



# INNISFAIL STATE COLLEGE

Junior Secondary – Years 7 to 10

Subject Information  
Handbook 2024

## 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.

2024	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>ENGLISH</b>	5 Lessons of one of the following: English Extension English Foundation English	4 Lessons of one of the following: Accelerated Maths (Yr 9 English) English Foundation English (depending on Sem 2 2023 trial)	4 Lessons of one of the following: Accelerated Maths (Yr 10 English) English	5 Lessons of one of the following: Semester One: Essential English English Semester 2: General English Essential English (Short Course in Literacy embedded)	4/5 Lessons of one of the following: General English Essential English Social & Community Studies (incl. Cert II Active Volunteering)
<b>MATHEMATICS</b>	5 Lessons of one of the following: Accelerated Maths (8 Maths) Maths Foundation Maths	4 Lessons of one of the following: Accelerated Maths (9 Maths) Maths Foundation Maths (depending on Sem 2 2023 trial)	5 Lessons of one of the following: Accelerated Maths (10 Maths) Maths	4 Lessons of one of the following: Semester One: Accelerated Maths (11 Maths, Methods) Extension Maths (10 Aust Q&Q course) Maths Semester 2: As above plus Short Course in Numeracy	4/5 Lessons of one of the following: Mathematical Methods General Mathematics Essential Mathematics Cert II Skills for Work & Vocational Pathways
<b>SCIENCE</b>	3 Lessons of one of the following: Extension Science Science	4 Lessons of one of the following: Extension Science Science	4 Lessons of one of the following: Extension Science Science	4 Lessons of one of the following: Extension Science Science	4 Electives of 4 Lessons each  General Subjects Biology Chemistry Dance Digital Solutions (D.E.) Drama Geography Literature Marine Science Modern History Music Physical Education Physics Psychology Specialist Mathematics Visual Art
<b>HUMANITIES</b>	3 Lessons History, Geography, Civics & Citizenship and Economics & Business	3 Lessons History, Geography, Civics & Citizenship and Economics & Business	4 Lessons for one semester History	4 Lessons for one semester History	
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	3 Lessons Health & Physical Education	3 Lessons Health & Physical Education	4 Lessons for one semester Health & Physical Education	4 Lessons for one semester Health & Physical Education	Applied Subjects Specialist Mathematics Visual Art  Agricultural Practices Aquatic Practices Dance in Practice Drama in Practice Early Childhood Studies Engineering Skills (year 12 2024 only) Fashion Media Arts in Practice Music in Practice Sport & Recreation Visual Arts in Practice  Vocational Education Pathways Certificate II in Cookery Certificate II in Fitness Certificate III in Fitness Certificate II in Health Support Services Certificate III in Health Services Assist Cert II Active Volunteering (V12 2024 only) Cert II AOT (IT & computers) Cert II Workplace Skills (Business) Cert II Retail Services (Cooking) Cert II in Engineering Pathways Cert II Furniture Making Pathways Cert II Visual Art
<b>THE ARTS</b>	2 Lessons One term each of Art, Music, Dance, Drama	2 Lessons with semester rotation Two semesters of two choices of Art, Music, Dance, Drama, Media Arts	4 Electives 4 Lessons each for one semester each (select 4 in total)  Art Business Dance Drama Geography Hospitality Industrial Skills Music Media Arts Rugby League development (male & female) - HOD approval	4 Electives 4 Lessons each for one semester each (select 4 in total)  Business Dance Drama Fashion Geography Hospitality Industrial Skills – Metal Literature Media Arts Music Physical Education Physics/Specialist Maths Psychology Recreation Visual Arts	
<b>TECHNOLOGY</b>	2 Lessons One term each of Hospitality, Industrial Technology (woodwork), Design, Digital Technologies	3 Lessons with semester rotation Two semesters of two choices of Hospitality, Industrial Technology (woodwork & metal), Digital Technologies			
<b>LANGUAGES</b>	2 Lessons Japanese	2 Lessons Japanese			
<b>INSTRUMENTAL MUSIC</b>	Instrumental music + band - Available for every student as additional study by arrangement.				
	As @ 18.10.2023				

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Arranged by Departments

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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. 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 creating life biographies Assessment: Extended Response Written: Biography on an inspirational person	Unit 2 - Topic: Reading and interpreting literature about Australia and Australians Assessment: Extended Response Written: Imaginative response	Unit 3 –Topic: Exploring poetry and song Assessment: Analytical essay	Unit 4 – Topic: Persuasion in print advertisement Assessment: Multimodal Persuasive Speech

### YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1 - Topic: Representation of teenagers in texts Assessment: Journal entries	Unit 2 – Topic: Creating short stories Assessment: Short story	Unit 3 – Topic: Representing human experience Assessment: Analytical Response	Unit 4 – Topic: Expressing viewpoints on ethical issues in drama texts Assessment: Multimodal 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: Multimodal Persuasive speech	Unit 2: Speculative Fiction Assessment: Written Imaginative Response Short story (Narrative genre)	Unit 3: Analysis of an author's use of text structures and language features to construct representations of a character, ideas and issues in a novel. Assessment: Analytical exposition	Unit 4: Ethical issues in a dramatic text Assessment: Blog post (using PowerPoint) to explore the concept of innocence

## YEAR 10

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Term 1	Term 2	Term 3	Term 4
Unit 1: Responding to literary texts Assessment: Written Imaginative Response	Unit 2: 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	Unit 3: Responding to poetry and aesthetic features Assessment: Reimagined Play Script	Unit 4: Concepts in Text- Conspiracy Theory Assessment: Persuasive speech

# LITERATURE

## Subject Description

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

This is an extension program to support students with the Senior General subject.

### YEAR 10

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Term 1	Term 2
Unit 1: Text- <i>White Tiger</i> Assessment: Extended Response written: Analytical Response	Unit 2 – Novel study Topic: Assessment: Extended Response Written: Monologue/VLOG

# 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 Maths 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.

\*Digital Technology will not be offered in 2024 for year 9 or 10.

### YEAR 7

Mandatory: Yes

Elective: Yes

Duration: One Term

Topics: 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
<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 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

Term 1	Term 2	Term 3	Term 4
<u>Unit Topic:</u> Water – waste not want not (Chemistry) Assessment: Experimental investigation	<u>Unit Topic:</u> The world around us (Biology) Assessment: Exam and Research task	<u>Unit Topic:</u> Moving right along with simple machines (Physics) Assessment: Exam	<u>Unit Topic:</u> Earth, Moon and Sun (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
<u>Unit Topic:</u> Particles matter in Chemistry (Chemistry) Assessment: Exam	<u>Unit Topic:</u> Building blocks of life and survival (Biology) Assessment: Exam and Student experiment	<u>Unit Topic:</u> Energy in my life (Physics) Assessment: Exam	<u>Unit Topic:</u> Rock my world (Earth Sciences) Assessment: Exam and Research task (mining)

### YEAR 9

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

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:

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

# PHYSICS & SPECIALIST MATHEMATICS

## Subject Description

Year 10 Physics and Specialist Mathematics is designed to prepare students for the senior physics and specialist 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 topics 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> </ul> <p>Assessment: Examination</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> Assessment: <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> Assessment: <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	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) Federation Australia Assessment: Short response exam	Topic: World War 1 Assessment: Exam

### 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

# 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: Choose either Geography or History for 1 semester

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"><li>• Managing tourism excursion to Cairns Aquarium - \$20.00</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 Topic Deep Time History of Australia Assessment: Extended Response: Informative Brochure	Geography Topic Liveability and Water as resource Assessment: Field Report	History Topic: Investigating ancient Egypt Assessment: Research investigation	Civics and Citizenship Topic Utopian world Assessment: Extended Response: Informative pamphlet  Economics and Business Topic Create their own business Assessment: Business proposal.

### YEAR 8

Mandatory: Yes

Duration: All year

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2	Unit 3	Unit 4
History Sub-strand: Empires and Expansions Topic: Vikings (c.790- c.1066) Assessment: Short Answered Response Sub-strand: Medieval Europe and the early modern world Topic: Medieval Europe Assessment: Examination	Geography Sub-strand: Landforms and Landscapes Assessment: Examination	Civics and Citizenship Topic Being an active citizen. Assessment: Extended Response	Economics and Business Topic Australian markets Assessment: Short answer response – interpretation and analysis, economic reasoning, decision making and analysis 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

# 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: Indoor Hockey Assessment: 1. Research/ short response 2. Practical performance- Indoor hockey	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 Topic 2: Cricket Assessment: 1. Short answer response 2. Practical performance – Cricket	Unit 4- Topic 1: Harm Minimisation Topic 2: Basketball Assessment: 3. Examination 4. Practical performance – 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
Unit 1 – Topic 1: Bullying Topic 2: League Tag Assessment: 1. Assignment – 2. Practical performance – League Tag	Unit 2 – Topic 1: Resilience and understanding mental health Topic 2: Netball/ Soccer Assessment: 1. Assignment – Investigation 2. Practical performance – Netball/Soccer	Unit 3 – Topic 1: Fit and Healthy; Fitness improvements 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 Topic2: 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: Respectful and Safe Relationships Topic 2: European handball</p> <p>Assessment:</p> <ol style="list-style-type: none"><li>1. Assignment – Investigation</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. Assignment – Project</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 and Volleyball</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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# PHYSICAL EDUCATION

## 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.

\*Students are unable to select both Physical Education and Recreation Studies

### 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"> <li>• exercise science (e.g. personal trainer, exercise physiologist, physiotherapy),</li> <li>• biomechanics</li> <li>• the allied health professions</li> <li>• sport psychology</li> <li>• teaching</li> <li>• sport journalism</li> <li>• sport marketing and management</li> <li>• sport promotion</li> <li>• sport development and coaching</li> </ul>	

# 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 Physical Education and Recreation Studies

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>	

# 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

Students learn dance techniques to perform a popular dance with the opportunity to choreograph a section of the routine themselves.

Assessment:

1. Making - Performance task - 45s-1½ min
2. Making – Performance task (hip hop) - 45s – 1 min 30 sec

### 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 Bollywood (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, Kpop and Polynesian

Project: Choreography - Students collaboratively choreograph and perform a dance to communicate popular dance styles of the 2020's. (30s – 1min)

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

## 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><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Responding – to work of others – extended response 400-500 words</li> <li>2. Marking- Performing- 1-2 minute (contemporary dance)</li> </ol>	<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><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Making – Performing – 1-2 minutes (jive dance)</li> <li>2. Making – Devising – 1 minute of own choreography plus 200-300 word choreographic intent (Cha-cha)</li> </ol>
<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
<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><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Making – Performance – 45s-1½ minutes (student developed performance and improvisation)</li> </ol>

### 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>Within the unit students will use scripted text to transform and bring to life an excerpt. Focusing on narrative, students use soundscapes, puppetry and/or movement. Responding to the provided text, students evaluate how the elements of drama and conventions of magical realism are manipulated in order to share Australian First Nation perspectives.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Short Response – 50-100 words per item, up to 400 words for the task</li> <li>2. Performance – Perform a scene from <i>Binni's Backyard</i>, 1-2minutes</li> </ol>	<p>Topic: Collage Drama</p> <p>Students use drama to celebrate and inform. Using contemporary performance styles and forms including collage drama, students examine the characteristics of a hero. By exploring a range of stimulus such as short films, music, fables and folk stories, students devise scenes to communicate the impact of a hero using physical movement and narration</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Project– Devising – 1-2minutes (student devised melodrama script)</li> <li>2. Performance - 45s – 1½ minutes (performance of devised drama)</li> </ol>

## 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><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Making – Devising – 1-2 minutes + storyboard (children's theatre script)</li> <li>2. Making – Performance – 1-2 minutes. (performer or director of student devised script)</li> </ol>	<p>Topic: Shakespearean production Students will explore the history of Shakespearean texts and their current relevance.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Making – Performance – 1-2 minutes (Shakespearean monologue)</li> <li>2. Responding – To own work – extended response – 300-400 words</li> <li>3. Responding – To work of others – extended response – 400-500 words</li> </ol>
<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: Absurd Theatre Students explore the genre of absurd theatre. Students will perform scenes and create a directorial vision for a selected scene</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Making – Performing – 1-2 minutes (physical theatre performance)</li> <li>2. Responding – Directorial vision (photographs and annotations 400-500 words)</li> </ol>	<p>Topic: Realism 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><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Making – Performing – 1-2 minutes (X-Stacey performance)</li> <li>2. Making – Devising – 1 minute (A Doll's House directing task)</li> </ol>
<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 8

Mandatory: No

Elective: Yes

Duration: One Semester

Indicative unit/course outline, assessments/projects

Unit 1	Unit 2
<p>Topic: Magazines!</p> <p>Students will study the conventions and technical and symbolic elements of magazine covers and how they engage an audience. They will explore how the media creates meaning and engages particular audiences with precision on magazine covers to market magazines. In particular, students will analyse symbolic elements that identify a target audience for the marketing of a magazine.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Project – Pre production: Annotated illustration of design image for magazine cover – 1 page</li> <li>2. Project – post production: Finalised magazine cover – 1 page</li> <li>3. Responding – Artist’s statement</li> </ol>	<p>Topic – Documentary</p> <p>Students will explore and the technical elements of voice-over, music, sound effects textual techniques used in documentaries. Students will explore the ethical and subjective viewpoints in response to a number of documentaries. They will then use these techniques in the making of their own short documentary for a school audience on a topic of their choice.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Project – Pre production: Storyboard</li> <li>2. Project – Post production: Short film in documentary style</li> </ol>

### 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. Considering media artwork from diverse contexts, students examine how languages (focussing on narrative, shot size, voice</p>	<p>Topic: Surrealist Photography</p> <p>Students will develop a range of photography skills and then apply their skill to create a folio of photographs. Students will examine a series of surrealist photographers and their artworks. Students will develop an understanding of how the elements of media have been manipulated to</p>

<p>over, music, lighting, set and costume), technologies (focussing on mixed media) and representations can be used to communicate meaning.</p> <p><b>Assessment:</b></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>create an artwork that is open to varied audience perspective.</p> <p><b>Assessment:</b></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>
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Unit 1
<p><b>Topic: Identity</b></p> <p>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.</p> <p>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.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Extended Response – Vlog: Students will review a film focusing on how it celebrates and challenges Australian identity (2-3minutes)</li> <li>2. Project – Preproduction: Storyboard (6-10 images with annotations) for a film that represents a chosen identity</li> <li>3. Project – postproduction: Short film (15-180 seconds)</li> </ol>

# 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. Developing practices and skills + Presenting and performing: keyboard/guitar (45sec – 1min 30sec)
2. Developing practices and skills + Presenting and performing: drumkit (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 (including but not limited to Yothu Yindi, Dan Sultan, Thelma Plum, Emily Wurramurra), students explore styles and genres that have influenced the development of rock music.

**Assessment:**

1. Developing practices and skills + Presenting and performing: rock music (45sec – 1min 30sec)
2. Exploring and responding: Podcast analysing and evaluating a chosen rock song (45sec – 1min 30sec)
3. Creating and making: Students compose a rock song (8–12 bars or 15–30 seconds)

## 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. Developing practices and skills + Presenting and performing: Protest song (1–3 min)
2. Exploring and responding: Record a podcast analysing and evaluating how the music communicates a social/political message (2-3min)
3. Integrated project: Perform a protest song and use this to influence and compose an original protest song (Performance: 1-3min + composition: 12–16 bars or 30 seconds – 1 minute]

## 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:**

1. Developing practices and skills + Presenting and performing: Performance of a song (1-3min)
2. Exploring and responding: Multimodal – analysing and evaluating the composers use of music elements to portray the emotions of love or loss (2-3min)
3. Integrated project: Perform a love or loss song and use this to influence an original composition (Performance: 1-3min + composition: 12–16 bars or 30 seconds – 1 minute]

# 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: Pyjama 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><b>Assessment:</b></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 pyjama design collection, culminating in a finished pyjama set.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Written: Folio of ideas for collection</li> <li>2. Product: Completed pyjama set</li> </ol>
<p>Other Notes (excursions, costs, permissions/WHS requirements): Subject fee \$35.00</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

### 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><b>Assessment:</b></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><b>Assessment:</b></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>

Other Notes (excursions, costs, permissions/WHS requirements):

- 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 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><b>Assessment:</b></p> <ol style="list-style-type: none"><li>Project Part A: Ideas folio in visual art diary Part B: Resolved artwork (skateboard) and display</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><b>Assessment:</b></p> <ol style="list-style-type: none"><li>Extended Response: Folio of short responses to 2 stimulus</li><li>Project Part A: Ideas folio for portrait to represent self in any medium Part B: Resolved artwork and artist statement</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><b>Assessment:</b></p> <ol style="list-style-type: none"><li>Written: Investigation</li><li>Project Part A: Experimental folio Part B: Resolved artwork in any medium and artist statement</li></ol>

# 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"> <li>• Cost \$30.00</li> <li>• Medical and WHS permission form required</li> </ul>

## 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"> <li>• Cost \$100.00</li> <li>• Medical and WHS permission form required</li> </ul>	

## 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

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"> <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: 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"> <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

### 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 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: 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"> <li>• Cost \$30.00</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: 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"><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: Nut cracker 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

### 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 & 8 - LOTE

Mandatory: Yes

Elective: No

Duration: All Year

## 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 &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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