equipment**
This is a core subject which all students will undertake	Laptop Stationery (specifically dedicated science notebook - A4 is preferable, but quarto size is acceptable)
	Costs
	Nil

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 than 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 communication their findings and ideas to specific audiences.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biological Sciences	**Chemical Sciences**	**Physical Sciences**	**Earth & Space Sciences**
- Body systems - Ecosystems	- Forming new substances - Chemical reactions - Acid/Base chemistry	- Energy transfer	Plate tectonics

Assessment

Unit 1	Unit 2
Assessment Item 1: • Research Investigation	**Assessment Item 2:** • Examination
Unit 3	Unit 4
Assessment Item s: • Student Experiment	**Assessment Item 1:** • Examination – Data test

General Capabilities

Science 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

Art

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

Elective

QCAA Subject Category		General	Timetable Code	ART

Prerequisites	Equipment
Students need to have a willingness to experiment with art forms and to explore and develop their own abilities in this area.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery (specifically 2B pencils and an A4 visual diary)
	Costs
	Nil

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.

Australian 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
Where Am I	**Seems like a Dream**
Students examine ways in which artists depict ideas of place and then create their own work using dyeing, screen printing, applique and stitch.	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.

Assessment

Unit 1	Unit 2
Assessment Item 1: • 3D folio of work with accompanying visual diary • Written analysis short answer	**Assessment Item 2:** • 3D folio of work with accompanying visual diary • Artist statement

General Capabilities

Art 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

Business is Fun

Elective

Head of Department: Adam Sinclair   Email: ajsin1@eq.edu.au

QCAA Subject Category		General	**Timetable Code**	BIF

Prerequisites	Equipment
Students need to be responsible, independent "employees" who can operate effectively as a team member in a less formal learning situation.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery
	Costs
	Nil

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.

Australian 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
Assessment Item 1: • Assignment – Customer Service Poster **Assessment Item 2:** • Examination – Short Response	**Assessment Item 3:** • Assignment – Prepare for a Job Interview **Assessment Item 4:** • Assignment – Creative Design Project

General Capabilities

BIF 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

Digital Technology and Modelling

Elective

Head of Department: Jason Smith   Email: jsmit375@eq.edu.au

QCAA Subject Category		General	**Timetable Code**	DTM

Prerequisites	**Equipment**
An interest in programming and digital design	Laptop Stationery
	Costs
	Nil

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.

Australian 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
Assessment Item 1: • Project – develop a game in GODOT	**Assessment Item 2:** • Assignment – evaluate gaming platforms **Assessment Item 3:** • Assignment – analyse the role of robots in the industry

General Capabilities

DTM 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

Drama and Media

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

Elective

QCAA Subject Category		General	**Timetable Code**	DAM

Prerequisites	Equipment
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.	Laptop Stationery (Pens, pencils, ruler, lined workbook for script writing and drawing storyboards) USB (16GB or larger) for sharing video files in Media. Set of Blacks eg black pants and a plain black shirt.
	Costs
	Excursions

Pathways

The Drama and Media course will prepare all students moving into careers that value communication, creative problem solving, co-operative and independent work ethics, critical thinking and research skills. Students planning on studying any of the senior arts in the future learn these values in both courses before they choose to specialise in one. The creative industries of drama and media is growing constantly and students could look towards career opportunities not only in performance but also filmmaking, animation, journalism, broadcasting/streaming, advertising, communication management, or indeed a combination of multiple jobs needed to succeed in the 21st century professional job market.

Aims

Year 9 Drama and Media is a semester long course – one term of each – allowing students opportunities to create dramatic meaning for an audience on a stage or on the silver screen.

In Drama, students will study the different styles of theatre including Realism. The themes based around the play are relevant to teenagers today, should I go to university, or stay with my family working in the family business. Students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action. Drama nurtures self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

In Media, students will study different media industries & technologies and how it influences and advertises to teenagers. They demonstrate filmmaking and storytelling techniques with the goal of manipulating and juxtapose film images to enhance meaning to a viewer.

Australian Curriculum Objectives

Drama:

Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama.

Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists.

Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements

Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.

Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect.

Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their

drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts.

Media:
Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. Also, how social, institutional and ethical issues influence the making and use of media artworks.
Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.
Collaborate and apply design, production and distribution processes in group work.

Course Structure

Unit 1	Unit 2
Drama	**Media**
Students will learn about the style of Realism. Students will read the play 'Snagged' and perform a scene from the play. Students will evaluate their performance. Students will also watch the live version of the play and review it. Characterisation will allow the students to put on the shoes of their chosen character, which will be need for the character analysis.	Students will understand different media industries & technologies and how it influences teenagers. There is a focus on film genre and how media industries advertise to key demographics in areas such as film, tv and online streaming platforms. They will demonstrate basic composition, framing, blocking and shot types for moving cameras. Also applying basic editing and storytelling techniques using free software and available apps. Finally, students will manipulate and juxtapose film images to enhance it's meaning to a targeted audience.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Performance – A chosen scene from the play 'Snagged' **Assessment Item 2:** • Assignment - Play Review and character analysis	**Assessment Item 3:** • Examination – Multiple Choice and Short Response: Advertising a Film **Assessment Item 4:** • Short Film - Genre Trailer

General Capabilities

Drama 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

Fashion & Design

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

Elective

QCAA Subject Category		General	**Timetable Code**	FAD

Prerequisites	Equipment
An interest in learning more about fibre technology and the fashion industry, as well as developing student's practical skills.	Laptop Stationery Fabric
	Costs
	Nil

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.

Australian 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, adjusting 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
Recycle, Renew, Regenerate 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.	**Designer Jumpers** 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.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Practical - create a fabric embellishment • Folio – technique instructions **Assessment Item 2:** • Design Brief – Recycled Garment	**Assessment Item 3:** • Design Brief – New School Jumper

General Capabilities

FAD 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

Food Technology

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

Elective

QCAA Subject Category		General	**Timetable Code**	FDT

Prerequisites	**Equipment**
An interest in learning more about their health as it relates to nutrition, as well as developing cookery skills	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery Ingredients for cooking. Container to take food home in, and a tea towel
	Costs
	Nil

Pathways

This subject will provide a base for progression to further Food Studies in Year 10, as well as Certificate ll 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.

Australian 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, adjusting 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 contaminates. 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
Assessment Item 1: • Design Brief - Healthy and Sustainable Family Meal	**Assessment Item 1:** • Design Brief - Macquarie Street Market Snack Stall

General Capabilities

Food Technology 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

German

Head of Department: Lyn Colley   Email: lcoll50@eq.edu.au

Elective

QCAA Subject Category		General	**Timetable Code**	GER

Prerequisites	Equipment
This course is a continuation of the Languages program in Year 8.	Laptop Stationery
	Costs
	Excursions

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.

Australian 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
Around Town	**Music in my Life**
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.	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.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Assignment – Town Map **Assessment Item 2:** • Assignment – Brochure	**Assessment Item 3:** • Assignment – Poster **Assessment Item 4:** • Examination

General Capabilities

GER 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

Graphics & Design

Elective

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

QCAA Subject Category		General	**Timetable Code**	GAD

Prerequisites	**Equipment**
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.	Laptop Stationery (specifically 2H and H pencils, Eraser, 45° and 60°/30° set squares (size 10) and Note and sketchbook (lined and blank pages)
	Costs
	Nil

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.

Australian 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, adjusting 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
Graphical representations	**Design Process**
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.	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.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Examination **Assessment Item 2:** • Design Folio	**Assessment Item 3:** • Design Project

General Capabilities

Graphics 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

Industrial Design & Technology

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

Elective

QCAA Subject Category		General	Timetable Code		IDT

Prerequisites	Equipment
Should possess a liking for and gain pleasure from hands on practical work with metal and timber products.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery (specifically HB pencils)
	Costs
	Nil

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.

Australian 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, adjusting 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
Metal Work	**Wood Work**
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.	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.

Assessment

Unit 1	Unit 2
Assessment Item 1:	**Assessment Item 2:**
• Design Brief – galvabond pencil case	• Design Brief – bottle carrying tray

General Capabilities

ITD 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

Innovations 101

Head of Department: Jason Smith   Email: jsmit375@eq.edu.au

Elective

QCAA Subject Category		General	**Timetable Code**		INO

Prerequisites	**Equipment**
• 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.	Laptop Stationery

	Costs
	Nil

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 contexts 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
Assessment Item 1: • Project – Paddle pop Bridge	**Assessment Item 2:** • Project - Arduino

General Capabilities

Innovations 101 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

Sport & Exercise Studies

Elective

Head of Department: Jai Yong Gee   Email: jyong6@eq.edu.au

QCAA Subject Category		General	**Timetable Code**		SES

Prerequisites	**Equipment**
• B or better in Year 8 HPE • A standard for Effort in Year 8 HPE	Correct uniform, sports shoes (that must have laces) and a hat to all practical lessons. Swimmers, sun shirt and towel. Laptop Stationery
	Costs
	Nil

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.

Australian 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 **European Handball/ Futsal**	**Sports Psychology** **Netball/ Sofcrosse**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Exam **Assessment Item 2:** • Performance	**Assessment Item 3:** • Project

General Capabilities

SES 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