Boonah State High School

Year 7 and 8

Subject Selection Handbook

for 2025

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 15 July 2024)

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TABLE OF CONTENTS

Some things to do 3
Some things to think about? 3
Subject choices offered by Boonah SHS 4
Assistance for Students with Special Needs 4
Relationships between Middle School and Senior Phase of Learning Subjects 5

CORE SUBJECTS
English (ENG) 6
Health & Physical Education (HPE) 10
History & Geography (HIS) 11
Mathematics (MAT) 15
Science (SCI) 17

ELECTIVE SUBJECTS
Art (ART) 21
Digital Technologies (DIG) 23
Drama (DRA) 25
Food and Fashion (FDT) 27
German (GER) 29
High Performance Sport (HPS) 31
Industrial Design & Technology & Design (IDT) 32
Rugby Development (HRD) 34
STEM (STE) 35

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

1. Class is a composite class with Year 8 or 9 (if timetable allows)
2. Subject will not run at Boonah State High School in 2025

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

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 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

- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

Subject choices offered by Boonah SHS

The range of subjects offered for students in Year 7 and 8 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 7 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).

All Year 8 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**
Mathematics	**History/Geography**	

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

Art	**High Performance Sport**
Digital Media	**Industrial Design & Technology**
Drama	**Rugby Development**
Food Technology	**STEM**

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 **Industrial Design & Technology** 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 Year 7 and 8. 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 lifelong 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 STEM	**Science** Agriculture STEM	**Science** Agriculture	**Biology** **Chemistry** **Physics** Agricultural Practices*
Humanities History and Geography	**Humanities** History and Geography	**Humanities** History and Geography	**Geography** **Modern History** Tourism*
Health & Physical Education Sport & Exercise	**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*
Languages German	**Languages** German	**Languages** German	
Technology Design & Technologies Digital Technology Textiles &Food	**Technology** Industrial Design & Technology Digital Technology Business is Fun Food Technology Fashion & Design	**Technology** Junior Engineering Junior Furnishing Digital Technology Mind Ya Business Food Technology Fashion & Design	Building & Construction Skills* Certificate II in Engineering Pathways * Furnishing Skills* Information & Communication Technology* **Business** Hospitality Practices* Fashion*

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

English – Year 7

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 A4 notebook 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

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

Australian Curriculum Objectives

By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.

They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Persuasion in texts • visual literacy	Biographical writing • Memoirs • Biographies	Ned Kelly – hero or villain? • Novel study	Perspectives – Asian texts & poetry/song

Assessment

Unit 1	Unit 2
Assessment Item 1: • Spoken - persuasive	**Assessment Item 2:** • Written – biography • Spoken – life writing
Unit 3	**Unit 4**
Assessment Item 3: • Written - Imaginative recount • Exam – reading comprehension	**Assessment Item 4:** • Poster – informative • Written - Song analysis

English – Year 8

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 A4 notebook 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

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

Australian Curriculum Objectives

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Teen representation	• First Nation Voices	• Who do you want to be? *Noah & Saskia* viewing	The book is better than the film – comparative

Assessment

Unit 1	Unit 2
Assessment Item 1: • Imaginative writing – journals • Representation in news – PPT /poster	**Assessment Item 2:** • Written – paragraph writing – Indigenous texts • Spoken – Multimodal with justification
Unit 3	**Unit 4**
Assessment Item 3: • Written persuasive - Blogging – technology • Spoken – Ethical or moral dilemma	**Assessment Item 4:** • Imaginative writing – fan fiction • Exam – Analytical essay

Health and Physical Education

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

Core

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 HPE faculty subjects in years 9 & 10 of HPE & Sport & Exercise Studies as well as the senior subjects of Physical Education, Sport and Recreation and the Certificate 2 in Sport & Recreation.

Aims

Students will learn how to find and use information to make informed choices for their own health and the health of others. They will develop important interpersonal skills for interacting with others and promoting their own wellbeing. In physical activities, they will practice different movements and strategies to feel confident and creative. Additionally, students will learn how to encourage others to be active, both on their own and in their communities. They will also discover how personal and outside factors can affect their health and activity choices.

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
• **Nutrition with Striking Games**	• **Sportsmanship with Modified Team Games**

Assessment

Unit 1	Unit 2
• Exam & Performance	• Portfolio & Performance

History, Geography, Civics, Business – Year 7

Core

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

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 8 studies in History and Geography while also providing understanding of Business in preparation for the Year 9 Business elective.

Aims

Humanities in Year 7 is divided into History and Geography, Business and Civics. The course follows the Australian Curriculum. The focus of these subjects is on developing a strong ability in critical thinking, 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 Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.**
Geography - There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Place and liveability' focus on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.
Business- The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.
Civics- The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles, and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
***Combined Geography and Business unit** Geography liveability	**Geography** Water in the world	**History** Deep time history in Australia	**History** Ancient World – China, Greece, Rome & Egypt
***Civics and Citizenship embedded within units**			

Assessment

Unit 1	Unit 2
Assessment Item 1: • Geography & Business report project – Fieldwork investigation	**Assessment Item 2:** • Short Response exam – responding to sources and data
Unit 3	**Unit 4**
Assessment Item 3: • Historical Investigation & Museum display	**Assessment Item 4:** • Historical Investigation – Source interpretation & analysis

Humanities (History, Geography, Civics, Business) - Year 8

Core

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

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 9 studies in History and Geography while also providing understanding of Business in preparation for the year 9 Business elective. This core subject also prepares students for senior studies in which senior students may study Modern History, Geography, Business and Tourism. Goal of these subject are to allow students an understanding of the world around them providing students with opportunities to become active and informed citizens ready for the workforce and/or future study.

Aims

Humanities in Year 8 is divided into History and Geography, Business and Civics. The course follows the Australian Curriculum. The focus of these subjects is on developing a strong ability in critical thinking, 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 – Ancient to the modern world

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Geography- Changing Nations

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

Business- The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

Civics- Students will be provided a deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity, and identity in contemporary society. Emphasis is placed on the federal system of government, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
History – Medieval World: Medieval Europe	**History – Shogunate Japan**	**Civics – Australian government systems**	**History- Spanish Conquest**	**Geography – Changing Nations**
***Civics embedded within units**				

Assessment

Unit 1	Unit 2
Assessment Item 1: • Short Response Exam – Medieval Europe	**Assessment Item 2:** • Extended Response Exam – Shogunate
Unit 3	**Unit 4**
Assessment Item 3: • Historical inquiry and creative element	**Assessment Item 4:** • Practical exam – data analysis
Unit 5	
Assessment Item 5: • Business Feasibility Portfolio	

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 Scientific calculator (preferably Canon or Casio) (can be purchased from school office).
	Costs
	Nil

Pathways

All students study the Australian Curriculum subject "Mathematics" in Years 7 to 10, with the choices of Mathematical Methods, Specialist Mathematics, General Mathematics and Essential Mathematics becoming available in Year 11 and 12.

Australian Curriculum Objectives

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- extend computation with combinations of the 4 operations with integers and positive rational numbers, recognise the relationship between fractions and their terminating or infinite recurring decimal expansions; they convert between fraction and decimal forms of rational numbers and locate them on the real number line
- extend the exponent laws to numerical calculations involving positive and zero exponents, and solve a broad range of practical problems, using mental methods, written algorithms and digital tools
- use mathematical modelling to solve problems in a broad range of contexts that involve ratios with 2 or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts, and apply proportional reasoning
- manipulate linear and other algebraic expressions, recognise and model situations using linear relations and solve related equations using tables, graphs and algebra
- interpret and explain demonstrations and proofs of Pythagoras' theorem and investigate irrational numbers, their infinite non-recurring decimal expansion and their approximate location on the real number line
- select metric measurement units fit for purpose and convert between units, recognising the effects of different levels of measurement accuracy on the results of computations, and relate these to interval estimates for measurements in various contexts
- apply knowledge of the relationships between π and the features of circles to solve problems involving circumference and area and establish sets of congruency and similarity conditions for common shapes in the plane and create algorithms to test for these conditions, discuss examples and counterexamples
- construct and locate objects with reference to three-dimensional coordinates using digital tools
- consider a variety of situations involving complementary and mutually exclusive events, combinations of 2 events; represent these using tables and diagrams, conducting simulations and calculating corresponding probabilities
- examine experimental and observational data and identify populations and samples with respect to context; investigate variation in summary statistics across samples of varying size and discuss their findings.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number	**Algebra and Measurement**	**Algebraic Equations and Probability**	**Space and Statistics**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Short Response test - Number	**Assessment Item 2** • Short Response Test - Algebra **Assessment Item 3** • Problem Solving and Modelling Task (PSMT) – Measurement
Unit 3	**Unit 4**
Assessment Item 4 • Short Response Test - Algebraic Equations **Assessment Item 5** • Problem Solving and Modelling Task (PSMT) – Probability	**Assessment Item 6** • Short Response Test - Space **Assessment Item 7** • Problem Solving and Modelling Task (PSMT) – Statistics

Science – Year 7

Head of Department: Hayley Long Email: hlong15@eq.edu.au

Core

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 how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They identify potential ethical issues and intercultural considerations required for field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends and relationships. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Science Our Place in Space	**Chemistry: Particle Model & Mixtures**	**Biology: Ecosystems, Classification & Biodiversity**	**Physics: Forces**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Exam	**Assessment Item 2:** • Student Experiment
Unit 3	**Unit 4**
Assessment Item 3: • Research Investigation	**Assessment Item 4:** • Data Test

Science – Year 8

Head of Department: Hayley Long Email: hlong15@eq.edu.au

Core

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 the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biology: Cells & multicellular organisms	**Physics: Energy Transformations**	**Earth Science: Rock cycle & Dynamic Earth**	**Chemistry: Elements, Compounds & Mixtures**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Exam	**Assessment Item 2:** • Student Experiment
Unit 3	**Unit 4**
Assessment Item 3: • Exam & Research Investigation	**Assessment Item 4:** • Data Test

Art – Year 7 & 8

Elective

Head of Department: Christine Hills Email: chill182@eq.edu.au

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

Students who study Visual Art may choose to pursue further studies at a senior or tertiary level. Artists play an important part on our communities and societies with their reflection on experiences, events and matters that shape our world. From small community participation to major exhibitions, the possibilities for artists to share their work are only limited by the imagination.

Aims

The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop conceptual and perceptual ideas and representations through design and inquiry processes, visual arts techniques, materials, processes and technologies, critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement, respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences, confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Australian Curriculum Objectives

In Visual Arts, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. Students will continue to use and apply appropriate visual language and visual conventions with increasing complexity and consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks and consider society and ethics, and economic, environmental and social factors. Students will exhibit their artworks individually or collaboratively, basing the selection on a concept or theme and document the evolution of selected art styles and associated theories and/or ideologies. They will reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks. Drawing on artworks from a range of cultures, times and locations as they experience visual arts, they will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region and learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. They will learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts and identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts. Students will design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks and develop an informed opinion about artworks based on their research of current and past artists. They will examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues and acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies. Students will extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

Course Structure

Unit 1 – Year 7	Unit 2 – Year 7
My Alter Ego Explores how artists communicate what makes them "superheroes" in their artworks. Students design and create a series of drawings and paintings focused on what makes you a superhero.	**Strange Creatures** Explores mythological and imaginary creatures and their habitats. Students design and create a hybridised clay creature and paint a mixed media world for it to live within.
Unit 3 – Year 8	**Unit 4 – Year 8**
Robots Assemble! Explores how artists use real life materials to inspire the creation of machines. Students design and create mixed media imaginary robots aimed at solving real world problems.	**It was Just a Dream** Explores how artists show dreams, fears and fantastical stories in their artworks via painting. Students design and paint their own fantastical story using acrylic paint.

Assessment

Unit 1 – Year 7	Unit 2 – Year 7
Assessment Item 1: • Folio of work	**Assessment Item 1:** • Folio of work
Unit 3 – Year 8	**Unit 4 – Year 8**
Assessment Item 1: • Folio of work	**Assessment Item 1:** • Folio of work

Digital Technology – 7 & 8

Head of Department: Hayley Long Email: hlong15@eq.edu.au

Elective

QCAA Subject Category	General	**Timetable Code**	DIG

Prerequisites	**Equipment**
An interest in programming and digital design	Laptop Stationery USB
	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. It will prepare students moving into careers that value communication, creative problem solving, co-operative and independent work ethics, critical thinking and research skills.

Aims

Digital Technologies and media arts aim to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- gain enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- use computational thinking (abstraction; data collection, representation and interpretation; specification; algorithms; and implementation) to create digital solutions and creative and critical thinking skills through engagement as producers and consumers of media
- 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 the ethical collection and generation of data through automated and non-automated processes and participate in safe and respectful communications and collaboration with 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.
- Incorporate aesthetic and user experience design processes using media art work creation technologies – such as graphical representations sketching, models, 2D/3D simulations, or moving image productions

Australian Curriculum Objectives

- developing practices and skills using media languages (technical and symbolic codes and conventions) relevant to selected forms and styles through available media technologies
- critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others
- creating (producing) media arts works in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms using production processes
- apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language.
- represent and communicate their algorithmic solutions using flowcharts and pseudocode
- check their solutions meet the specifications by testing and debugging their algorithms before and during

implementation
- develop a deeper understanding of abstraction by explaining how and why digital systems represent data as whole numbers, which are then represented in binary

Course Structure

Unit 1 – Year 7	Unit 2 – Year 8
• Exploring MIS, Graphic Design and Web Page development • Block coding in Minecraft	• Media Graphics • Mobile App Development

Assessment

Unit 1	Unit 2
Assessment Item 1: • Folio of work	**Assessment Item 1:** • Folio of work

Drama

Head of Department: Christine Hills Email: chill182@eq.edu.au

Elective

QCAA Subject Category	General	**Timetable Code**	DRA

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) Set of Blacks eg black pants and a plain black shirt.
	Costs
	Excursions

Pathways

Students who are interested in the arts and drama may follow a pathway of study that can include tertiary study and attendance at one of the major Australian academies of dramatic art. An interest in drama may see students participating in school and community- based productions, including Creative Generation. Dream big and you may end up with your own Hollywood Star!

Aims

The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama. They acquire knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning and a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences. Students will gain knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Australian Curriculum Objectives

In Drama, students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation and use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. Students will shape drama for audiences using narrative and non-narrative dramatic forms and production elements and draw on drama from a range of cultures, times and locations as they experience drama. Drama allows students to explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region and learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. They will learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms. Students will explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama, consider social, cultural and historical influences of drama and evaluate the directors' intentions and expressive skills used by actors in drama they view and perform. They will maintain safety in dramatic play and in interaction with other actors and build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Course Structure

Unit 1 – Year 7	Unit 2 – Year 8
• Mask • Social media	• Children's Theatre • Stage Combat or Comedy

Assessment

Unit 1	Unit 2
Assessment Item 1: • Short answer exam **Assessment Item 2:** • Mask and Design Journal **Assessment Item 3:** • Tiktok performance	**Assessment Item 1:** • Written script for a primary audience **Assessment Item 2:** • Combat or comedy performance **Assessment Item 3:** • Self-analysis reflection

Food and Fashion – Year 7 & 8

Head of Department: Aidan Richter Email: arich185@eq.edu.au

Elective

QCAA Subject Category	General	Timetable Code	FDT

Prerequisites	Equipment
An interest in food and a genuine interest in learning a range of skills in the kitchen and also food production.	Laptop Stationery A4 notebook Ingredients as per cooking schedule issued each term Fabric Supplied
	Costs
	Nil

Pathways

Opportunities for employment exist in the fields of commercial cookery, hospitality, tourism, event catering, defence force services, hospital catering, fashion and costume design.

Aims

Students experience opportunities to design and produce food products in a safe and supported learning environment. They will have rich connections to other learning areas and subjects, for example Science, Geography and Health and Physical Education. Students investigate and select from a range of technologies − tools, equipment, processes, materials, systems and components. They consider how the characteristics and properties of food choices can be combined to design and produce sustainable designed solutions, taking into account community, ethical, economic, environmental and social sustainability factors.

With greater autonomy, students identify the sequences and steps involved in their cooking design tasks. They develop plans to manage design tasks, including safe and responsible use of equipment and appliances, and apply their food production plans to successfully complete these tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency when making designed solutions.

Fashion will require the progressive development of knowledge and understanding of the characteristics and properties of a range of materials through producing design solutions for the home environment or fashion. Students will also investigate increasing concerns related to sustainability.

Australian Curriculum Objectives

Food

Students analyse how people in Food technologies occupations consider ethical and sustainability factors to design and produce products, services and environments. They analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures.

Students will analyse how foods are produced in managed environments and how these can become sustainable. They will analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating.

Students will develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions. They will select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions.

Fashion

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.

Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques.

Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions.

Course Structure

Unit 1 – Year 7	Unit 2 – Year 8
• Wellness Bowl • Funky Designs – Pencil Case	• Hot Potato, Hot Potato • It's in the Bag – Surface Decorations

Assessment

Unit 1	Unit 2
Assessment Item 1: • Design Brief/Practical • Practical Sewing Task – Design, make and appraise task will be supported by written documentation of the design process.	**Assessment Item 2:** • Design Brief/Practical • Practical Sewing Task – Design, make and appraise task will be supported by written documentation of the design process.

German – Year 7 & 8

Head of Department: Lyn Colley Email: lcoll5o@eq.edu.au

Elective

QCAA Subject Category	General	**Timetable Code**	GER

Prerequisites	**Equipment**
Nil	Laptop Stationery A4 notebook
	Costs
	Nil

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 the Junior school.

Australian Curriculum Objectives

By the end of Year 8, students use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions. They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as *danach, dann, früher, vorher* and common subordinating conjunctions. They use some modal verbs and imperative forms. They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives. They produce original present tense sentences and use familiar examples of the *Perfekt* and *Imperfekt* tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases. They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create a range of bilingual resources for the wide community and to assist their own and others' language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.

Students explain how language changes over time and identify reasons for change. They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They identify

different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives.

Course Structure

Unit 1 – Year 7	Unit 2 – Year 8
All about me: myself, family, friends, school	Clothing and fashion Food and drink in Germany

Assessment

Unit 1	Unit 2
Assessment Item 1: • Exam – listening, reading and writing tasks	**Assessment Item 2:** • Speaking task – Fashion • Exam - Food

High Performance Sport – Years 7 & 8

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

Elective

QCAA Subject Category	General	**Timetable Code**	HPS

Prerequisites	**Equipment**
Students will enjoy being active and playing in a variety of different sports. Individuals will seek to develop their knowledge and skills through a range of challenges both in the classroom and the practical setting	Laptop Stationery Correct uniform, sports shoes (that must have laces) and a hat to all practical lessons.
	Costs
	Nil

Pathways

The knowledge and skills learnt can transferred to sports played at club and representative level both within the Fassifern district and South East Queensland region. Students can use the subject to further extend their knowledge and skills in the HPE elective subjects Sports & Exercise Studies (SES) in Years 9 & 10.

Aims

Students will learn about and develop the knowledge & skills required to be a successful participant in a range of sports offered at Boonah High. The subject will promote the importance of relationships, respect, communication and resilience in team sports both on and off the field and the success this can bring to both an individual and teams. Students will learn how to develop these skills within themselves and others that will contribute to success on and off the sporting field. In addition, students will develop specific skills throughout facets of a variety of sports whilst partaking in sport-specific training and on-field skill activities. This learning will build towards each student maximising their enjoyment in the games offered at Boonah and in future HPE specialist subjects.

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

Course Structure

Unit 1 – Year 7	Unit 2 – Year 7	Unit 3 – Year 8	Unit 4 – Year 8
Touch Football ***Setting Up Attack***	**Mod European Handball/ Netball** ***Creating & Defending Space***	**Futsal** ***Defending Against Attack***	**Volleyball** ***Attacking Opposition Space & Scoring***

Assessment

All units
• All assessment across 7 & 8 are a combination of performance and journals

Industrial Design & Technology – Year 7

Elective

Head of Department: Aidan Richters Email: arich185@eq.edu.au

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 9 ITD, Year 10 Engineering and Timber Studies and the senior vocationally based subject of Engineering Skills, Building Construction and Furnishing Skills.

Australian Curriculum Objectives

Students will have opportunities to design and produce products, services and environments. In Year 7, students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.
Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Course Structure

Unit 1	**Unit 2**
Letter Tidy (Acrylic& Timber) Tow truck (Timber)	Tow truck (Timber) Photo Frame (Acrylic)

Assessment

Unit 1	**Unit 2**
Assessment Item 1: • Theory folio **Assessment Item 2:** • Project	**Assessment Item 3:** • Theory folio **Assessment Item 4:** • Project

Industrial Design & Technology – Year 8

Head of Department: Aidan Richters Email: arich185@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 9 ITD, Year 10 Engineering and Timber Studies and the senior vocationally based subject of Engineering Skills, Building Construction and Furnishing Skills.

Australian Curriculum Objectives

Students will have opportunities to design and produce products, services and environments. In Year 8, students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.
Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Course Structure

Unit 1	**Unit 2**
Basic Sheetmetal container- Open Top	Sheet metal pencil box (with lid) Bottle opener- Both Aluminium

Assessment

Unit 1	**Unit 2**
Assessment Item 1: • Theory folio **Assessment Item 2:** • Project	**Assessment Item 3:** • Theory folio **Assessment Item 4:** • Project

Rugby Development – Year 7

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

Elective

QCAA Subject Category	General	**Timetable Code**	HRD

Prerequisites	**Equipment**
Should enjoy being active and playing fun and competitive games of rugby sports and other ball sports as well as learning about developing a deeper knowledge of the game in a variety of contexts.	Laptop Stationery Correct uniform, sports shoes (that must have laces) and a hat to all practical lessons. Mouthguard
	Costs
	Nil

Pathways

The knowledge and skills learnt can transferred to rugby league played at school, club and representative level both with the Fassifern and South East Queensland. Additionally, students can use the sport to further extend their knowledge and skills in HPE related subjects in Years 9 & 10.

Aims

Students will learn about and develop the knowledge & skills required to be a successful participant in a rugby league. The subject will promote the importance of relationships, respect, communication and resilience in the game both on and off the field and the success these qualities can bring to both an individual and teams. Students will learn how to develop essential interpersonal skills within themselves and others that will contribute to ongoing achievement with in the game. In addition, students will develop skills to improve their performance in all facets of the game whilst partaking in specific foundation training and on-field skill activities that will ensure each participant maximises their enjoyment in rugby league.

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

Course Structure

Unit 1	Unit 2
Performance & Development	**Gameplay & Skills**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Portfolio	**Assessment Item 2:** • Portfolio

STEM – Year 7 & 8

Head of Department: Hayley Long Email: hlong15@eq.edu.au

Elective

QCAA Subject Category	General	**Timetable Code**	STE

Prerequisites	**Equipment**
Students should possess a liking for fields of science, Technology, Engineering & Mathematics. Students should have a willingness to work independently and collaboratively in groups.	Laptop Stationery A4 notebook
	Costs
	Nil

Pathways

STEM integrates the areas of science, technology, engineering and mathematics and provides an approach to learning and development that has an emphasis on innovation, problem-solving, and critical thinking. Through this blended learning setting, students utilise and apply the scientific method and problem-solving in real-world applications.

Aims

STEM provides students opportunity to develop a range of analytical, scientific, mathematical and technical skills. These transferable skills are essential in current and the future employment sectors.

Key target skills include:

- Problem solving
- Creativity
- Critical analysis
- Teamwork
- Independent thinking
- Initiative
- Communication
- Digital literacy

Australian Curriculum Objectives

Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data. use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

Students investigate and select from a range of technologies − tools, equipment, processes, materials, systems and components. They consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching and modelling. They respond to feedback from others and evaluate design processes and designed solutions for preferred futures. They critique the advantages and disadvantages of design ideas and technologies.

Course Structure

Unit 1 – Year 7	**Unit 2 – Year 8**
• Space colonisation • Planes, Trains & Automobiles	• Imagination & Engineering = Imagineering • Biotechnology Advancements

Assessment

Unit 1 – Year 7	**Unit 2 – Year 8**
Assessment Item 1: • Folio of work	**Assessment Item 1:** • Folio of work