



# INNISFAIL STATE COLLEGE

Junior Secondary – Years 7 to 10

## Subject Information Handbook 2026

## 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.



2026	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
ENGLISH	5 Lessons <i>of one of the following:</i> English Extension English	4 Lessons <i>of one of the following:</i> Extension English English	4 Lessons <i>of one of the following:</i> Extension English English	4 Lessons <i>of one of the following:</i> <u>Semester One:</u> Extension English English <u>Semester 2:</u> English Extension (Literature focus) English Short Course in Literacy	4 Lessons <i>of one of the following:</i> English Literature Essential English Social & Community Studies (incl. Cert II Active Volunteering yr 12 only)
MATHEMATICS	5 Lessons <i>of one of the following:</i> Accelerated Maths (8 Maths) Maths	4 Lessons <i>of one of the following:</i> Accelerated Maths (9 Maths) Maths	5 Lessons <i>of one of the following:</i> Accelerated Maths (10 Maths) Maths	4 Lessons <i>of one of the following:</i> <u>Semester One:</u> Accelerated Maths (11 Maths Methods) Extension Maths (10 Aust Curric course) Maths <u>Semester 2:</u> As above plus Short Course in Numeracy	4 Lessons <i>of one of the following:</i> Mathematical Methods General Mathematics Essential Mathematics Cert II Skills for Work & Vocational Pathways
SCIENCE	3 Lessons <i>of one of the following:</i> Extension Science Science	4 Lessons <i>of one of the following:</i> Extension Science Science	4 Lessons <i>of one of the following:</i> Extension Science Science	4 Lessons <i>of one of the following:</i> Science	4 Electives of 4 Lessons each <b>General Subjects</b> <i>Biology</i> <i>Chemistry</i> <i>Dance</i> <i>Drama</i> <i>Geography</i> <i>Literature</i> <i>Marine Science</i> <i>Modern History</i> <i>Music</i> <i>Physical Education</i> <i>Physics</i> <i>Psychology</i> <i>Specialist Mathematics</i> <i>Visual Art</i> <b>Applied Subjects</b> <i>Agricultural Practices</i> <i>Aquatic Practices</i> <i>Dance in Practice</i> <i>Drama in Practice</i> <i>Early Childhood Studies</i> <i>Fashion</i> <i>Information Communication Technology</i> <i>Media Arts in Practice</i> <i>Music in Practice</i> <i>Sport &amp; Recreation</i> <i>Tourism</i> <i>Visual Arts in Practice</i> <b>Vocational Education Pathways</b> <i>Certificate II in Cookery</i> <i>Certificate III in Fitness</i> <i>Certificate II in Health Support Services</i> <i>Certificate II Workplace Skills</i> <i>Certificate II in Engineering Pathways</i> <i>Certificate II Furniture Making Pathways</i> <i>*Certificate III in Health Service Assistant – yr 12 only</i>
HUMANITIES	3 Lessons History, Geography, Civics & Citizenship and Economics & Business	3 Lessons History, Geography, Civics & Citizenship and Economics & Business	4 Lessons <i>for one semester</i> History	4 Lessons <i>for one semester</i> History	
HEALTH & PHYSICAL EDUCATION	3 Lessons Health & Physical Education	3 Lessons Health & Physical Education Health & Physical Education – Rugby League Academy	4 Lessons <i>for one semester</i> Health & Physical Education	4 Lessons <i>for one semester</i> Health & Physical Education	
THE ARTS	2 Lessons <i>One term each of</i> <i>Art, Music, Dance, Drama</i>	2 Lessons <i>with semester rotation</i> <i>Two semesters of two choices of</i> <i>Art, Music, Dance, Drama,</i>	4 Electives 4 Lessons each for one semester each (select 4 in total)  <i>Art</i> <i>Business</i> <i>Dance</i> <i>Drama</i> <i>Geography</i> <i>Hospitality</i> <i>Industrial Skills</i> <i>Music</i> <i>Media Arts</i> <i>Agriculture</i> <i>Rugby League Academy</i>	4 Electives 4 Lessons each for one semester each (select 4 in total)  <i>Business</i> <i>Dance</i> <i>Drama</i> <i>Fashion</i> <i>Geography</i> <i>Hospitality</i> <i>Industrial Skills – Metal</i> <i>Industrial Skills – Wood</i> <i>Media Arts</i> <i>Music</i> <i>Physics/Specialist Maths</i> <i>Psychology</i> <i>Recreation</i> <i>Recreation – Rugby League Academy</i> <i>Visual Arts</i> <i>Agriculture</i> <i>Through these electives, year 10 students will achieve a Certificate II Active Volunteering</i>	
TECHNOLOGY	2 Lessons <i>One term each of</i> <i>Hospitality, Industrial Technology (woodwork), Design, Digital Technologies</i>	3 Lessons <i>with semester rotation</i> <i>Two semesters of two choices of</i> <i>Hospitality, Industrial Technology (woodwork &amp; metal), Digital Technologies, Design</i>			
LANGUAGES	2 Lessons for one semester Japanese	2 lessons for one semester Japanese			
INSTRUMENTAL MUSIC	Instrumental music + band - Available for every student as additional study by arrangement.				As @ 17.09.25 FINAL

# TABLE OF CONTENTS

Arranged by Departments

## Contents

ENGLISH.....	5
MATHEMATICS.....	7
DIGITALTECHNOLOGIES.....	9
SCIENCE .....	11
AGRICULTURE.....	13
PHYSICS & SPECIALIST MATHEMATICS.....	14
PSYCHOLOGY.....	15
HISTORY.....	16
GEOGRAPHY .....	17
HUMANITIES & SOCIAL SCIENCES (HASS) .....	18
BUSINESS STUDIES .....	19
HEALTH & PHYSICAL EDUCATION(HPE) .....	20
PHYSICAL EDUCATION.....	22
RECREATION STUDIES.....	23
DANCE .....	24
DRAMA .....	27
MEDIA ARTS.....	29
MUSIC.....	31
FASHION .....	33
VISUAL ARTS .....	34
HOSPITALITY .....	36
INDUSTRIAL TECHNOLOGY & DESIGN.....	38
LOTE - JAPANESE .....	42

# 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. 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: Extended Response Written: Imaginative response – from the perspective of a Silenced Character	Unit 2 Topic: Exploring representations of Australian identities in a variety of texts Assessment: Extended Response Written: Biography of an influential person	Unit 3 Topic: Exploring ethical dilemmas and social issues in poetry and song Assessment: Analytical essay	Unit 4 Topic: Exploring persuasion in literary and non-literary texts Assessment: Multimodal Persuasive Speech
Text: selected class novel	Text – variety of biographies	Text – variety of songs and poems	

### YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 Topic: Micro-fiction Assessment: Creating micro-fiction stories	Unit 2 Topic: Representations of issues and personal experiences Assessment: Part A: Viewing and comprehension task Part B: Creating a memoir.	Unit 3 Topic: Novel study- understanding context, perspectives represented and established challenges faced. Assessment: Create an analytical essay	Unit 4 Topic: Examining representations of Australia's history and culture Assessment: Multimodal Persuasive Speech
	Text – online (HeyWire)	Text - selected class novel	

## YEAR 9

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1	Unit 2:	Unit 3:	Unit 4:
<p>Creative Writing – springboard from a chosen topic.</p> <p>Assessment: written imaginative response</p>	<p>Ethical issues in a dramatic text.</p> <p>Assessment: Part A extended response to explore the concept of innocent within the text as a juror. Part B: Multimodal response – create a blog article in response to a chosen question related to the justice system in real-world legal cases</p>	<p>Novel Study - Analysis of an author's use of text structures and language features to construct representations of a character, ideas and issues in a novel.</p> <p>Assessment: Analytical Essay</p>	<p>Art of Persuasion - Exploration of local issues. Assessment: Persuasive written response</p>
Text – selected stories	Text – <i>12 Angry Men</i>	Text – selected class novel	

## YEAR 10

Mandatory: Yes

Duration: SEM 1

Indicative unit/course outline, assessments/projects

Term 1	Term 2
<p>Unit 1: Perspectives in song/poem</p> <p>Assessment: Extended response: Imaginative short story</p>	<p>Unit 2:</p> <p>Novel Study- Analyse and evaluate representations of people, places, events and concepts and how interpretations of these may be influenced by readers and viewers Assessment: Analytical essay</p>
Text – selected chosen class songs/ poems	Text – selected class novel

**All students must choose from one of the following options in semester 2 of year 10.**

In Semester 2, Year 10 students will begin one of three English course options. These courses are designed to prepare students for English subjects offered in Years 11 and 12 (2027) and to support their future education and training pathways.

*Please note that no QCE Credits are awarded in Year 10.*

### **YEAR 10 (Australian Curriculum)**

Duration: Sem 2

Indicative unit/course outline, assessments/projects

Term 3	Term 4
Unit 3: Social Issue Assessment: Persuasive multimodal speech	Unit 4: Play and Film Study Assessment: Analytical Extended Response.

### **YEAR 10 Extension / Literature focus (Australian Curriculum)**

Duration: Sem 2

Indicative unit/course outline, assessments/projects

Term 3 Literature	Term 4 Literature
Unit 3: Imaginative Response Reinterpretation of ideas and perspectives Assessment: Reimagined spoken/ multimodal response	Unit 4: Play and Film Study Assessment: Examination- Analytical Extended Response.
Text – selected class novel	Text – selected class novel Film – selected class film

### **YEAR 10 Short Course in Literacy (Queensland Curriculum & Assessment Authority)**

Duration: Sem 2

Indicative unit/course outline, assessments/projects

This course contributes 1 QCE credit and may support attainment of a VET qualification. This course would suit students pursuing a Vocational or employment pathway.	
Term 3	Term 4
Unit 1: Workplace Contexts Assessment: Part A – Reading Comprehension Examination Part B – Spoken or Multimodal speech	Unit 2: Personal Identity Assessment: Written Response.



# 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

Textbooks: Students will have access to the Cambridge essential mathematics for the Australian curriculum relevant to their year of study.

## 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.

\*Digital Technology will not be offered in 2025 for year 9 or 10.

### YEAR 7

Mandatory: Yes

Elective: No

Duration: One Term

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

Topic: Students demonstrate knowledge and understanding of data representation and apply skills in defining, designing, implementing and evaluating a digital solution (game design and creation) using 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
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	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

## YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
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	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

# SCIENCE

## Subject Description

Over years 7 to 10, 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.

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 students may participate in the Wonders of Science competition.

### YEAR 7

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects supported by Jacaranda or Oxford Science 7 textbook.

Term 1	Term 2	Term 3	Term 4
<u>Unit Topic:</u> Water – waste not want not (Chemistry)	<u>Unit Topic:</u> The world around us (Biology)	<u>Unit Topic:</u> Moving right along (Physics)	<u>Unit Topic:</u> Earth, Moon and Sun (Earth Sciences)
Assessment: Student Experiment	Assessment: Exam & Research task	Assessment: Exam	Assessment: Exam & Student experiment

### YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects supported by Oxford Science 8 textbook.

Term 1	Term 2	Term 3	Term 4
<u>Unit Topic:</u> Particles matter in Chemistry (Chemistry)	<u>Unit Topic:</u> Building blocks of life and survival (Biology)	<u>Unit Topic:</u> Energy in my life (Physics)	<u>Unit Topic:</u> Rock my world (Earth Sciences)
Assessment: Exam	Assessment: Exam and Student experiment	Assessment: Exam	Assessment: Exam and Research task (mining)

## YEAR 9

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects supported by Oxford Science 9 textbook.

Term 1	Term 2	Term 3	Term 4
<u>Unit Topic:</u> Energy on the move (Physics)  Assessment: Student experiment	<u>Unit Topic:</u> My life in balance and response to change (Biology) Assessment: Exam and Research task	<u>Unit Topic:</u> It's elementary patterns (Chemistry) Assessment: Exam	<u>Unit Topic:</u> Changing earth (Earth Sciences) Assessment: Exam

## YEAR 10

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects throughout the year rotating each term supported by Jacaranda or Oxford Science 10 textbook:

Topic 1	Topic 2	Topic 3	Topic 4
<u>Unit Topic:</u> Newton's laws of motion in real life (Physics)  Assessment: Exam	<u>Unit Topic:</u> The story of us (Biology)  Assessment: Exam	<u>Unit Topic:</u> It's all about reactions (Chemistry)  Assessment: Student experiment and Exam	<u>Unit Topic:</u> Earth and beyond (Earth Sciences)  Assessment: Research task

# AGRICULTURE

## Subject Description

Year 9 and 10 Agriculture are electives that incorporate practical and theoretical work. Students will have the opportunity to work outside the classroom demonstrating practical skills, completing risk assessments, and following standard operating procedures and guidelines. When in the classroom, students will be investigating how agriculture impacts and influences the local area.

### YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects for one semester supported by Dynamic Agriculture Year 7 – 10 textbook.

Plant focus – Garden trials	Animal focus – Animals around the school
<p>Examples of topic covered:</p> <ul style="list-style-type: none"> <li>• Types of plants</li> <li>• Structure and function of plants</li> <li>• Companion plants</li> <li>• Growth trials</li> </ul> <p>Assessment – Student experiment</p>	<p>Examples of topic covered:</p> <ul style="list-style-type: none"> <li>• Local animals</li> <li>• Ecosystems and animals</li> <li>• Control and management of animals</li> <li>• Data collection</li> </ul> <p>Assessment – Research Task and Product</p>
<p>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.</p>	

### YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects for one semester supported by Dynamic Agriculture Year 7 – 10 textbook.

Animal focus - Chickens	Plant focus – Hydroponics and Aquaponics
<p>Examples of topic covered:</p> <ul style="list-style-type: none"> <li>• Caring for chickens</li> <li>• Handling chickens</li> <li>• Chicken breeds and genetics</li> <li>• Chicken agribusiness</li> </ul> <p>Assessment – Student experiment</p>	<p>Examples of topic covered:</p> <ul style="list-style-type: none"> <li>• Dry farming</li> <li>• Hydroponics</li> <li>• Aquaponics</li> <li>• Commercial produce</li> </ul> <p>Assessment – Research Task and Product</p>
<p>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.</p>	

# PHYSICS & SPECIALIST MATHEMATICS

## Subject Description

Year 10 Physics and Specialist Mathematics is designed to prepare students for the senior physics and specialist mathematics subjects and an ATAR pathway in year 11 and 12.

### YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1 - Physics	Term 2 - Specialist Math
<p>Examples of topic covered:</p> <ul style="list-style-type: none"><li>• Vectors and forces</li><li>• 2D motion</li><li>• Electricity and circuits</li><li>• Waves</li><li>• Data analysis – experiments and secondary data</li><li>• Theories around the creation of the universe</li></ul> <p>Assessment: Research task</p>	<p>Examples of topics covered:</p> <ul style="list-style-type: none"><li>• Circle Theorem</li><li>• Cryptography</li><li>• Trigonometry</li><li>• Surds</li><li>• Vectors</li><li>• Application of mathematical theory and problem-solving</li></ul> <p>Assessment: Examination</p>



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

# 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 9

Mandatory: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Movers and Shakers: the people who made Modern Australia (c.1750 – c.1918) Assessment: Investigation	Topic: WW1 (c.1914 – c.1918) Assessment: Short response exam
Text- History Alive year 9	

### YEAR 10

Mandatory: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
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
Text- Oxford History year 10	

# 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 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Biomes and Food Security</p> <p>Assessment: Short response exam – Biome Short response exam – Food security and sustainability</p>	<p>Topic: Geographies of Interconnections</p> <p>Assessment: Research Investigation E-waste</p>
Text - Jacaranda	

### YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Geographies of Human Wellbeing</p> <p>Assessment: Short response exam Blog/ podcast</p>	<p>Topic: Environmental Change and Management</p> <p>Assessment: Field Report</p>
Text - Jacaranda	
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> <li>• Field Trip</li> </ul>	

# 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
Deep Time Deep Time History of Australia Assessment: Extended Response Examination with checkpoints	Civics and Citizenship The Australian Government and active citizenship Assessment: Short response exam  Economics and Business Be an entrepreneur Assessment: Business proposal	History Investigating ancient Rome Assessment: Research investigation	Geography Livable places Water as resource Assessment: Research Investigation
Text – Oxford Humanities			

### YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2	Unit 3	Unit 4
History Medieval Europe and the early modern world - Medieval Europe (c.590 – c.1500) Assessment: Examination	Geography Landforms and Landscapes Changing nations Assessment: Examination	History Medieval Europe and the early modern world - Japan under the shoguns (c.794 - 1867) Assessment: Extended Response	Civics and Citizenship Where do our laws come from? Citizenship, diversity and identity Assessment: Extended Response  Economics and Business Australian markets Assessment: Short answer response – portfolio

# 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 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

### YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Productivity Assessment: Short answer response exam	Topic: Growth and Living standards Assessment: Research assignment

# HEALTH & PHYSICAL EDUCATION (HPE)

## Subject Description

HPE is a compulsory subject in years 7-10. 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: All year

Indicative unit/course outline, assessments/projects

Unit 1 – Topic 1: Changing and growing Topic 2: Basketball 1. Research poster 2. Practical performance- Basketball	Unit 2 – Topic 1: Concept of Self and Others Topic 2: Athletics and Minor Games Assessment: 1. Assignment 2. Practical performance – Athletics and Minor Games	Unit 3 – Topic 1: Healthy Bodies and growing Topic 2: Cricket Assessment: 1. Short answer response 2. Practical performance – Cricket	Unit 4- Topic 1: Harm Minimisation Topic 2: T-Ball Assessment: 3. Examination 4. Practical performance – T-Ball
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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
Unit 1 – Topic 1: Bullying Topic 2: League Tag Assessment: 1. Assignment – short response 2. Practical performance – League Tag	Unit 2 – Topic 1: Fit and Healthy; Fitness improvements Topic 2: Netball/ Soccer Assessment: 1. Assignment – Investigation 2. Practical performance – Netball/Soccer	Unit 3 – Topic 1: Resilience and understanding mental health Topic 2: Circus skills and Challenge Games Assessment: 1. Assignment – Project 2. Practical performance – Circus skills and Challenge Games	Unit 4 – Topic 1: Drug Education Topic 2: Gridiron Assessment: 1. Assignment – Project 2. Practical performance – Gridiron

## YEAR 9

Mandatory: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic 1: Cultural Connections Topic 2: European handball</p> <p>Assessment:</p> <ol style="list-style-type: none"><li>1. Assignment - Project</li><li>2. Practical performance – European handball</li></ol>	<p>Unit 2 – Topic 1: Risky Behaviours, First Aid and CPR Topic 2: Ultimate Disc</p> <p>Assessment:</p> <ol style="list-style-type: none"><li>1. Exam</li><li>2. Practical performance - Ultimate Disc</li></ol>
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## YEAR 10

Mandatory: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic 1: Community Health Topic 2: Badminton and Orienteering</p> <p>Assessment:</p> <ol style="list-style-type: none"><li>3. Assignment – Investigation</li><li>4. Practical performance – Badminton and Orienteering</li></ol>	<p>Unit 2 – Topic 1: Cultural Connections Topic 2: Golf</p> <p>Assessment:</p> <ol style="list-style-type: none"><li>3. Assignment – Project</li><li>4. Practical performance - Golf and Volleyball</li></ol>
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# RECREATION STUDIES

## 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.

\*Students are unable to select both Recreation Studies and Recreation Studies – Rugby League Academy

## 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"> <li>• fitness</li> <li>• outdoor recreation and education</li> <li>• sports administration</li> <li>• community health and recreation</li> <li>• sport performance</li> </ul>	



# IRUKANDJIS RUGBY LEAGUE ACADEMY

## Subject Description

The ISC Irukandjis Rugby League Academy is offered to students in Years 8-10 who have a particular interest in the sport of rugby league. For students in Year 8, the rugby league academy classes will run in conjunction with typical HPE lessons. Students will still complete a theoretical component in line with the Australian Curriculum but will participate in targeted and specified rugby league training, drills and games for their practical component. Students in Year 9 & 10 can nominate to be involved in a special elective class that provides them the opportunity to participate in targeted rugby league field sessions as well as strength and conditioning programs while also receiving coaching, first aid and refereeing qualifications. Involvement in the academy also affords students the opportunity to be selected in various rugby league competitions across North Queensland.

### YEAR 8

Mandatory: No

Duration: All year

Indicative unit/course outline, assessments/projects

Unit 1 – Topic 1: Bullying Topic 2: Rugby League  Assessment: 1. Assignment – short response 2. Practical performance – Rugby League	Unit 2 – Topic 1: Fit and Healthy; Fitness improvements Topic 2: Rugby League  Assessment: 1. Assignment – Investigation 2. Practical performance – Rugby League	Unit 3 – Topic 1: Resilience and understanding mental health Topic 2: Rugby League  Assessment: 1. Assignment – Project 2. Practical performance – Rugby League	Unit 4 – Topic 1: Drug Education Topic 2: Rugby League  Assessment: 1. Assignment – Project 1. Practical performance – Rugby League
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### YEAR 9

Mandatory: No

Elective: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Unit 1 – Topic 1: Community Engagement Topic 2: Rugby League  Assessment: 1. Assignment – Running Event and Reflection (House of Origin) 2. Practical performance – Rugby League	Unit 2 – Topic 1: Community Coaching Topic 2: Rugby League  Assessment: 1. Assignment – Coaching Qualification 2. Practical performance – Rugby League	Unit 3 – Topic 1: Refereeing Topic 2: Rugby League  Assessment: 1. Assignment – Refereeing Qualification 2. Practical performance – Rugby League	Unit 4 – Topic 1: NRL Drug & Alcohol Education Topic 2: Rugby League  Assessment: 1. Assignment – Project 2. Practical performance – Rugby League
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## YEAR 10

Mandatory: No

Elective: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic 1: Community Engagement Topic 2: Rugby League</p> <p>Assessment: 1. Assignment – Running Event and Reflection (House of Origin) 2. Practical performance – Rugby League</p>	<p>Unit 2 – Topic 1: Community Coaching Topic 2: Rugby League</p> <p>Assessment: 1. Assignment – Coaching Qualification 2. Practical performance – Rugby League</p>	<p>Unit 3 – Topic 1: Refereeing Topic 2: Rugby League</p> <p>Assessment: 1. Assignment – Refereeing Qualification 2. Practical performance – Rugby League</p>	<p>Unit 4 – Topic 1: NRL Drug &amp; Alcohol Education Topic 2: Rugby League</p> <p>Assessment: 1. Assignment – Project 2. Practical performance – Rugby League</p>
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# 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: Popular Dance

Topic: Popular dance

1. In this unit, students will understand how dance is a form of artistic expression and entertainment. They will have the opportunity to engage with popular dance styles including hip-hop. Students demonstrate and perform two teacher devised routines of differing styles. They explore the style-specific techniques of hip-hop, and popular dance trends and the performance skills required to engage and entertain audiences.

Assessment:

Performance- Students learn a teacher-devised routine to a hip-hop song, including style-specific dance techniques and expressions, and popular trending dance moves.

## YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

### Unit 1 – Cultural Connections

Topic: How can dance reflect culture?

Students analyse elements of dance, choreographic devices and form from a range of contexts and for different social, ritual and/or artistic purposes. They perform and explore the style of Bollywood, engaging in a range of style-specific techniques and develop an understanding of respectful practices for engaging with and performing dance from another culture. They respond to three dance excerpts from a range of cultures, including Contemporary Indigenous Australian, Kpop and Polynesian. Students analyse how dance and non-movement components can be used to communicate cultural practices and reflect the identity of the group in a folio of responses.

The focus then shifts to current and past dance fads and crazes. Students collaboratively choreograph and perform a dance to communicate popular dance styles of the 2020's, refining their technical and expressive skills in response to peer and teacher feedback. Students work in small groups to manipulate elements of dance, choreographic devices and form to choreograph a dance to reflect their identity, culture and/or values.

Assessment:

Performance – Students learn a teacher-devised routine in the style of Tarantella (45s- 1min 30secs)

Performance- Students learn a teacher-devised routine in the style of Hip-Hop (45s- 1min 30secs)

Short Response - Students analyse movement and non-movement components in three dance excerpts from a range of cultures, including Contemporary Indigenous Australian, Scottish Sword Dancing and Ballet.

Choreography - Students collaboratively choreograph and perform a dance in hip hop style, including popular dance movements. (Up to 1 minute)

## YEAR 9

Mandatory:

Elective:

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>1. Topic: Pop, Lock and Flow</p> <p>This task provides you with the opportunity to perform and explore the style of Jazz, engaging in a range of style-specific techniques and developing an understanding of respectful practices for engaging with and performing popular dance styles.</p> <p>Assessment:</p> <p>Performance- You are to perform a teacher devised dance in the style of jazz.</p> <p>Choreography- You have been invited to act as a guest choreographer on the show <i>So You Think You Can Dance</i>. You have been assigned to choreograph the opening performance using the jazz style.</p>	<p>1. Topic: Social and Political Dance</p> <p>This task provides you with the opportunity to perform and explore dance styles that are used to promote social and political issues happening locally and worldwide.</p> <p>Assessment:</p> <p>Short Response- Students analyse the movement and non- movement components in Bonnie Sue's contemporary political piece, 'Youth'.</p> <p>Performance- You will learn a teacher-devised routine in the style of contemporary, in the genre of political dance. You will rehearse and refine the performance before a final performance, as a class in front of an audience.</p>

## YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>1. 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> <p>Short Response- Students analyse the dance concepts in <i>Bangarra's</i> contemporary piece, 'Youth'.</p> <p>Performance- You are to perform a teacher devised dance in the style of contemporary.</p>	<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 devices unique to that style.</p> <p>Students choreograph a routine in a ballroom style of their choice.</p> <p>Assessment:</p> <p>Performance- Students perform a teacher devised dance in the style of jive.</p> <p>Choreography- Students are to work collaboratively to choreography their own dance in the style of cha cha.</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements) for all year levels:</p> <ul style="list-style-type: none"> <li>Students are expected to perform on stage to live audiences.</li> <li>There may be excursion costs involved depending on available performances or workshops.</li> </ul>	

# 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

Topic: Fun-damentals of drama

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.

Assessment:

1. 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

Topic: Process Drama

In this unit the teaching, learning and assessing centers around exploring the elements of drama (roles, relationship, situation and tension), paired conventions of contemporary theatre (including monologue, role play, freeze frame, narrations, soundscape, hot seat, movement sequence and collage drama).

This unit will allow students to be in control of their journey, each choice made will dramatically alter the course of action as they navigate the experience.

Assessment:

Project – Devising

Roleplay, Collage Drama, Short Response

1–2 minutes, 50-150 words per item, up to 500 words

#### Unit 2

Topic: Melodrama

In this unit, students explore the concept of 'Good Triumphant Over Evil' through the style of Melodrama. Students demonstrate their knowledge by devising drama that manipulates elements of drama and applies conventions (gesture, stock characters and moral) relevant to the style/form.

Assessment:

- Directors Folio
  - Up to 400 words
- Performance
  - 1-2 minutes

## YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Children's theatre</p> <p>In this unit of work, students explore Children's Theatre through the manipulation of elements of drama, conventions of style and stage craft. Students will develop an understanding through the examination of fairy tales and character development in performance. This unit provides an understanding of how moral messages are communicated through dramatic action</p> <p><u>Assessment:</u></p> <p>Extended Response -</p> <ul style="list-style-type: none"> <li>- short responses 50–200 words per item, up to 600 words for the task</li> </ul> <p>Making – Performance – 1-3 minutes.</p>	<p>Topic: Shakespearean production</p> <p>In this unit of work, students explore Elizabethan Theatre through the exposure to a variety of works by William Shakespeare. During this unit students will also evaluate how drama is used to transform texts in order to be more relevant to a modern audience. Students develop their understanding of the dramatic languages (elements of drama, conventions of style and performance skills) required for transforming classic texts into contemporary pieces.</p> <p><u>Assessment:</u></p> <p>Making – Performance – 1-3 minutes</p> <p>Project – Devising Drama - up to 600 words</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements) for all year levels:</p> <ul style="list-style-type: none"> <li>• Students are expected to perform on stage to live audiences.</li> <li>• There may be excursion costs involved depending on available performances or workshops.</li> </ul>	

## YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Physical Theatre</p> <p>In this unit students explore Physical Theatre and how its aesthetic effects create meaning for audiences from a range of contexts. Students will have discussions around the ways in which Physical Theatre is a form of storytelling through the primary use of body movement and gesture, analysing how the viewpoints communicate a subtext to be interpreted by the audience.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> <li>1. Extended response <ul style="list-style-type: none"> <li>- short responses 50–200 words per item up to 600 words for the task</li> </ul> </li> <li>2. Performance <ul style="list-style-type: none"> <li>- 1-3 minutes</li> </ul> </li> </ol>	<p>Topic: Collage Drama</p> <p>In this unit students explore how Collage Drama is used to communicate ideas, perspective and meaning. Collage Drama is a collection of material, selected around a theme and shaped into a dramatic performance; the material is selected from diverse sources such as plays, poetry, prose, songs, music, dance, newspapers, electronic media and improvisational workshops. It is a style of theatre that allows students to explore a variety of concepts and perspectives.</p> <p><u>Assessment:</u></p> <p>Project – Devising</p> <ul style="list-style-type: none"> <li>- up to 600 words</li> <li>- 1-2 pages of a sample script</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- 1-3 minutes</li> </ul>
<p>Other Notes (excursions, costs, permissions/WHS requirements) for all year levels:</p> <ul style="list-style-type: none"> <li>• Students are expected to perform on stage to live audiences.</li> <li>• There may be excursion costs involved depending on available performances or workshops.</li> </ul>	

# 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 sources of information, entertainment, persuasion and education and are significant cultural industries.

### YEAR 9

Mandatory: No

Elective: Yes

Duration: One Semester

#### Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Advertising</p> <p>Students explore how technical and symbolic codes and media conventions are used to represent products and/or brands in media artworks, specifically on social media, and how choices communicate meaning, ideas or perspectives.</p> <p>Considering media artwork from diverse contexts, students examine how languages (focusing on narrative, shot size, voice over, music, lighting, set and costume), technologies (focusing on mixed media) and representations can be used to communicate meaning.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Project – Practical: Advertisement for a chosen product to be shared on social media as a reel</li> <li>2. Extended Response: Interview – evaluation of their reel - 1 -2 minutes</li> </ol>	<p>Topic: Photography</p> <p>Students will develop a range of photography skills and then apply their skill to create a folio of photographs which represent their name using everyday objects</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Project: Folio of photos (6-10 images)</li> <li>2. Project: Edited photo into surrealist genre (1-2 images)</li> </ol>



## YEAR10

Mandatory: No

Elective:Yes

Duration: OneSemester

### Unit 1

#### Topic: Identity

In this unit students will investigate the ways First Nations Australian media artists celebrate and challenge multiple perspectives of Australian identity through the film 'Beneath Clouds'. Students will complete a vlog film review. They will analyse and evaluate the use of media arts elements and processes to create representations of identity.

Students will then design and structure a short film which communicates a representation of identity. They will apply production processes and use media arts concepts to construct a short drama or satire film.

#### Assessment:

1. Extended Response – Vlog: Students will review a film focusing on how it celebrates and challenges Australian identity (2-3minutes)
2. Project – Preproduction: Storyboard (6-10 images with annotations) for a film that represents a chosen identity
3. Project – postproduction: Short film (15-180 seconds)

# 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. Learning Music 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: Stagecraft

During this unit students reflect on the similarities between rehearsals and performances. In this unit, students explore the building blocks of music – rhythm and melody. Students build knowledge and understanding of music concepts and performance skills through practical music activities. Through practical activities, students apply their understanding of rhythm and melody to an instrument studied in class.

Assessment:

Performance: guitar/bass/keyboard/drums (45sec – 1min 30sec)

### YEAR 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

#### Unit 1

Topic: Rock Music

In this unit, students examine and explore the style and characteristics of rock music and build their musical capacity on a chosen instrument. Responding to a range of artists from diverse times and cultures, including First Nations Australian musicians and composers (artists include Jerry Lee Lewis, Bill Haley, The Beatles, Black Sabbath, Goanna), students explore styles and genres that have influenced the development of rock music.

Assessment:

1. Performance: students perform rock music (30sec – 1min)
2. Responding: students analyse and evaluate a selection of rock songs (short responses 50–150 words per item)
3. Composition: students create an original rock song (8–12 bars or 15–30 seconds)

YEAR 9 & 10		
Mandatory: No		Elective: Yes
Duration: One Semester		
Unit	YEAR A (odd years)	YEAR B (even years)
Unit 1	<p>Indicative unit/course outline, assessments/projects</p> <p>Topic: Musical Theatre Students explore how music can be used to communicate or enhance character and/or dramatic action in musical theatre.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Performance (1-3min)</li> <li>2. Responding (50–200 words per item, up to 600 words for the task or folio of responses)</li> </ol>	<p>Indicative unit/course outline, assessments/projects</p> <p>Topic: Storytelling (film and video game music) Students explore how mood and atmosphere can be communicated through film and video game music.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Performance (1-3min)</li> <li>2. Composition (12–16 bars or up to 40 seconds)</li> </ol>
Unit 2	<p>Indicative unit/course outline, assessments/projects</p> <p>Topic: Sounds of a Nation Students explore how composers use the music elements and compositional devices to communicate national and/or cultural identity.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Responding (50–200 words per item, up to 600 words for the task or folio of responses)</li> <li>2. Composition (12-16 bars or up to 40 seconds)</li> </ol>	<p>Indicative unit/course outline, assessments/projects</p> <p>Topic: The Classics Investigating chronologically, students explore the identifying characteristics of the different art music periods.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Performance (1-3min)</li> <li>2. Responding (50–200 words per item, up to 600 words for the task or folio of responses)</li> </ol>

# FASHION

## Subject Description

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture, learn to identify, understand and interpret fashion trends and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

### YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

#### Indicative unit/course outline, assessments/projects

Unit 1: "Bag It"	Unit 2: Pajama Party
<p>Students will research inspiration to make a sustainable tote bag using upcycled fabrics and notions. In this project students will follow the design process by producing a portfolio of work which includes an inspiration page and an evaluation written reflection.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Written: Inspiration and written evaluation (2 pages)</li> <li>2. Product: Completed tote bag</li> </ol>	<p>Students will research fashion trends and create a pajama design collection, culminating in a finished pajama set.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Written: Folio of ideas for collection</li> <li>2. Product: Completed pajama set</li> </ol>
<p>Other Notes (excursions, costs, permissions/WHS requirements): Subject fee \$40.00</p>	

# 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

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"> <li>1. Making - Resolved sculpture (clay)</li> </ol>	<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"> <li>1. Responding – To work of others – 300-400 words (Analysis of key artist)</li> <li>2. Making – resolved painting</li> </ol>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> <li>• Subject fee \$40.00</li> </ul>	

## 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 their everyday life 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> <p>Assessment:</p> <ol style="list-style-type: none"> <li>Project           <ul style="list-style-type: none"> <li>Part A: Ideas folio in visual art diary</li> <li>Part B: Resolved artwork (skateboard) and display</li> </ul> </li> </ol>	<p>Topic: Self</p> <p>This unit focuses on portraiture and the theme of identity in visual arts. It foregrounds the relationship between artist and the world by exploring how identity is influenced by various elements such as culture, race, gender, ideologies and experiences.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>Extended Response: Folio of short responses to 2 stimulus</li> <li>Project           <ul style="list-style-type: none"> <li>Part A: Ideas folio for portrait to represent self in any medium</li> <li>Part B: Resolved artwork and artist statement</li> </ul> </li> </ol>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> <li>Subject fee \$35.00</li> </ul>	

## YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1
<p>Topic: Time &amp; Change</p> <p>In this unit, students explore the concept of 'Time and Change'. Students will enrich their knowledge and aesthetic experience of the world through critical thinking, making and responding in the contemporary, personal, cultural and/or formal contexts.</p> <p>As an artist, students will travel to/view/experience a stimulus for research and experimentation that will inform the focus for your art practice based on the concept of 'Time and Change'.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>Written: Investigation</li> <li>Project           <ul style="list-style-type: none"> <li>Part A: Experimental folio</li> <li>Part B: Resolved artwork in any medium and artist statement</li> </ul> </li> </ol> <p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> <li>Subject fee \$35.00</li> </ul>

# HOSPITALITY

## YEAR 7

### SUBJECT DESCRIPTION

Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms. They independently and collaboratively document and manage production processes to safely produce designed solutions.

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 are introduced to the safety and hygiene rules of the kitchen. They begin to consider factors that influence the design of products and begin to plan and evaluate recipes and cooked products. They will adapt recipes to meet design criteria. Each week students will cook dishes that reinforce kitchen skills.</p> <p>Assessment: Written – Design a muffin, Practical – weekly cooking sessions</p> <p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> <li>• Cost \$30.00</li> <li>• Medical and WHS permission form required</li> </ul>

## YEAR 8

### SUBJECT DESCRIPTION

Students explain how people design, innovate and produce products, services and environments for preferred futures. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools.

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

Unit 1	Unit 2
<p>Topic: Thinking Globally, Growing Locally</p> <p>Students explore sustainable food production and explain how sustainability factors impact on design decisions. They investigate how technology and innovation have impacted food production. Each week students will cook dishes that reflect fresh garden produce.</p> <p>Assessment: Written – Design a sustainable food garden, Practical – weekly cooking sessions</p>	<p>Topic: Fusing cultural diversity</p> <p>Students will analyse how other cultures utilise the characteristics and properties of food to determine preparation techniques and presentation. . Each week students will cook dishes that reflect the way different cultures prepare their food.</p> <p>Assessment: Written – Design a savoury food product that incorporates food technologies from two</p>

	cultures, Practical – weekly cooking sessions
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"> <li>• Cost \$100.00</li> <li>• Medical and WHS permission form required</li> </ul>	



## YEAR 9

### SUBJECT DESCRIPTION

Students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors that impact on designed solutions for global preferred futures, including social, ethical and sustainability considerations.

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Making smart choices</p> <p>Students apply design thinking as they design and produce a food product that is suitable for a person with chronic illness and include this recipe in a healthy lifestyle promotion. Each week students will cook dishes that reflect healthy eating.</p> <p>Assessment: Written – Design a Health Promotion Campaign, Practical – weekly cooking sessions</p>	<p>Topic: Paddock to plate</p> <p>Students investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. They critically analyse factors, including social, ethical and sustainability considerations. Each week students will cook dishes that encourage food waste reduction.</p> <p>Assessment: Written – develop a proposal to reduce waste by repurposing seconds fruit, Practical – weekly cooking sessions</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"><li>• Cost \$100.00</li><li>• Medical and WHS permission form required</li></ul>	

## 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

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Food Truck Evolution and Design</p> <p>Students consider the meaning of innovation and enterprise and how these alongside technological changes have impacted mobile food businesses. Each week students will cook dishes that reflect those served in the food truck industry.</p>	<p>Topic: Bake to Basics</p> <p>Students investigate the process of baking, and the commercial realities involved in producing baked goods for sale using the design cycle. Students consider design factors particularly customer preference, food intolerance and allergies and apply these to their own</p>

Assessment: Written – Design and justify a food truck and associated menu, Practical – weekly cooking sessions	<p>designs. Each week students will cook dishes that reflect various baking techniques.</p> <p>Assessment: Written – Design and justify a bakery product, Practical – weekly cooking sessions</p>
<p>Other Notes (excursions, costs, permissions/WHS requirements):</p> <ul style="list-style-type: none"> <li>• Cost \$100.00</li> <li>• Medical and WHS permission form required</li> </ul>	

# INDUSTRIAL TECHNOLOGY & DESIGN

## YEAR 7 – Industrial Technology & Design (INT)

### 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
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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"><li>• Cost \$20.00</li><li>• WHS permission form</li></ul>

## YEAR 7 – Industrial Technology & Design (DAT)

### SUBJECT DESCRIPTION

Students are introduced to the Design process to overcome challenges. Design focusses on creating and adapting design ideas as well as communicating these ideas and solutions through annotations. Design ideas need to be justified against a set criteria and must include sustainability factors. They are to use computer generated design processes to create a key chain and phone stand. The phone stand is physically produced using a CNC router.

Unit 1
Topic: Phone Stand Assessment: Written folio
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"><li>• Cost \$0.00</li></ul>

## YEAR 8 – Industrial Technology & Design (INT)

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

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

## YEAR 8 – Industrial Technology & Design (DSN)

### SUBJECT DESCRIPTION

Students are continuing their learning and skill development around the Design process to overcome challenges. Design focusses on creating and adapting design ideas as well as communicating these ideas and solutions through annotations. Design ideas need to be justified against a set criterion and must include sustainability factors. They are to use computer generated design and manufacture. to create a project in each term.

Unit 1	Unit 2
Topic: Computer aided design – Design challenge Assessment: Design folio and practical project	Topic: Computer aided manufacture – BT Speaker Assessment: Design Folio and practical project
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"><li>• Cost \$20.00</li><li>• WHS permission form</li></ul>	

## 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 their room out of both timber and metal. Students will also be exposed to using some metal work tools and learn the basics of manipulating metal.

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
Topic: Ply Modular Boxes 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"><li>Cost \$80.00</li><li>WHS permission form</li></ul>	

## 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

Indicative unit/course outline, assessments/projects

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

## YEAR 10 – Industrial Skills Wood (ISW)

### SUBJECT DESCRIPTION

The Industrial Skills Wood (ISW) subject focuses on the knowledge and understanding, and the processes and production skills required to create products made from wood. Students learn about and utilise a wide variety of hand tools, power tools and machines used in industries that use wood as medium, 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: Bar Stool Assessment: Project and written folio	Topic: Standing Lamp Assessment: Project and written folio
Other Notes (excursions, costs, permissions/WHS requirements): <ul style="list-style-type: none"><li>• Cost \$90.00</li><li>• WHS permission form</li></ul>	

# 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.

## YEAR 7 - LOTE

Mandatory: Yes

Elective: No

Duration: 1 Semester

### Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic: Self Introduction: 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 &amp; 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 &amp; Reading Exam</p>
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## YEAR 8 – LOTE

Mandatory: Yes

Elective: No

Duration: 1 Semester

### Indicative unit/course outline, assessments/projects

<p>Unit 1 – Topic: Hobbies and Sport: Students will assume the role as a sports Journalist to write and translate an article about famous sporting people. Students will also learn how to introduce themselves and explain their hobbies and interests.</p> <p>Assessment: Writing and Listening tasks</p>	<p>Unit 2 – Topic: School life Students will develop their skills in Katakana while learning about numbers, likes and dislikes, the days of the week and translate text in relation to student timetables.</p> <p>Assessment: Writing and Speaking, Listening and Reading</p>
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