



INNISFAIL STATE COLLEGE

Junior Secondary – Years 7 to 10

Subject Information
Handbook 2023

Subject Structures for Years 7 to 10

The junior secondary school works hard to offer a range of subjects that will engage, stimulate, provide opportunities to discover new knowledge and skills, and ultimately provide a broad base of experiences that will lead to a distillation of students' subject choice in their areas of interest and expertise as they progress from years 7 to 10.

In year 7 subject offerings are designed to be broad and inclusive of many skills and activities that students may not have experienced in primary school. Years 8 and 9 allow students to choose subjects that they have an increased interest in, and help students refine their interests in preparation for year 10.

Our year 10 subject selections are designed to prepare students for what they might experience in year 11 and 12. They are designed to further refine students' interests as well as prepare students for the different learning pathways offered in senior schooling, whether it be an ATAR/university pathway or vocational courses and work.

2023	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
ENGLISH Every student 7-12 studies Maths & English every day.	5 LESSONS of one of the following: Accelerated English (Yr 8 English) English Foundation English Including 1 lesson GPS: grammar, punctuation, spelling & digital drafting	5 LESSONS of one of the following: Accelerated English (Yr 9 English) English Foundation English Including 1 lesson GPS: grammar, punctuation, spelling & digital drafting	5 LESSONS of one of the following: Accelerated English (Yr 10 English) English Including 1 lesson GPS: grammar, punctuation, spelling & digital drafting	5 LESSONS of one of the following: Semester One: Extension English English Foundation English Semester 2: General English Essential English (Short Course in Literacy embedded)	5 LESSONS of one of the following: General English Essential English Social & Community Studies (Incl. Cert II Active Volunteering)
MATHEMATICS	5 LESSONS of one of the following: Accelerated Maths (8 Maths) Maths Foundation Maths	5 LESSONS of one of the following: Accelerated Maths (9 Maths) Maths Foundation Maths	5 LESSONS of one of the following: Accelerated Maths (10 Maths) Maths	5 LESSONS of one of the following: Semester One: Accelerated Maths (11 Maths Methods) Extension Maths (10A Aust. Curric course) Maths Foundation Maths Semester 2: As above plus Short Course in Numeracy	5 LESSONS of one of the following: Mathematical Methods General Mathematics Essential Mathematics Cert II Skills for Work & Vocational Pathways
SCIENCE	3 LESSONS of one of the following: Extension Science Science	3 LESSONS of one of the following: Extension Science Science	5 LESSONS of one of the following: Extension Science Science	Select one Certificate II study 5 lessons for 1 year Cert II ADT (IT & computers) Cert II Workplace Skills (business) Cert II Retail Services (cooking) Cert II Creative Industries (sound & lighting) Cert II Furniture Making Cert II Visual Art	3 Electives of 5 Lessons each Agricultural Practices Aquatic Practices Biology Certificate III in Fitness Certificate II in Health Support Services Certificate II in Cookery Chemistry Dance in Practice Digital Solutions Drama Drama in Practice Early Childhood Studies Engineering Skills Fashion Furnishing Skills Geography Literature Marine Science Media Arts in Practice Music Music in Practice Physical Education Physics Psychology Specialist Mathematics Sport & Recreation Visual Arts in Practice
HISTORY & GEOGRAPHY	3 LESSONS Humanities & Social Sciences	3 LESSONS One semester each of History & Geography	4 Electives 5 Lessons each for one semester each (select 4 in total)	4 Electives 5 Lessons each for one semester each (one of which MUST be Science A, B, or C)	
PHYSICAL EDUCATION	4 lessons for 3 terms	4 LESSONS	Agriculture Art Business Dance Digital Technologies Drama Geography History Hospitality Industrial Skills Music Health & Physical Education		
THE ARTS	2 Lessons One term each of Art, Music, Dance, Drama	0/5 Lessons One semester of one choice of Art, Music, Dance, Drama			
TECHNOLOGY	3 LESSONS One term each of Hospitality, Industrial Technology (woodwork & metal), Business, Digital Technologies	5/0 LESSONS One semester of one choice of Hospitality, Industrial Technology (woodwork & metal), Business, Digital Technologies			
LANGUAGES & INSTRUMENTAL MUSIC	3 Lessons for 1 term 4 lessons for 1 term LOTE – Japanese				
Available for every student as additional study by arrangement.					<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> Year 7-12 curriculum map 2023 12.09.22 </div>

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ENGLISH

Subject Description

English is a compulsory subject and is required for all vocational and university pathways. Students are provided with the opportunity to study a number of literary texts. They will investigate the relationship between language, context and meaning. Additionally, English studies will encompass development of skills in evaluation, interpretation, analysis and communication.

Foundation, Accelerated and Extension programs are also delivered as part of the English program.

YEAR 7

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 – Topic: Reading and interpreting literature about Australia and Australians Assessment: Imaginative recount	Unit 2 – Topic: Reading and creating life biographies Assessment: Spoken presentation on a biography	Unit 3 – Topic: Exploring poetry and song Assessment: Analytical essay	Unit 4 – Topic: Persuasion in print advertisement Assessment: Short response assessment

YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 – Topic: Creating short stories Assessment: Short story	Unit 2 – Topic: Representing human experience Assessment: Informative response	Unit 3 - Topic: Representation of teenagers in texts Assessment: Journal entries and multimodal task	Unit 4 – Topic: Expressing viewpoints on ethical issues in drama texts Assessment: Persuasive Speech

YEAR 9

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1: Examining representations of Australia's history and culture Assessment: Persuasive speech and accompanying written response	Unit 2: Written Imaginative Response Speculative Fiction Assessment: Short story (Narrative genre)	Unit 3: Evaluating characters in a novel Assessment: Analytical exposition	Unit 4: Ethical issues in a dramatic text Assessment: Script writing

YEAR 10

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Unit 1: Responding to poetry and aesthetic features Assessment: Analytical essay	Unit 2: Responding to literary texts Assessment: Writing an additional chapter to a novel (novel transformation)

STRAND 1	Term 3	Term 4
ATAR General English & Literature	General English Unit 1: Concepts in Text Assessment: Literary article	Literature Unit 1: Concepts in Text Assessment: Digital short story
STRAND 2	Term 3	Term 4
NON-ATAR Short Course in Literacy & Essential English	Short Course in Literacy Unit 1: Preparing for senior English Assessment: Learning journal, letter to editor, persuasive speech & exam	Essential English Unit 1: Preparing for senior English Assessment: Short response exam

MATHEMATICS

Subject Description

Mathematics is a compulsory subject and is required for all vocational and university pathways. Students are provided with opportunities to apply all strands of mathematics to real life situations.

The strands are:

- Number and algebra
- Measurement and geometry
- Statistics and probability

Foundation, Accelerated and Extension math's are also delivered as part of the Mathematics program.

YEAR 7

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 – Topic: Topics range across the three strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams

YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 – Topic: Topics range across the three strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams

YEAR 9

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 – Topic: Topics range across the three strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Topics range across the four strands to encourage life-long learners Assessment: 2 exams	Unit 1 – Topic: Algebra, Area and volume Assessment: 1 exam, 1 assignment	Unit 1 – Topic: simple interest, similar shapes & index laws including scientific notation Assessment: 1 exam, 1 assignment

YEAR 10

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 – Topic: Study of triangles including trigonometry & Pythagoras Assessment: Problem solving & modelling task	Unit 1 – Topic: Volume and total surface area and statistics Assessment: Exam (end of semester 1)	Unit 1 – Topic: Algebra including linear equations and inequalities Assessment: Exam	Unit 1 – Topic: Congruent and similar shapes, compound and simple interest & quadratics Assessment: Exam (end of year)

DIGITAL TECHNOLOGIES

Subject Description

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

YEAR 7

Mandatory: Yes

Elective: Yes

Duration: One Term

Indicative unit/course outline, assessments/projects

ONE SEMESTER: Unit 1

Topic: Students demonstrate knowledge and understanding of data representation and apply skills in defining, designing, implementing and evaluating a digital solution using the EV3 Lego mindstorm robot.

Assessment: Portfolio

YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

ONE SEMESTER: Unit 1

Topic: Students demonstrate knowledge and understanding of data representation and apply skills in defining, designing, implementing and evaluating a digital solution (serious game) using a general-purpose programming language

Assessment: Portfolio

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
<p>Unit 1 – Topic: Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a range of digital solutions (develop an information system, propose a network architecture and modify an existing website). Assessment: Portfolio</p>	<p>Unit 1 – Topic: Students create a prototype app or website that addresses a data visualisation need, applying skills in defining, designing, implementing, evaluating, collaborating and managing Assessment: Portfolio</p>

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
<p>Unit 1 – Topic: Students define, design, implement and evaluate key components of an object-oriented back-end for a social networking app. Students use a collaborative and iterative process to refine and test security algorithms. Students explain security implications and data compression. Assessment: Portfolio</p>	<p>Unit 1 – Topic: Digital solutions. Unit will be structured to resemble the senior subject. Assumed knowledge will also be covered to ensure pathway into digital solutions in senior Assessment: Portfolio</p>

SCIENCE

Subject Description

Over years 7 to 9, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy, matter and interactions due to forces as well as develop the ability to quantify changes and relative amounts. In year 10 students are able to focus onto different areas of science in preparation for year 11 and 12.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Extension programs are also delivered as part of the Science program and participate in the Wonders of Science competition.

YEAR 7

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit Topic: Water – waste not want not (Chemistry) Assessment: Exam	Unit Topic: Organising organisms and affecting organisms including different impacts (Biology) Assessment: Exam and Research task	Unit Topic: Moving right along with simple machines (Physics) Assessment: Exam	Unit Topic: Heavenly bodies, sensational seasons and climate (Earth Sciences) Assessment: Exam and Student experiment (Rubbish)

YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit Topic: What's the matter? (Chemistry) Assessment: Exam	Unit Topic: All the small things (Biology) Assessment: Exam and Student experiment (Heart rate)	Unit Topic: Energy in my life (Physics) Assessment: Exam	Unit Topic: Rocks my world (Earth Sciences) Assessment: Exam and Research investigation (mining)

YEAR 9

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit Topic: Energy on the move and making waves (Physics) Assessment: Exam and Student experiment (Hot houses)	Unit Topic: It's elementary and chemical patterns (Chemistry) Assessment: Exam	Unit Topic: My life in balance and within the ecosystem (Biology) Assessment: Research task and Exam	Unit Topic: The changing earth (Earth Sciences) Assessment: Exam

SCIENCE in Year 10

Science A – Applied Science Preparation

SUBJECT DESCRIPTION

Year 10 Science A is designed to prepare students for both ATAR and non-ATAR pathways with strong links to agriculture, aquatics and physics. Students in this course will be introduced to skills and content typical of senior science.

Note: Students selecting this subject are eligible to select any ATAR and non-ATAR science options in years 11 and 12.

Mandatory: Yes

Elective: No

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Topic: Physics (Motion) and Agriculture (Animal focus) Assessment: Internal Assessment (IA1) Data Sheet	Topic: Agriculture and Aquatics (Aquaculture, hydroponics and traditional farming) Assessment: (IA2) Student experiment and (EA4) Exam
Other: Students must follow safety instructions and policies at all times and have a willingness to work outside the classroom with plants, soils and animals. Students must supply their own hat.	

Science B – Biology, Marine Science & Physics

SUBJECT DESCRIPTION

Year 10 Science B is designed to prepare students for both ATAR and non-ATAR pathways with strong links to biology, marine science & physics. Students in this course will be introduced to skills and content typical of senior science.

Note: Students selecting this subject are eligible to select any ATAR and non-ATAR science options in years 11 and 12.

Mandatory: Yes

Elective: No

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Topic: Physics (Motion) and Biology (Genetics and Evolution) Assessment: Internal Assessment (IA1) Data Sheet	Topic: Biology and Marine (Earth cycles and climate) Assessment: Internal Assessment (IA3) Research, Investigation and (EA4) Exam

Science C – Chemistry & Physics

SUBJECT DESCRIPTION

Year 10 Science C is designed to prepare students for both ATAR and non-ATAR pathways with strong links to chemistry & physics. The students in this course will be introduced to skills and content typical of senior science.

Note: Students selecting this subject are eligible to select any ATAR and non-ATAR science options in years 11 and 12.

Mandatory: Yes

Elective: No

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Topic: Physics (Motion) Assessment: Internal Assessment (IA1) Data Sheet	Topic: Chemistry (Rates of reactions) Assessment: Internal Assessment (IA2) Student Experiment Internal Assessment (EA4) Exam

AGRICULTURE

Subject Description

Agriculture provides opportunities for students to explore, experience and learn knowledge and practical skills valued in an agricultural setting. They will examine how a particular agricultural industry has evolved in response to emerging technologies in both theory and practical settings.

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Unit Topic: Plant focus Assessment: Student experiment – plant trial	Unit Topic: Animal focus Assessment: Research task and student experiment
Other: Students must follow safety instructions and policies at all times and be willing to work outside the classroom with plants, soils and animals. Students must supply their own hat.	

PSYCHOLOGY

Subject Description

Year 10 Psychology is designed to prepare students for the senior psychology subject and an ATAR pathway. Students learn how the brain works and scientific bases of psychological concepts and principles.

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
<ul style="list-style-type: none"> Parts and function of the brain Memory – how does it work? How do we enhance it? Theories of memory Assessment: <ol style="list-style-type: none"> Student experiment (IA2) - 600-800 words Multiple choice and short answer exam (internal exam) - 1 hour 	<ul style="list-style-type: none"> Data and statistics – how these are used in the Senior sciences Interpersonal processes – bystander effect, classical conditioning, social media and aggression Assessment: <ol style="list-style-type: none"> Data test (IA1) - 1 hour Research investigation (IA3) - 600-800 words

HISTORY

Subject Description

History provides opportunities to investigate Australian and world history. Australian history is taught within a world history context. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance. History is a disciplined process of inquiry into the past that develops students' curiosity and imagination.

YEAR 8

Mandatory: No

Duration: One Semester (on rotation with geography)

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2	Unit 3
Topic: The Western and Islamic World – Medieval Europe (c.590 - c.1500) Assessment: Supervised assessment	Topic: Expanding Contacts – The Spanish Conquest of the Americas (c.1492 – c.1572) Assessment: Exam	Topic: Japan under the Shoguns (c. 794 – c. 1867) Assessment: Exam

YEAR 9

Mandatory: No

Elective: Yes

Duration: Choose either geography or history for one semester only.

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2	Unit 3
Topic: Making a better world – The Industrial Revolution (c.1750 – c.1914) Assessment: Research multimodal presentation	Topic: Australia and Asia (c.1790 – c.1914) Assessment: Short response exam	Topic: Japan under the Shoguns (c. 794 – c. 1867) Assessment: Exam

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2	Unit 3
Topic: World War II (c.1939 – c.1945) Assessment: Short response exam	Topic: Rights and Freedoms (c. 1945 to the present) Assessment: Extended response exam	Topic: The Globalising World – Migration experiences (1945 - present) Assessment: Research multimodal presentation

GEOGRAPHY

Subject Description

Geography is the study of the human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:

1. The spatial dimension, which focuses on where things are and why they are there.
2. The ecological dimension, which considers how humans interact with environments.

Geography prepares students for adult life by developing their informed perspective

YEAR 8

Mandatory: Yes

Duration: One Semester (on rotation with history)

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Landforms & Landscapes Assessment: Report	Topic: Changing Nations and Urbanisation Assessment: Short response exam
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none">• Excursion to MAMU Tropical Skywalk \$15.00	

YEAR 9

Mandatory: No

Elective: Yes

Duration: Choose either geography or history for 1 semester only.

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Agriculture and Food Security Assessment: Short response exam	Topic: Connecting the World Assessment: Short response exam

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Human Well-being Assessment: Short response exam	Topic: Environmental Change and Management Assessment: Research essay
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none">• Managing tourism excursion to Cairns Aquarium - \$20.00	

HUMANITIES & SOCIAL SCIENCES (HASS)

Subject Description

Humanities and Social Sciences curriculum encompasses knowledge and understanding from the four sub-strands of history, geography, civics and citizenship and economics and business.

YEAR 7

Mandatory: Yes

Duration: All Year

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic: Sustainable societies and economies Assessment: Research investigation	Topic: Water in the world Assessment: Research investigation	Topic: Investigating ancient Rome Assessment: Research investigation	Topic: Analysing livability Assessment: Research investigation	Topic: Examining Ancient China Assessment: Research investigation

CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES (RTO 30307)

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Applied Digital Technologies	ICT20120	26/11/2021	4

General Information:

This qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of routine tasks using limited practical skills and knowledge in a defined context. These tasks are generally performed under direct supervision.

Entry Requirements/Pre-requisites:

No entry requirement or pre-requisites for this course

Estimated duration of Course: 1 year

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

PROJECT 1	PROJECT 2	PROJECT 3	PROJECT 4	PROJECT 5	PROJECT 6
Topic: Commercial Computing Assessment: Deliver a service to customers.	Topic: Workplace Health and Safety Assessment: Participate in sustainable work practices.	Topic: Business Documentation Assessment: Produce workplace documents using a range of software packages.	Topic: Security Assessment: Use data protection techniques to manage workplace information.	Topic: Operating a Computer Assessment: Install and configure operating system and application software.	Topic: Practical ICT Assessment: Manipulate, convert, and integrate data between software applications.

Fee Information: Nil

Disclaimer Statement:

The information provided here is correct at the time of publication but may be subject to change. Innisfail State College does not guarantee that:

- A student will successfully complete the qualification or units of competency
- A student will obtain a particular employment outcome
- A qualification or unit of competency can be completed in a manner that does not meet the Standards (clauses 1.1 and 1.2)

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BUSINESS STUDIES

Subject Description

Business studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Consumerism Assessment: Short answer response – interpretation and analysis, economic reasoning, decision making and analysis	Topic: Entrepreneur – small business skills Assessment: Research assignment

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Competing in global economy Assessment: Short answer response – interpretation and analysis, economic reasoning, decision making and analysis	Topic: Managing finances Assessment: Research assignment

CERTIFICATE II in Workplace Skills (RTO 30307)

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Workplace Skills	BSB20120	Release 2 – 12 /02/2021	4

General Information:

This qualification reflects the role of individuals in a variety of entry level Business Services job roles. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Entry Requirements/Pre-requisites: Nil

Estimated duration of Course: 1 year

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence
- Questioning – verbal and written
- Demonstration and observations

TOPICS OF STUDY:

TERM 1	TERM 2	TERM 3	TERM 4
Personal Wellbeing Health & Safety	Marketing the Business, Health & Safety continued	Sustainable Business Practices	Financial Transactions

Fee Information: Nil

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HEALTH & PHYSICAL EDUCATION (HPE)

Subject Description

HPE is a compulsory subject in years 7 and 8. It is an elective subject in year 9. Students are provided with opportunities to develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to navigate a range of health-related sources, services and organisations. Students will participate in a range of physical activities to acquire an understanding of how the body moves, develop positive attitudes towards physical activity and how to enhance performance. Additionally, HPE will encompass development of skills in evaluation, application, analysis and demonstration of such skills.

YEAR 7

Mandatory: Yes

Duration: 3 Terms

Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic 1: Nutrition Topic 2: Athletics/ Minor games</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Investigation – 400-600 words2. Practical performance – athletics/Minor games	<p>Unit 2 – Topic 1: Changing and growing, self- concept, values and body image Topic 2: Indoor Hockey/ Cricket</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Project – 400-600 words2. Practical performance – Indoor hockey/ cricket	<p>Unit 3 – Topic 1: Harm minimisation Topic 2: Touch/ Basketball</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Examination – 400 words2. Practical performance – Touch/ basketball
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YEAR 8

Mandatory: Yes

Duration: All Year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
<p>Unit 1 – Topic 1: Bullying Topic 2: Athletics & Indigenous games</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Investigation – 400-600 words2. Practical performance – athletics & Indigenous games	<p>Unit 2 – Topic 1: Resilience and understanding mental health Topic 2: Oz Tag/ Soccer</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Investigation – 400-600 words2. Practical performance – Oz Tag/Soccer	<p>Unit 3 – Topic 1: Fit and Healthy; Fitness improvements Topic 2: Circus skills/ T-ball</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Project – 400-600 words2. Practical performance – Circus skills/T- ball	<p>Unit 4 – Topic 1: Drug Education Topic 2: Netball/Ultimate disc/ Badminton</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Project – 400-600 words2. Practical performance – Netball/ Ultimate disc/ Badminton

YEAR 9

Mandatory: No

Duration: One Semester

Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic 1: Safe partying Topic 2: Soccer/ Basketball/ Cricket</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Investigation – 600-800 words2. Practical performance – Soccer/ Basketball/ Cricket	<p>Unit 2 – Topic 1: Community Health Topic 2: Volleyball/ Touch/ AFL</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Assignment – Project – 600-800 words2. Practical performance - Volleyball/Touch/ AFL
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PHYSICAL EDUCATION (HPE)

Subject Description

Year 10 Physical Education prepares students for the general subject of physical education (ATAR pathway).

Students should have a keen interest in physical education and should be aspiring to go to university.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Unit 1 – Topic: Exercise physiology and touch football Assessment: Project - Folio – 3-5-minute multi-modal presentation evaluating suitability to the sport of touch football using exercise physiology	Unit 2 – Topic: Biomechanics and badminton Assessment: Examination – 400 words (NB no practical assessment)
Pathways for studying physical education – A course of study in physical education can establish a basis for further education and employment in the fields of: <ul style="list-style-type: none">• exercise science (e.g. personal trainer, exercise physiologist, physiotherapy),• biomechanics• the allied health professions• sport psychology• teaching• sport journalism• sport marketing and management• sport promotion• sport development and coaching	

RECREATION STUDIES (HPE)

Subject Description

Year 10 Recreational Studies prepares students for the applied subject of Sport and Recreation. Students should have a keen interest in physical activity and recreation and should be hoping to go into the workforce or vocational education (TAFE).

Students learn:

- the relevance of sport and active recreation in Australian culture,
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- how the sport and recreation industry contribute to individual and community outcomes.

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 3	Term 4
Unit 3 – Topic: Fitness and basketball or touch football Assessment: 1. Project - Recommend and justify training program for selected sport 600-800 words 2. Basketball or touch football practical performance	Unit 3 – Topic: Recreation and the community Assessment: 1. Investigation - Research report – Teenage participation in physical activities – competitive sport versus recreation. 600-800 words 2. Futsal practical performance
Pathways for studying recreational studies – A course of study in sport and recreation can establish a basis for further education and employment in the fields of: <ul style="list-style-type: none"> • fitness • outdoor recreation and education • sports administration • community health and recreation • sport performance 	

DANCE

Subject Description

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

YEAR 7

Mandatory: Yes

Elective: No

Duration: One Term

Indicative unit/course outline, assessments/projects

Unit 1
<p>Topic: Popular dance</p> <p>Students learn dance techniques to perform a popular dance with the opportunity to choreograph a section of the routine themselves.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making - Performance task - 45s-1½ min

YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Unit 1 –</p> <p>Topic: Fusion (Hip-hop)</p> <p>Students will continue to build on their knowledge of the dance elements such as space, dynamics, action and form in the style of hip hop</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Choreography – create a dance which communicates the impact of technology on society 2. Making – Performance task (45s- 1min 30secs) 	<p>Unit 2 –</p> <p>Topic: Cultural and ritual dance</p> <p>Students draw on dances from a range of cultures, times and locations. They look at the 3 functions of dance- ritual, artistic and social and the purpose of each.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making – Performance task - 45s-1½ min (African drum dance) 2. Responding – To work of others – Examination 100-300 words

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Popular dance</p> <p>Students will explore social dances and popular dance genres including hip hop and jazz</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making – Performance – 1-2 minutes (jazz performance) 2. Making – choreography – 1 minute (hip-hop choreography) 	<p>Topic: Social political dance (contemporary)</p> <p>Students will explore social and political issues through dance</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making – Performance – 1-2 minutes (contemporary performance) 2. Responding – To work of others (Folio of photographs and annotations)

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Dance in Australia (contemporary Indigenous dance)</p> <p>Students explore the styles of dance commonly performed in Australia in contemporary and historical times. Students analyse the works of Australian dance theatre company <i>Bangarra</i> through an analytical essay and experiment with storytelling through a teacher-devised contemporary dance.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Responding– to work of others – extended response 400-500 words 2. Marking- Performing- 1-2 minute (contemporary dance) 	<p>Topic: Strictly Ballroom</p> <p>Students examine ballroom dance styles that were previously popular in Australia. Students perform a teacher-devised Jive routine and unpack the choreographic devises unique to that style. Students choreograph a routine in a ballroom style of their choice.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making – Performing – 1-2 minutes (jive dance) 2. Making – Devising – 1 minute of own choreography plus 200-300 word choreographic intent (Cha-cha)
<p>Other Notes (excursions, costs, permissions/WHS requirements) for all year levels:</p> <ul style="list-style-type: none"> • Students are expected to perform on stage to live audiences. • There may be excursion costs involved depending on available performances or workshops. 	

DRAMA

Subject Description

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

YEAR 7

Mandatory: Yes

Elective: No

Duration: One Term

Indicative unit/course outline, assessments/projects

Unit 1
<p>Topic: Fun-damentals of drama</p> <p>Students develop knowledge and skills in performance, the elements of drama and improvisation. The elements of drama will be identified, analysed and selected by the students, as they apply their knowledge to create a written scenario. Students will combine their knowledge of performance skills and improvisation to create, rehearse and refine a performance in groups.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Responding – To own work – extended response – 200-300 words (evaluation of group performance) 2. Making – Performance – 45s-1½ minutes (student developed performance and improvisation)

YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Magical Realism</p> <p>Student examine realism acting through studying techniques and analysing realism conventions in scripted and devised scenes. Students perform scenes and write an extended response in relation to the elements of drama and performance skills.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making - Performance task – 45s – 1½ minutes (The Girl who cried wolf) 2. Responding – To work of others - extended response 300-400 words (Indigenous play) 	<p>Topic: Melodrama</p> <p>Students investigate the drama style of melodrama and how it challenges audiences. They analyse conventions that include setting, script and performance styles with a focus on exaggeration, stereotypes, stock characters and simple plots.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making – Devising – 45s – 1½ minutes (student devised melodrama script) 2. Making – Performance - 45s – 1½ minutes (performance of scripted drama)

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Children's theatre Students examine moral messages through children's shows and fairy tales.</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Making – Devising – 1-2 minutes + storyboard (children's theatre script)2. Making – Performance – 1-2 minutes. (performer or director of student devised script)	<p>Topic: Shakespearean production Students will explore the history of Shakespearean texts and their current relevance.</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Making – Performance – 1-2 minutes (Shakespearean monologue)2. Responding – To own work – extended response – 300-400 words3. Responding – To work of others – extended response – 400-500 words
<p>Other Notes (excursions, costs, permissions/WHS requirements) for all year levels:</p> <ul style="list-style-type: none">• Students are expected to perform on stage to live audiences.• There may be excursion costs involved depending on available performances or workshops.	

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Absurd Theatre</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Making – Performing – 1-2 minutes (physical theatre performance)2. Responding – Directorial vision (photographs and annotations 400-500 words)	<p>Topic: Realism</p> <p>Students examine realism through studying techniques and analysing realism conventions in scripted and devised scenes. Students perform scenes and write an extended response in relation to the elements of drama and performance skills.</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Making – Performing – 1-2 minutes (X-Stacey performance)2. Making – Devising – 1 minute (A Doll's House directing task)
<p>Other Notes (excursions, costs, permissions/WHS requirements) for all year levels:</p> <ul style="list-style-type: none">• Students are expected to perform on stage to live audiences.• There may be excursion costs involved depending on available performances or workshops.	

MEDIA ARTS

Subject Description

In media arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Advertising</p> <p>This unit is a study on digital animation with a specific focus on advertising. Students explore the basics of multiple animation platforms, developing their skills through a range of tasks</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Making: design an advertisement that reflects a social issue. The advertisement must incorporate at least one form of digital animation	<p>Topic: Story Telling</p> <p>This unit is a study on film production techniques and conventions.</p> <p>Assessment:</p> <ol style="list-style-type: none">1. Responding: Analytical essay which answers the following question - How do production elements in the film establish and develop the themes/moods in the film and engage the audience?2. Making: Create a short film for a film festival

MUSIC

Subject Description

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

YEAR 7

Mandatory: Yes

Elective: No

Duration: One Term

Indicative unit/course outline, assessments/projects

Unit 1

Topic: Popular music

During this unit students study popular music and learn to play a number of songs on guitar, keyboard and drumkit

Assessment:

1. Making: Performance assessment on keyboard/guitar
2. Making: Performance assessment on drumkit

YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1

Topic: Function of music

During this unit students explore music how music is used for a particular purpose. E.g. for exercise, sleep, meditation etc. Students will develop technical skills to perform on an instrument of their choice and develop an understanding of the music elements to analyse and evaluate a piece of music.

Assessment:

1. Making – Performance - 45s – 1½ minutes (TV music)
2. Responding – To work of others – short response exam 300-400 words

Unit 2

Topic: Rock music

Through the study of rock and roll and contemporary rock styles, students develop technical skills to perform stylistically and develop an understanding of the music elements to analyse a rock song

Assessment:

1. Making – Performance - 45s – 1½ minutes (Rock music)
2. Composition – compose an original rock song (30sec)

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1

Topic: Protest music

During this unit students study the contemporary music styles of jazz, rock and pop with a focus on how music can be used as a vehicle for social or political comment. Students will develop technical music skills on the instrument of their choice. They will further develop their understanding of the elements of music to analyse and evaluate songs of social/political comment. They will use this knowledge to then compose their own piece of music.

Assessment:

1. Making: Performance of jazz, rock or pop piece
2. Responding: Record a podcast analysing and evaluating how the music communicates a social/political message
3. Integrated project: Perform a protest song and use this to influence and record

YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1

Topic: Love and Loss

Students explore how emotions can be communicated through music. They examine how the music elements have been manipulated to communicate the concepts of love and loss.

Assessment:

Making: Performance of a song communicating the emotion of love or loss

Responding: Multimodal – analysing and evaluating the composers use of music elements to portray the emotions of love or loss

Integrated project: Perform a love or loss song and use this to influence and original composition

CERTIFICATE II in CREATIVE INDUSTRIES (RTO30307)

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Creative Industries	CUA20220	15/04/2021	4

General Information:

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities, including sound and lighting, in the creative industries. Activities are of limited complexity with required actions clearly defined.

Entry Requirements/Pre-requisites:

No entry requirement or pre-requisites for this course

Estimated duration of Course: 1 year

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

TERM 1	TERM 2	TERM 3	TERM 4
Customer service and ushering	Solving conflict and working effectively with others	Bump in and bump out and basic audio skills	Basic lighting skills and camera shoot

Fee Information: Nil

Disclaimer Statement:

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VISUAL ARTS

Subject Description

Visual Art includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly, with the other art forms, the visual arts have the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

YEAR 7

Mandatory: Yes

Elective: No

Duration: One Term

Indicative unit/course, outline assessments/projects

Topic: Pop Art: Junk food

This unit explores the pop art genre and its significant artists. Students develop their abilities in two-dimensional art-making techniques such as drawing and painting, and experimenting with primary and secondary colours, line and shape to develop and create a pop art inspired artwork.

Assessment:

1. Responding – To own work – 100-300 words (extended response)
2. Making – A3 pop art painting

YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Loudmouth clay sculptures</p> <p>Students will design and create a hybrid form sculpture referencing various fruit and animal forms. They apply their knowledge of line, colour tone and shape to both two dimensional and three-dimensional formats and evaluate and explain how an artwork is made to convey meaning.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Responding - To work of others – 300-400 words (Analysis of key artist) 2. Making - Resolved sculpture (clay) 	<p>Topic: Contemporary still life</p> <p>This unit explores the lineage of the still life genre. Students will analyse a diverse range of mentoring artists and explore techniques such as observational drawing and painting to produce a portfolio of art works.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Responding – To work of others – 300-400 words (Analysis of key artist) 2. Making – resolved painting
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> • Subject fee \$35.00 	

YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Abstracting everyday life</p> <p>This unit explores the art genre of ABSTRACTION using objects from your everyday to create a design which focuses on the art elements of line, shape, colour and pattern. This unit develops students' knowledge and understanding of how ideas and concepts in art are constructed and communicated. Students build on and refine their knowledge, understanding and skills in 2-dimensional media using a clear concept.</p> <ol style="list-style-type: none"> 1. Making – painting a skate board 2. Responding – – extended response - 200-400 words 3. Making – Folio (visual diary) 	<p>Topic: Macro vs Micro</p> <p>During this unit of ART, students will be zooming in to observe and study the microcosmic world of insects within our local area. They will be able to apply their knowledge of the visual art elements and various techniques to both 2 dimensional and 3 dimensional formats.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Making - 3 conceptual designs with annotations 2. Making – resolved prints
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> • Subject fee \$35.00 	

CERTIFICATE II in VISUAL ARTS (RTO30307)

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Visual Arts	CUA20720	16/04/2021	4

General Information:

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

Entry Requirements/Pre-requisites:

No entry requirement or pre-requisites for this course

Estimated duration of Course: 1 year

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

TERM 1	TERM 2	TERM 3	TERM 4
Portrait – Photography, drawing and painting	Landscape – Painting and documenting the process	Self-directed project – Folio of student selected media e.g. sculpture, painting, photography	Self-directed project – Folio of student selected media e.g. sculpture, painting, photography

Fee Information: \$50.00

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HOSPITALITY

YEAR 7

SUBJECT DESCRIPTION

Students investigate food models and explore alternatives when it comes to making healthier choices. They are required to develop design solutions that incorporate factors such as food availability, cost, nutritional value, sustainable practices and the likes and dislikes of proposed clientele to overcome challenges.

Mandatory: Yes	Elective: No	Duration: 1 Term
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Indicative unit/course outline, assessments/projects

Unit 1
<p>Topic: Food and nutrition</p> <p>Students investigate nutrients and their role in the human diet. Each week students will cook meals that reflect learning associated with nutritional properties.</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> • Cost \$30.00 • Medical and WHS permission form required

YEAR 8

SUBJECT DESCRIPTION

Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for specific requirements. They will apply design ideas as they develop a food product and evaluate their design and production. Students will explore social, ethical and sustainability issues that influence food design and production.

Mandatory: Yes	Elective: No	Duration: 1 Term
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Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Food for you</p> <p>Students reflect on their own food choices and make decisions based on food model requirements to make suggested changes.</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>	<p>Topic: Fusing cultural diversity</p> <p>Students investigate the origins of different ethnic food groups, and through the design process produce one meal that brings two traditions together.</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> • Cost \$100.00 • Medical and WHS permission form required 	

YEAR 9

SUBJECT DESCRIPTION

Students analyse how characteristics and properties of food determine its classification along with preparation techniques when designing solutions for a specific design brief. They will apply design ideas as they develop a food product and evaluate their design and production.

Mandatory: No	Elective: Yes	Duration: One Semester
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Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Making smart choices</p> <p>Students will take a set menu and using food models, redevelop the menu to meet set nutritional guidelines.</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>	<p>Topic: Paddock to plate</p> <p>Students research the origin of different foods and the processing methods of those foods to create a range of menu items.</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> • Cost \$100.00 • Medical and WHS permission form required 	

YEAR 10

SUBJECT DESCRIPTION

Students apply knowledge and skills of food characteristics and properties to determine appropriate preparation techniques and presentation when designing solutions for a specific design brief. They will apply design ideas as they develop a food product and evaluate their design and production.

Mandatory: No	Elective: Yes	Duration: One Semester
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Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Taste the world</p> <p>The student is given a country to research, they then create a meal based on their findings.</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>	<p>Topic: Bake to basics</p> <p>Students concentrate on the foundation methods for baking, and then serve their products to customers. E.g. Australia's biggest Morning Tea</p> <p>Assessment: Written and practical</p> <p>Practical component will involve student being assessed each time they cook.</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> • Cost \$100.00 • Medical and WHS permission form required 	

CERTIFICATE II in RETAIL SERVICES (RTO30307)

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II Retail	SIR20216	Release 2 - 16/08/2016	4

General Information:

This qualification reflects the role of individuals who have a defined and limited range of retail operational skills and basic industry knowledge. This includes elements of commercial cookery and food service.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 1 year

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> • Organise personal work requirements. • Identify and respond to security risks. • Contribute to workplace health and safety. 	<ul style="list-style-type: none"> • Produce visual merchandise displays. • Merchandise food products. • Handle food safely in a retail environment. 	<ul style="list-style-type: none"> • Engage the customer. • Communicate in the workplace to support team and customer outcomes. • Advise on food products and services. 	<ul style="list-style-type: none"> • Follow point-of-sale procedures. • Advise on products and services. • Work effectively in a service environment.

Fee Information: \$150.00 (fee is for ingredients only, it does not include any excursion costs)
 Excursions will be compulsory, and costs will be dependent on availability of options.
 E.g.: Paronella Park

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INDUSTRIAL TECHNOLOGY & DESIGN

YEAR 7 – Industrial Technology & Design (ITD)

SUBJECT DESCRIPTION

This class is aimed at introducing and familiarising students with the workshop, tools and techniques. Some of the main tools used include jack plane, tenon saw and pyrograph machine (burner). Students will be required to use foundation skills as well as design thinking and processing to manufacture products.

Mandatory: Yes

Elective: No

Duration: 1 Term

Indicative unit/course outline, assessments/projects

Unit 1
Topic: Wooden Name Plate Assessment: Project and written folio
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"> • Cost \$20.00 • WHS permission form

YEAR 8 – Industrial Technology & Design (ITD)

SUBJECT DESCRIPTION

Students learn to design, make and evaluate practical projects. This course develops enquiring minds and intellectual skills that help students to think innovatively and purposefully about their material environment. A wide range of practical skills associated with hand and power tools, machinery and equipment are developed. Students are involved in producing individual project solutions. They are given classroom instruction and participate in safe workshop practice.

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Timber case Assessment: Project and written folio	Topic: Minecart vehicle Assessment: Project and written folio
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"> • Cost \$30.00 • WHS permission form 	

YEAR 9 – Industrial Skills (IDS)

SUBJECT DESCRIPTION

An introduction to basic woodworking tools, machinery and techniques. Using higher level fixed machinery such as the band saw to create and design items for your room out of both timber and metal. You will also be exposed to using some metal work tools and learn the basics of manipulating metal.

Mandatory: No	Elective: Yes	Duration: One Semester
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Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Occasional table Assessment: Project and written folio	Topic: Metal photo frame Assessment: Project and written folio
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"> • Cost \$80.00 • WHS permission form 	

YEAR 10 – Industrial Skills Metal (ISM)

SUBJECT DESCRIPTION

The Industrial Skills Metal (ISM) subject focuses on the knowledge and understanding, and the processes and production skills required to create products in a metal fabrication environment. Students learn about and utilise a wide variety of hand tools, power tools and machines used in the industry, and document processes and procedures to show their knowledge and understanding. They have opportunities to interpret technical drawings, work from procedures and develop their own sequences for performing tasks. Safety is a key component of all activities carried out in the workshop. Students are always required to be self-disciplined and to follow teacher directions.

Mandatory: No	Elective: Yes	Duration: One Semester
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Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Drill gauge Assessment: Project and written folio	Topic: Nut cracker Assessment: Project and written folio
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"> • Cost \$90.00 • WHS permission form 	

CERTIFICATE II in FURNITURE MAKING

(RTO 30307)

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Furniture Making	MSF20313	Release 6 - 09/09/2013	4

General Information:

This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 1 year

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

TERM 1	TERM 2	TERM 3	TERM 4
Work safely. Participate in environmentally sustainable work practices. Work in a team.	Communicate in the workplace. Use furniture making sector hand and power tools. Make measurements and calculations. Undertake a basic furniture making project.	Assemble furnishing components. Follow plans to assemble production furniture. Join solid timber.	Hand make timber joints. Set up and operate basic static machines. Prepare surfaces for finishing.

Fee Information: \$150.00

Disclaimer Statement:

The information provided here is correct at the time of publication but may be subject to change.

Innisfail State College does not guarantee that:

- A student will successfully complete the qualification or units of competency
- A student will obtain a particular employment outcome
- A qualification or unit of competency can be completed in a manner that does not meet the Standards (clauses 1.1 and 1.2)

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LOTE - JAPANESE (Beginners)

Subject Description

This course is suitable for beginner learners of Japanese with little to no prior learning in primary school. Studying Japanese provides students with the opportunity to develop their knowledge and understanding of the Japanese language, culture and society while developing essential language skills to communicate effectively in Japanese at a foundational level.

The year 7 and 8 program allow students to develop their language skills through exploring a range of interesting topics including anime, food, history, lifestyles, and sport and features a range of experiences relating to these topics. The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Mandatory: Yes	Elective: No	Duration: 1 Semester
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Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic: Popular Characters (Anime): Students use and comprehend Japanese phrases and customs related to greetings and self-introductions; describe the physical appearance of various anime characters using simple adjectives; discuss likes/dislikes, sports and hobbies. Students will be introduced to the Japanese hiragana writing script, and topic-specific kanji.</p> <p>Assessment: Speaking & Writing Task: Create and deliver a short text to describe a character using both written and spoken Japanese.</p>	<p>Unit 2 – Topic: At the restaurant (Food) Students will explore food and restaurants in Japan in order to successfully order food in a restaurant; Ask questions as a waiter (e.g. how many people) or customer (e.g. what is this?); Use Japanese to describe the taste and cost of various foods using simple adjectives; Discuss food options at a restaurant, and order their preferred option; Recognise and write kanji for numbers and money.</p> <p>Assessment: Listening & Reading Exam</p>
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