



Boonah State High School

Year 8 to 9

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.

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CORE SUBJECTS

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

1. Class is a composite class with Year 10 (if timetable allows)
2. Subject will not run at Boonah State High School in 2025

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 they will begin study.
- The Queensland TAFE Handbook is available at <http://www.tafe.qld.gov.au/>

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

FIND OUT ABOUT and INVESTIGATE EACH SUBJECT OFFERED AT SCHOOL

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

TRAPS TO AVOID

- Do not select subjects simply because someone told you that they “will help you get a better ATAR”.
- Consider other people's 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 **four (4) 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
Mathematics

Science
History/Geography

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

Agricultural Practices
Art
Business is Fun
Drama
Fashion & Design
Food Technology

German
Health & Physical Education
High Performance Sport
Industrial Design & 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** 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 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 Literature Essential English* |
| Mathematics | Mathematics | Mathematics | General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics* |
| Science STEM | Science STEM | Science Agriculture | Biology Chemistry Physics Psychology Agricultural Practices* |
| Humanities History and Geography | Humanities History and Geography | Humanities History and Geography | Geography Modern History 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 | |
| Technology Design & Technologies Information Communication & Technology Textiles & Food | Technology Industrial Design & Technology Business is Fun Food Technology Fashion & Design | Technology Junior Engineering Junior Furnishing 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 asterisk (*) indicates that these Applied or VET subject

| | | | |
|--------------------------------|---------|-----------------------|-----|
| English | | Core | |
| Head of Department: Lyn Colley | | | |
| 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

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |

Assessment

| Unit 1 | Unit 2 |
|--|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> Persuasive speech – flag representation Exam – national identity perspectives | <p>Assessment Item 2:</p> <ul style="list-style-type: none"> Written assignment – Speculative short story |
| Unit 3 | Unit 4 |
| <p>Assessment Item 3:</p> <ul style="list-style-type: none"> Written – interview script <p>Assessment Item 4:</p> <ul style="list-style-type: none"> Spoken – summation to court | <p>Assessment Item 5:</p> <ul style="list-style-type: none"> Written exam - novel |

History/Geography

Head of Department: Adam Sinclair

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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 |
|---|--------------------------------|---------------------------------|--|
| Making and Transforming of the Australian Nation | World War I (1914-1918) | Biomes and Food security | Geographies of interconnections |

Assessment

| Unit 1 | Unit 2 |
|--|--|
| Assessment Item 1: <ul style="list-style-type: none"> Examination – Response to stimulus | Assessment Item 2: <ul style="list-style-type: none"> Assignment – Historical research project |
| Unit 3 | Unit 4 |
| Assessment Item 3: <ul style="list-style-type: none"> Assignment – Field Report | Assessment Item 4: <ul style="list-style-type: none"> Examination – Short Response |

Mathematics

Head of Department: Amanda Mathewson

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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 |
|---|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> Examination – Short response (Real number, Rates & Ratio) <p>Assessment Item 2:</p> <ul style="list-style-type: none"> Assignment - Problem Solving and Modelling Task (Measurement & Pythagoras) | <p>Assessment Item 3:</p> <ul style="list-style-type: none"> Examination – Short response (Algebra, Trigonometry) <p>Assessment Item 4:</p> <ul style="list-style-type: none"> Assignment – Problem Solving and Modelling Task (Trigonometry) |
| Unit 3 | Unit 4 |
| <p>Assessment Item 5:</p> <ul style="list-style-type: none"> Examination – Short response (Algebraic Equations, Financial Mathematics) <p>Assessment Item 6:</p> <ul style="list-style-type: none"> Assignment – Problem Solving and Modelling Task (Data and Statistics) | <p>Assessment Item 7:</p> <ul style="list-style-type: none"> Examination – Short response (Chance & Probability, Coordinate Geometry) |

Science

Head of Department: Hayley Long

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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 chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Course Structure

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

Assessment

| Unit 1 | Unit 2 |
|--|---|
| Assessment Item 1: <ul style="list-style-type: none">• Research Investigation | Assessment Item 2: <ul style="list-style-type: none">• Examination |
| Unit 3 | Unit 4 |
| Assessment Item s: <ul style="list-style-type: none">• Student Experiment | Assessment Item 1: <ul style="list-style-type: none">• Examination – Data test |

Agricultural Practices

Head of Department: Aidan Richters

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Elective

QCAA Subject Category

General

Timetable Code

AGP

| Prerequisites | Equipment |
|---|--|
| Students should have a liking for and gain pleasure from hands on practical work with plants and animals. | Full leather shoe (including tongue), school hat Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery |
| | Costs |
| | Nil |

Pathways

Skills gained in Year 9 Agricultural Practices will be essential for a smooth transition into Year 10, which will prepare students for the study of Agricultural Practices in the senior school. The career opportunities for art students are very broad and are increasing quickly.

Aims

Year 9 Agricultural Practices aims to provide students with a supportive learning environment where they are encouraged to develop knowledge, understanding and skills in an agricultural context and to develop a sense of personal worth.

Australian Curriculum Objectives

Students analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises.

Students select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions.

Course Structure

| Unit 1 | Unit 2 |
|--|--|
| Safety in Agriculture – On Guard training and certification Horticulture – garden project | Safety in Agriculture Animal Husbandry – basic livestock handling (poultry) |

Assessment

| Unit 1 | Unit 2 |
|--|---|
| Assessment Item 1: <ul style="list-style-type: none"> 3D folio of work with accompanying visual diary Written analysis short answer | Assessment Item 2: <ul style="list-style-type: none"> 3D folio of work with accompanying visual diary Artist statement |

Art

Subject Co-ordinator: Kathryn Waldon

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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) Cotton t-shirt (optional) Laptop Stationery |
| | Costs |
| | Incursions/Excursions |

Pathways

Skills gained in Year 9 Art will be beneficial for a smooth transition into Year 10 Art, 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 Visual Communication is growing constantly with careers in industrial/commercial design, animation, illustration, curating, graphic design or as a professional artist. Skills learned in this subject are transferable to many areas and 21st century careers.

Aims

Year 9 Art aims to allow students to explore a range of media and develop skills and confidence in working with and appreciating art in many of its forms. This is accomplished through investigating and experimenting with a variety of 2D and 3D techniques, including drawing, painting, printmaking, photography, 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 |
|--|---|
| <p>Saving Seas</p> <p>Students explore coral bleaching through the work of Courtney Mattison. They develop compositions designed to communicate this environmental issue to audiences, creating a ceramic sculpture of an impacted coral reef and then transforming this into the genre of a textured painting.</p> | <p>Popped!</p> <p>Students explore consumerism and popular culture through the study of artworks inspired by Pop Art concepts across a variety of time and places. They experiment with the use of colour and symbol in 2 & 3D forms before developing a design which they screen print onto a calico bag.</p> |

Assessment

| Unit 1 | Unit 2 |
|---|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> Short response: Analysis & evaluate stimulus 2D/3D folio of work & visual journal | <p>Assessment Item 2:</p> <ul style="list-style-type: none"> 2D/3D folio of work & visual journal |

Business is Fun

Head of Department: Adam Sinclair

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Elective

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 Finance, 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 the role of Australia’s financial sector, and be introduced to concepts on consumer and financial risks and rewards.

Students explain the role of Australia’s financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia’s pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.

Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.

Course Structure

| Unit 1 | Unit 2 |
|---|--|
| Workplace health and Safety Customer Service Entrepreneurship | Australia’s Financial Sector Scam Awareness Risk and Insurance |

Assessment

| Unit 1 | Unit 2 |
|--|---|
| Assessment Item 1: <ul style="list-style-type: none"> Assignment – Business Report | Assessment Item 2: <ul style="list-style-type: none"> Assignment – Research Project |

Digital Media

Head of Department: Hayley Long

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Elective

QCAA Subject Category

General

Timetable Code

DIG

| Prerequisites | Equipment |
|---|---|
| You will need to be able to work independently and follow digital tutorials and instructions. | Laptop (with graphics card) Stationery (Pens, pencils, ruler, lined workbook) USB |
| | Costs |
| | Nil |

Pathways

In a world increasingly digitised and automated, it is important to find solutions that empower digital media users with autonomy and accountability. By studying Digital Media, students will forge learning pathways that include designing and developing interaction, service and user experience designs in games and real-world situations. They will also cover business processes, mobile game and app design as well as web and social media development.

Aims

Year 9 Media is a semester long course, with the aim of educating the next generation of enterprising individuals who can make discerning and ethical decisions about the development and use of creative technologies. To have students benefit from learning how technologies have shaped our world. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. To apply their knowledge and practical skills to create innovative solutions to current and future needs and opportunities.

Australian Curriculum Objectives

By the end of the course, students can explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They also evaluate how genre, media conventions and technical and symbolic elements are manipulated to make representations and meaning.

- plan and manage digital media projects using an iterative approach
- define and decompose complex problems in terms of functional and non-functional requirements
- design and evaluate user experiences and algorithms
- 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
- take account of privacy and security requirements when selecting data as well as maintaining ethical practices consider regulatory issues when using technology
- evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise
- share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects. Finally, students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions.

Course Structure

| Unit 1 | Unit 2 |
|---|--|
| TinkerCAD 3D Design Modelling and Printing | GROK Academy Python for Beginners Coding Course |

Assessment

| Unit 1 | Unit 2 |
|---|--|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none">• Cyber Fundamentals Formative Assessment (Minecraft) <p>Assessment Item 2:</p> <ul style="list-style-type: none">• TinkerCad 3D design and Printed Model Project | <p>Assessment Item 3:</p> <ul style="list-style-type: none">• Python for Beginners Module 1-10 <p>Assessment Item 4:</p> <ul style="list-style-type: none">• Python Island Project (Minecraft)• |

Drama

Subject Co-ordinator: Kathryn Waldon

Email: kmros1@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 Black eg black pants and a plain black shirt. |
| | Costs |
| | Incursions/Excursions |

Pathways

Skills gained in Year 9 Drama will be beneficial for a smooth transition into Year 10 Drama, which will prepare students for the study of Drama in the Senior school. The career opportunities for Drama students are broad and increasing quickly due to use of social media & performance to engage audiences. The creative industry of Dramatic and Screen Arts is growing constantly and students could look towards careers in acting, directing, producing, screen writing, set design, costume design, journalism, broadcasting and multimedia.

Aims

Drama nurtures self-discipline, confidence and team work. It develops skills in interpreting, negotiating, problem solving and decision making.

Australian Curriculum Objectives

Students analyse how and why the elements of drama, performance skills and conventions are manipulated in drama they create, perform or experience. They evaluate how drama in a range of styles from a range of contexts communicates ideas, perspectives or meaning. They evaluate how drama is used to celebrate and challenge perspectives of Australian identity. Students work individually and collaboratively to shape and manipulate use of the elements of drama, conventions and dramatic structures to communicate ideas, perspectives or meaning. They use performance skills relevant to style to sustain belief, roles and characters in performances of improvised, devised and scripted drama for audiences.

Course Structure

| Unit 1 | Unit 2 |
|--|--|
| <p>A different time, a different place</p> <p>Students learn about the elements of time, place and movement. Exploring theatre in alternative performance venues (e.g. flash mobs & guerrilla theatre) & apply their learnings to the performance of a short script in an alternative space. They reflect on their acting skills and making of meaning through a written reflection on the elements of theatre.</p> | <p>Object theatre & Puppetry</p> <p>Students take part in a theatre workshop, learning about the ways to animate inanimate objects. This will lead into an investigation of the puppetry convention with a study of Shadow Puppets, Marionettes, Bunraku and Sock Puppets. Students work in small groups to design and create their own puppet for a short performance to be presented to primary students.</p> |

Assessment

| Unit 1 | Unit 2 |
|---|--|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> Performance – a scripted scene in an alternative space Written Responding – self analysis | <p>Assessment Item 2:</p> <ul style="list-style-type: none"> Assignment – Design and creation of a puppet Performance – small group puppetry presentation |

Fashion & Design

Head of Department: Aidan Richters

Email: arich185@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 |
|---|---|
| <p style="text-align: center;">Recycle, Renew, Regenerate</p> <p>Students will be exposed to factors which impact on design decisions and the technologies used to produce products. Students will look at various components of the textile industry, focusing on the establishment and/or building of individual practical skills. Students will also focus on the ‘fast fashion’ dilemma we are currently facing, and will create their own product to combat this alarming trend. Students will have the opportunity to work independently to produce a repurposed item made from pre-loved clothing – thus counteracting this fast fashion trend.</p> | <p style="text-align: center;">Designer Jumpers</p> <p>Students will be exposed to factors which impact on design decisions and the technologies used to produce products. Students will continue to investigate the textile industry, with a direct focus on the fashion industry. Students will also learn new skills, including fashion illustrations, which form part of the design process. Students will have the opportunity to work independently to produce a new school hoodie jumper prototype, which fits the identified criteria.</p> |

Assessment

| Unit 1 | Unit 2 |
|---|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> • Practical - create a fabric embellishment • Folio – technique instructions <p>Assessment Item 2:</p> <ul style="list-style-type: none"> • Design Brief – Recycled Garment | <p>Assessment Item 3:</p> <ul style="list-style-type: none"> • Design Brief – New School Jumper |

Food Technology

Head of Department: Aidan Richters

Email: arich185@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 II in Hospitality in Years 11 and 12. Interest in working with food could potentially lead to offers in traineeships within the Hospitality industry.

Aims

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

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 |
|---|--|
| <p>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.</p> | <p>Students will be exposed to factors which impact on design decisions and the technologies used to produce products, services and environments. Students will investigate healthy eating models along with the food safety laws in Australia. Students will focus on the growing need to be aware of allergies and intolerances and ensuring that food items are identified with possible contaminants. Students will have the opportunity to work with a partner to design, prepare, package and sell a healthy snack item suitable for sale at a market stall.</p> |

Assessment

| Unit 1 | Unit 2 |
|---|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> Design Brief - Healthy and Sustainable Family Meal | <p>Assessment Item 1:</p> <ul style="list-style-type: none"> Design Brief - Macquarie Street Market Snack Stall |

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

Assessment

| Unit 1 | Unit 2 |
|---|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none"> • Assignment – Town Map <p>Assessment Item 2:</p> <ul style="list-style-type: none"> • Assignment – Brochure | <p>Assessment Item 3:</p> <ul style="list-style-type: none"> • Assignment – Poster <p>Assessment Item 4:</p> <ul style="list-style-type: none"> • Examination |

Health and Physical Education

Head of Department: Jai Yong Gee

Email: jyon6@eq.edu.au

Elective

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: <ul style="list-style-type: none"> Performance | Assessment Item 2: <ul style="list-style-type: none"> Investigation and Report |
| Unit 3 | Unit 4 |
| Assessment Item 3: <ul style="list-style-type: none"> Project - Multimodal | Assessment Item 4: <ul style="list-style-type: none"> Performance Assessment Item 5: <ul style="list-style-type: none"> Examination |

Industrial Design & Technology

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 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 |
|--|--|
| <p>Metal Work</p> <p>Throughout this unit, students will develop knowledge and understanding of the processes and production skills involved in creating a Sheetmetal artefact. They will evaluate the finished product in terms of form and function, which incorporates safe working practices incorporating various machines, equipment and specialised metalworking hand tools.</p> | <p>Wood Work</p> <p>This unit explores the research and development processes to successfully investigate, ideate, design and produce an artefact which incorporates the foundation processes of vehicle development concepts, design, production and evaluation. The resultant individual student design will culminate in competing against fellow class members in a Co2 Dragster challenge.</p> |

Assessment

| Unit 1 | Unit 2 |
|--|---|
| <p>Assessment Item 1:</p> <ul style="list-style-type: none">• Design Brief – Hand Tool & Equipment portable storage product.• Project - Sheetmetal | <p>Assessment Item 2:</p> <ul style="list-style-type: none">• Design Brief – Artefact that can travel specified distance in the fastest time.• Project - production of Co2 Dragster |

Sport & Exercise Studies

Head of Department: Jai Yong Gee

Email: jyong6@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

SES

| Prerequisites | Equipment |
|--|--|
| <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Exam Assessment Item 2: <ul style="list-style-type: none"> Performance | Assessment Item 3: <ul style="list-style-type: none"> Project |

STEM

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.

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy

Australian Curriculum Objectives

Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

They design and validate algorithms and implement them, including in an object-oriented programming language. They use advanced features of digital tools to create interactive content, and to plan, collaborate on and manage agile projects

They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions.

Course Structure

| Unit 1 | Unit 2 |
|---|---|
| Bridge design and build - bridge structure and design, construction of prototypes and reflecting on performance | Electronics: Arduino - electronics and circuit construction using Arduino micro-controllers and reflecting on performance |

Assessment

| Unit 1 | Unit 2 |
|---|---|
| Assessment Item 1: <ul style="list-style-type: none"> • Project – Paddle pop bridge | Assessment Item 2: <ul style="list-style-type: none"> • Folio of work Assessment Item 3: <ul style="list-style-type: none"> • Folio of work |

