Boonah State High School

Year 7

Subject Selection Guide

for 2027

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 27 May 2026)

RTO Number: 30235

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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 2027

Some things to think about

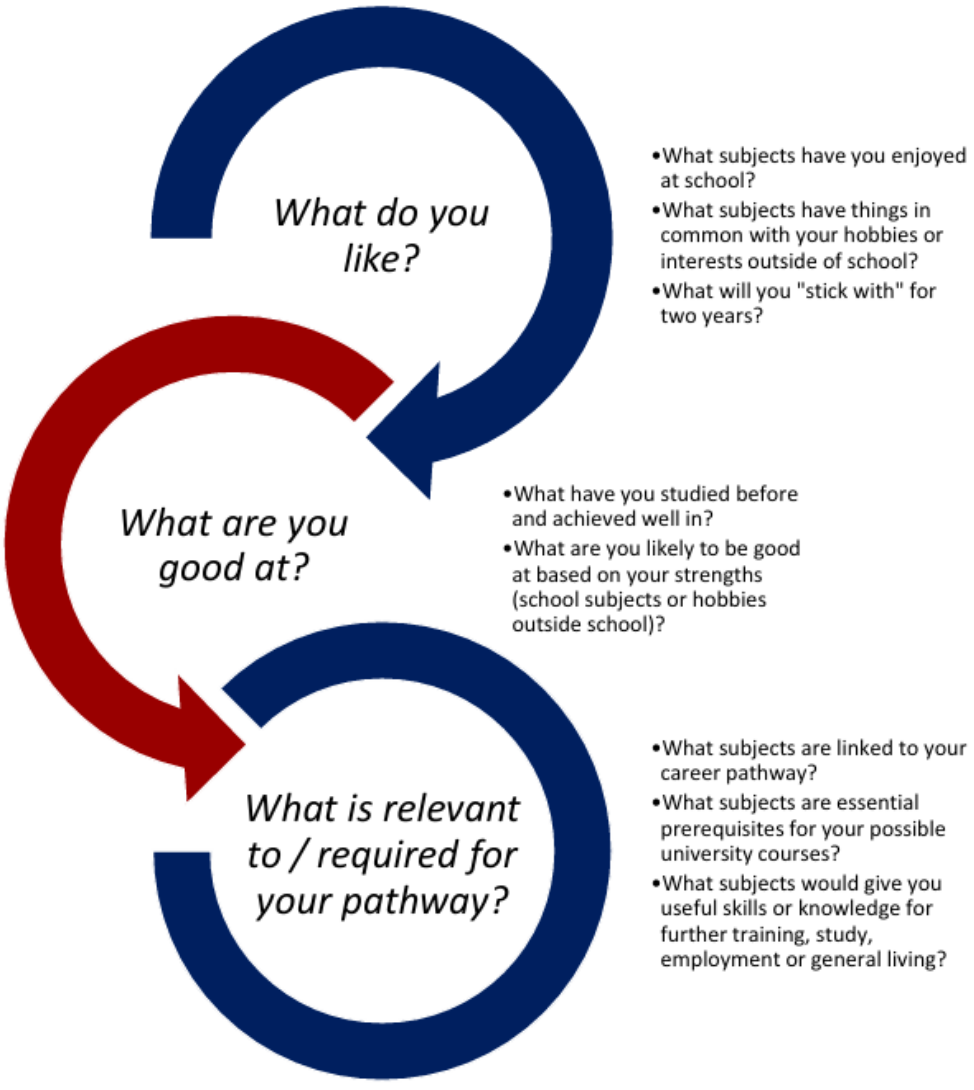
Choosing subjects for Years 11 and 12 is very important and requires you to give full consideration to adequately prepare you for your future. The choices you make now will guide you towards what options are available to you at the end of Year 12.

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 your level of preparedness or eligibility for 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

It is important to choose senior subjects carefully as your decisions may affect your feelings about school, your success at school and the types of occupations you can pursue in the future. Even though there are many factors to consider, choosing your course of study can be made easier if you have a clear plan around what you want to do when you leave school.



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, Country, Community and Culture for **one (1)** semester and a total of **three (3) different elective** subjects. If studying Rugby Development, students will only study 1 additional elective.

The **core** subjects are:

English
Mathematics
Science
Health & Physical Education
History/Geography
Country, Community, Culture *(mandatory 1 semester)*

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

Art
Digital Technologies
Food & Textiles
High Performance Sport
Industrial Design & Technology
Music
Rugby Development (year long elective)
STEM

NB. Students who select Rugby Development will only need to choose 1 other elective for the year – Rugby Development is a yearlong subject, and all students will study Country, Community and Culture for one semester in Year 7.

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 are asked to choose 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 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* **Literature**
Mathematics	**Mathematics**	**Mathematics**	**General Mathematics** **Mathematical Methods** **Specialist Mathematics** Essential Mathematics*
Science Agricultural Practices STEM	**Science** Agricultural Practices STEM	**Science** Agricultural Practices STEM	**Biology** **Chemistry** **Physics** **Psychology** Agricultural Practices*
Humanities History and Geography	**Humanities** History and Geography	**Humanities** History and Geography	**Geography** **Modern History** Early Childhood Studies* Tourism*
Health & Physical Education High Performance Sport Rugby Development	**Health & Physical Education** High Performance Sport Rugby Development	**Health & Physical Education** High Performance Sport	**Physical Education** Sport and Recreation* Certificate II Sport Coaching* Certificate III Fitness*
The Arts Art Drama Music	**The Arts** Art Drama	**The Arts** Visual Art	**Visual Arts** Visual Arts in Practice*
Technology Design & Industrial Technology Digital Technology Food & Textiles	**Technology** Design & Industrial Technology Digital Technology Business is Fun Food Technology	**Technology** Industrial Technologies Digital Technology Mind Ya Business Food Technology	Certificate II Construction* Engineering Skills* Certificate II Furnishing* Information & Communication Technology* **Business** Certificate II and III Hospitality*

An asterisk (*) indicates an Applied or VET subject

English

Head of Department: Emma Fitzpatrick Email: efitz71@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
Persuasive Speaking - Exploring Social, Environmental and Economic Issues in Our Community	**Myths, Legends and Story Telling**
In this unit, students will explore a range of local social, environmental, and economic issues that impact their lives and community. Using contemporary examples and persuasive texts, they will learn to think critically about different perspectives and develop their own informed point of view.	In this creative and imaginative unit, students will explore the power of storytelling through myths, legends, and traditional tales from a variety of cultures. A special focus will be placed on local Aboriginal and Torres Strait Islander Creation and Dreaming stories, where students will develop an understanding of the cultural significance, values, and oral traditions of First Nations Peoples.
Unit 3	**Unit 4**
Ned Kelly Novel Study – victim, villain or hero?	**Analysing visual literacy**
In this unit, students will explore how Australia and Australians are represented in literature through the historical novel *Black Snake: The Daring of Ned Kelly* by Carole Wilkinson. As they read, students will examine how the author presents the life and actions of Ned Kelly and the social conditions of the time.	In this analytical unit, students will learn how to closely examine a variety of written and visual texts to understand how authors and creators influence their audiences. Texts studied may include songs, poems, and picture books—each chosen to highlight how ideas, emotions, and perspectives can be powerfully communicated in different ways.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Spoken – Persuasive Speech	**Assessment Item 2:** • Written – Creative Portfolio
Unit 3	**Unit 4**
Assessment Item 3: • Spoken - Persuasive Speech	**Assessment Item 4:** • Written – Analytical Short Response Exam

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 and Sport & Exercise Studies as well as the senior subjects of Physical Education and Sport and 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

Humanities

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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 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
Geography **Water in the world**	**Combined Geography and Business unit** **Geography liveability**
Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. You will explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.	Throughout this unit, students will be investigating the factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influences of environmental quality. They will also examine how the location and distribution of services and facilities influence choices about where people choose to live. Students will examine how Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens.
Unit 3	**Unit 4**
History **Deep time history in Australia**	**History** **Ancient World –Egypt**
In this unit, students will explore the fascinating story of humanity from its earliest beginnings over 60,000 years ago through to the end of the ancient world (around 650 CE). This includes a focus on the rich and enduring history of First Nations Australians—one of the oldest continuous cultures in the world. Students will learn about how ancient societies developed cultural traditions, created organised communities, and left behind clues about their lives. Through studying archaeological discoveries and historical records, students will investigate both what we know about the ancient world, and the enduring mysteries that remain. By the end of the unit, students will have built a strong foundation in historical thinking and inquiry, helping them make sense of the deep past and how it connects to the world today.	In this unit, students will dive into the fascinating world of Ancient Egypt, one of the most iconic and influential civilisations in human history. They will explore what life was like along the Nile River, how the Egyptians built their society, and why their beliefs, customs, and achievements continue to capture our imagination today. Students will investigate the roles of pharaohs, the importance of religion and the afterlife, the construction of the pyramids, and the daily life of ordinary people. They will also learn how historians and archaeologists uncover the past by studying ancient artefacts, monuments, and written records like hieroglyphics. This unit helps students build their skills in historical inquiry, including analysing sources, asking thoughtful questions, and understanding how we piece together stories from long ago. Through the study of Ancient Egypt, students will gain a deeper appreciation for how ancient societies shaped the world we live in today.

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

Mathematics

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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 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

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

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
Introduction to Science **Our Place in Space**	**Chemistry: Particle Model & Mixtures**
Students will be introduced to laboratory procedure, safety and equipment use so they can plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. This unit provides students with fundamental understandings of what causes many of the phenomena on Earth. They will model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.	Students use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. Students will use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.
Unit 3	**Unit 4**
Biology: Ecosystems, Classification & Biodiversity	**Physics: Forces**
Students investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys. They use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.	This unit involves the study of forces. Students will investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.

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

Art

Head of Department: Peter Correlje Email: pwcor0@eq.edu.au

Elective

QCAA Subject Category	General	**Timetable Code**	ART

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

Pathways

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

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.

Course Structure

Unit 1	Unit 2
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.

Assessment

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

Digital Technology

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 artwork 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	Unit 2
• Exploring the MIS • Cyber Fundamentals - Cyber Security - Cyber Safety - Cyber Citizenship	• Learn to Code with Blocks • Video Game Developer

Assessment

Unit 1	Unit 2
Assessment Items: • Folio of work/Presentation • Minecraft Cyber Course	**Assessment Items:** • Make code Folio of work • Poster Design • Original Pixel Art Video Game

Food and Textiles

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

Elective

QCAA Subject Category	General	**Timetable Code**	TFF

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	Unit 2
Food – Super Snacks	**Fashion - Funky Designs**
This unit will introduce students to the skills necessary to work effectively in the kitchen to produce simple dishes which meet the RDI's for their age group. Kitchen safety will be addressed with the aid of the Onguard Online WH&S course to be completed prior to any practical kitchen work. Students will develop knowledge of the importance of personal hygiene when working in the kitchen. The students will be given a design brief to create a snack food suitable for students of their age group. Stimulus materials will be provided detailing the RDI's for fat, salt and sugar along with the recommended number of serves of each food group. Students will develop a suitable response to the design brief, make and evaluate their selected product. Sustainable packaging of the product to minimise waste production will round out this task.	This unit will introduce students to the skills necessary to work effectively with textiles to produce simple articles of sewing. Textile safety will be addressed with the aid of the Onguard Online WH&S course to be completed prior to any practical work. Students will develop knowledge of the importance of elements and principles of design and sustainability. Students will be given a design brief to create a pencil case using surface decoration (fabric dying), an embroidery machine to monogram and a zipper. Students will develop a suitable response to the design brief, make and evaluate their selected product. Sustainability will be addressed with reference to the 6 R's – reduce, reuse, recycle, refuse, redesign and rethink.

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.

High Performance Sport

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 Southeast 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	Unit 2
Touch Football Setting Up Attack	**Mod European Handball/ Netball** Creating & Defending Space

Assessment

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

Industrial Design & Technology

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

Elective

QCAA Subject Category	General	**Timetable Code**	DAT

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**
In this unit, students will develop their **foundational hand skills and joinery techniques** by designing and constructing a wooden toy truck. The focus will be on accurate measuring, marking, cutting, shaping, and joining timber using both hand and basic power tools. Students will: • Gain confidence using basic woodworking tools (saws, chisels, rasps, drills, clamps, etc.) • Learn and apply simple joinery techniques (e.g. butt joints, dowel joints) • Construct a timber toy truck following plans and teacher instruction **Design Extension** Once the basic truck is completed, students will:	In this unit, students will design and create a custom phone stand using a combination of timber joinery and acrylic components. This project introduces students to both traditional woodworking techniques and modern materials, providing a well-rounded foundation in materials technology and product design. Students will: • Learn and apply basic timber joinery techniques to construct a stable base • Be introduced to acrylic as a material, exploring its properties, applications, and how it can be cut, shaped, and finished to suit their design • Combine both materials to produce a functional and personalised phone stand

• Explore modification ideas such as adding trailers, cranes, tool compartments, or functional features • Extend their project through design thinking and customisation **WHS & Induction** • Students must complete Onguard safety training before accessing the workshop • Emphasis on safe tool handling and workshop procedures throughout the project	**Design Extension** Students will have the opportunity to: • Modify their phone stand to suit individual needs or style (e.g. cable holders, sound amplifiers, logos, or initials) • Use creativity to combine materials in an effective and appealing way

Assessment

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

Music

Head of Department: Peter Correlje Email: pwcor0@eq.edu.au

Elective

QCAA Subject Category	General	**Timetable Code**	MUS

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 Optional: music instrument
	Costs
	Excursions

Pathways

Students who are interested in music may follow a pathway of study that can include tertiary study in music and the performing arts. An interest in music may see students participating in school and community- based music programs and productions, including Instrumental Music, Rock Band, Musical and Creative Generation.

Aims

Students develop understanding and skills related to the components involved in making music. They explore the aspects of performing music as well as composing music. They explore the elements of music performance and composing and look at ways that musical skills and techniques can be manipulated for a range of performance scenarios. They develop confidence and around music performance skills and develop teamwork and communication skills through group rehearsals.

Australian Curriculum Objectives

Students analyse how the elements of music and compositional devices are manipulated in music they compose, perform and experience. They evaluate the ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning. They describe respectful approaches to composing, performing and responding to music.

Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and meaning. They notate, document and record the music they compose. They manipulate elements of music when performing their own and/or others' music. They demonstrate performance skills when performing music for audiences.

Course Structure

Unit 1	Unit 2
Exploring Music	**Making Music**

Assessment

Unit 1	Unit 2
Assessment Item 1: • Music Composition **Assessment Item 2:** • Music Performance (Individual or Group)	**Assessment Item 1:** • Music Composition **Assessment Item 2:** • Music Performance (Individual or Group)

Rugby Development (this a year long elective)

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

Elective

QCAA Subject Category	General	Timetable Code	RDC

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 Southeast 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 and 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 within 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

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	Unit 2
Space colonisation	**Planes, Trains & Automobiles**
Students engage in learning about the basic human requirements required for living on Mars and how STEM is required to create design solutions to these problems.	Students engage in learning about the various vehicles of transport and how they work, and how STEM is required to create design solutions to optimise the functionality of these vehicles.

Assessment

Unit 1	Unit 2
Assessment Item 1: • Folio of work – Space colonisation Design Project	**Assessment Item 2:** • Folio of work – Plane Design Project