



**ISIS DISTRICT**

*State High School*

PREPARING PATHWAYS, HONOURING TRADITIONS

**2024**  
**Year 7**  
**Subject Booklet**



# Year 7 Subject Descriptions

## Year 7 Overview

Year 7 at Isis District SHS is designed to allow students the room to settle into high school whilst giving them a taste test of a range of Arts and Technology subjects. To that end, it does not allow students any choice in their program of study. Instead it is allowing them to try subjects so they can begin to determine their areas of interest, what they enjoy and what they are not suited to.

We are following the Australian Curriculum requirements in terms of the subjects offered and the amount of time students participate in them. Therefore as students move through high school, their ability to select parts of their course will broaden as will the subjects on offer. Specifically in Year 7, students will study the following subjects for the lessons nominated. However, in Term 3 of Year 7, they will be able to select for Year 8, four of the “Elective” subjects to try in more depth in Year 8.

The subjects on offer to Year 7 students are illustrated in the table below:

<b>Core Subjects:</b>	<b>Electives:</b> <i>- Term rotation of each group</i> <i>- 2 lessons per week</i>
<b>English</b> (3 lessons per week)	<b>The Arts subjects:</b>
<b>Mathematics</b> (3 lessons per week)	Art
<b>Science</b> (3 lessons per week)	Dance
<b>Health and Physical Education</b> (2 lessons per week)	Drama
<b>Humanities:</b> (3 lessons per week) <b>History and Geography</b>	Media
<b>L.O.T.E – Japanese</b> (1 lesson per week)	<b>Technology subjects:</b>
	Food and Fibre Production (Ag)
	Digital Technology
	Food Specialisations (Cooking)
	Design and Technology (DAT)

### Looking Forward:

In Term 3 of Year 7, students will be asked to select four electives from the eight in the Arts and Technology areas. In Year 8, every student must study one Arts and one Technology subject, the remaining two electives can be from either group. Students will complete their selection using One School to submit these preferences. More information regarding this will be given to students in Term 3.

Students will know what electives they are studying each semester of Year 8 by the end of November (of Year 7).



# Year 7 Subject Descriptions

## CORE SUBJECTS

- Subject:** English
- Subject:** Mathematics
- Subject:** Science
- Subject:** Health and Physical Education
- Subject:** History
- Subject:** Geography
- Subject:** LOTE – Japanese

## ROTATIONAL SUBJECTS

### THE ARTS

- Subject:** Art
- Subject:** Dance
- Subject:** Drama
- Subject:** Media

### TECHNOLOGY

- Subject:** Food and Fibre Production (Ag)
  - Subject:** Design and Technology
  - Subject:** Food Specialisations (Cooking)
  - Subject:** Digital Technologies (DAT)
-



### Course Description:

The study of English is central to the learning and development of all young individuals. Studying English enables students to immerse themselves in units in the course that teaches them to analyse, understand, communicate, and be critical imaginative thinkers and informed citizens of the 21<sup>st</sup> century.

The Year 7 English Program mirrors the expectations and requirements of the Australian Curriculum, therefore, it aims to ensure students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts.
- appreciate, enjoy and use of the English language in all its variations.
- understand how standard Australian English works in its spoken and written forms.
- develop interest and skills in inquiring into the aesthetic aspects of texts and developed and informed appreciation of literature. *(Adapted from the Australian Curriculum: English)*

### Units of Study:

- motivational speech
- persuasive speech
- imaginative recount
- analytic paragraph writing

### Possible Assessment:

- oral presentations, exams, creative and academic writing

### Resources Required:

- 1 x 64 page blue lined exercise book
- English Skills Builder, Pearson English and Oxford MyEnglish *(supplied through SRS)*
- Macquarie Dictionary *(supplied through SRS)*
- Novels, plays and films *(supplied through SRS)*
- Education Perfect on line program *(supplied through SRS)*

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Each year builds on student knowledge	Each year builds on student knowledge	Each year builds on student knowledge	Essential English English	English sets out to provide the skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century.



### Course Description:

The study of Mathematics provides students with knowledge and reasoning skills that are useful in all areas of life. Students will be carefully guided to communicate their mathematical understanding in words and symbols through a range of activities. Students will also be challenged to apply their mathematical understandings in familiar and unfamiliar situations so that they develop strong problem solving skills that will support them in making informed decisions.

### Units of Study:

The Australian Curriculum: Mathematics is organised around the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These strands will be explored each year from Years 7 to 10 and increasingly sophisticated ideas developed. The Junior Mathematics course aims to provide skills and knowledge for everyday life as well as prepare students for the further study of mathematics.

### Possible Assessment:

Students will be expected to complete a minimum of one assignment per semester and 'in-class' tests at the completion of each term or semester. The progress of students will also be monitored through weekly homework, diagnostic formative assessment, in class quizzes and other formative tasks. Student assessment is stored in a folio and progress regularly monitored.

### Resources Required:

- 2 x 90 page A4 Exercise book
- Scientific calculator (may be purchased from school)
- 30cm Plastic or Wooden Ruler (not metal)
- Protractor/Compass Set
- Pencils (2B)/Pens (blue, black and red)
- Pencil Sharpener
- Eraser
- Highlighters

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Mathematics	Mathematics	Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Engineering, Science, Aircraft Pilot, Surveying, Business Management, Architecture, Nursing, Electrician, Building, Business Analysis, Banking, Economics, Accountancy, Work and life application



### Course Description:

In Year 7 students will acquire a basic understanding of the accumulated knowledge of the chemical, physical, and biological environments. The Year 7 course is designed to introduce students to the scientific method, essential scientific vocabulary and foundational skills.

Students will develop their ability to process information and to establish relationships between natural phenomena. As an example, students learn how to make scientific observations, draw tentative conclusions and use special science equipment in a safe manner.

Depending on their ability and interest, different students will progress through practical and theoretical explanations of common everyday observations with different levels of understanding. In Years 8 and 9, students are grouped by science ability to support differentiated access to curriculum concepts.

The Junior Science course, as well as providing a necessary input to general education for life, provides a sound background for students selecting science subjects at a senior level. Many careers require a sound level of achievement in Junior Science, including trades and the military.

### Units of Study:

- **Unit 1:** Chemistry – mixtures and separation techniques
- **Unit 2:** Earth Science – resources, energy & water cycling
- **Unit 3:** Physics – unbalanced forces and their effects on motion
- **Unit 4:** Space – solar system, tides, night sky
- **Unit 5:** Biology – classification system, ecology and habitats

### Possible Assessment:

Students will have 5 assessment tasks across the two semesters. Assessments use a range of techniques including exams, assignments, research tasks, projects and laboratory reports.

### Resources Required:

- A4 notebook -240 page or 2 x 120 page
- 2B pencil
- Ruler

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Science	Science	Science	Biology Chemistry Physics Agricultural Practices	Veterinary Science, Teaching, Research, Medical, Health, Mining, Engineering, Electrician, Pharmacology, Ecology, Marine Biology, National Park Management, Astronomy, Metallurgy, Nursing, Agriculture, Horticulture, Lab Assistant, Beauty Care, Military and many more.



# Health and Physical Education

## Course Description:

Health and Physical Education is designed to expand students’ knowledge, understanding and skills to equip them with successful strategies in the classroom, leisure, social and movement settings. This is underpinned by a strong ethos of health promotion that provides them with the opportunity to enhance their own and others’ health, safety and wellbeing through both theoretical and practical content. Theoretical content in Year 7 explores health seeking strategies as students examine the nature of relationships throughout adolescence, health benefits of physical activity, risk management and sun safety along with interventions towards unhealthy behaviours. The practical component grounds and refines a range of skills and specialised movement sequences to develop confidence and competence in a variety of sports and physical activities. The aim of physical activity in year 7 is to promote participation and inclusion in a range of contexts including games and sports, outdoor recreation and lifelong physical activities. As part of this process students are given the opportunity to reflect and refine personal and social skills as they engage with physical activity throughout the course of study.

## Units of Study:

### Theory:

- Relationships – Changes in Adolescence
- Smoking – Physical, Social and Emotional Impacts
- Lifestyle Diseases
- Mental Health
- Indigenous Games

### Practical (A variety including, but not limited to):

Touch, Basketball, Athletics, Swimming, Line Dancing

## Assessment:

- Informative poster/brochure
- Investigation report
- Performance – Practical

## Resources Required:

- 1 x A4 lined notebook
- Hat
- Appropriate Footwear

## Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Health & Physical Education	Health & Physical Education	Health & Physical Education Exercise Science (elective)	Physical Education Health Education Recreation Early Childhood Studies	Exercise Physiologist, Sports Trainer, Armed Forces, Nutritionist, Allied Health, HPE Teacher, Nursing Physiotherapist or Emergency Services



## Course Description:

The History program at Isis District SHS consists of a combination of depth studies that align with the Australian Curriculum. Studying history improves decision making and judgment as it teaches us how to learn through the mistakes of others. By exploring the nature of peoples and their cultures and the key events of the past, we can understand the processes that have shaped today’s world, their causes, and the roles people have played in those processes. Students develop these understandings through the investigation, exploration, debate and consideration of evidence from the past. The study of history develops the students’ ability to understand that there are differing views of history and the differences between opinion, fact and bias.

## Units of Study:

- investigating the Ancient Past – Investigating an ancient artefact
- investigating Ancient Greece
- investigating Ancient China

## Possible Assessment:

Students will be required to present their findings through a variety of genres:

- investigation / Multimodal
- exam – short written response to Historical source

## Resources Required:

- 1 x 64 page Blue lined Exercise Book
- Oxford Textbook (*supplied through SRS*)
- DVD’s – Documentaries (*supplied through SRS*)

## Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 &12 subjects	Career pathways
English History Geography	English History Civics & Citizenship	English History Civics & Citizenship	English Essential English Legal Studies Modern History	History develops research and critical thinking skills required for careers as an Anthropologist, Archaeologist, Archivist, Barrister, Social worker, Criminologist, Foreign affairs and trade officer, Geologist, Historian, Journalist, Lawyer, Librarian, Museum curator, Public relations officer, Religious leader, Sociologist, Politician, Teacher or Writer.





## Course Description:

Geography empowers students to shape change for a socially just and sustainable future. Studying the natural and man-made features of the Earth inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, this subject enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

The study of Geography teaches students to respond to questions in a distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and respond to what they have learnt. It provides students with opportunities to develop a wide range of general skills, capabilities that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principle; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

The Year 7 Geography program at Isis District SHS focuses on The Water Cycle and how it moves through the environment, connecting people and places.

## Units of Study:

- The Water Cycle

## Possible Assessment:

- short response exam

## Resources Required:

- 1 x 64 page Blue lined exercise book
- Oxford Textbook (*supplied through SRS*)
- DVD's – Documentaries (*supplied through SRS*)

## Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
English Geography History	English History Civics & Citizenship	English History Civics & Citizenship	English Essential English Legal Studies Modern History	Cartographer, Town planner, Commercial / Residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor and Secondary school teacher.



# LOTE: Japanese

## Course Description:

Learning another language such as Japanese is a wonderful opportunity for students to broaden their view of the world and Australia's place in the world. Japan has been a close strategic and economic partner of Australia's for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

The language course at Isis District State High School teaches students the basics of speaking, reading, and writing in Japanese. This course encourages students to listen and think in another way and enables them to have a broader understanding of another race and its' culture. Students gain an awareness and appreciative of other cultures and can see the world from different vantage points. In today's inter-connectedness, this is a valuable tool.

## Units of Work:

### Hajimemashite (Nice to meet you):

Mini units within the topic as a whole include:

- greetings
- where is Japan/Map of Japan
- my Timetable in Japanese. (Days of the week/School subjects)

### Watashi no tomodachi (My Friend):

- greeting people
- self-introductions
- stating my friend's name, age

## Possible Assessment:

- written
- listening
- translating and speaking

## Resources Required:

- 1 x 48 page blue lined exercise book
- Japanese Dictionaries, Work booklets and relevant Japanese Texts (*supplied through SRS*)

## Links to the Future:

### Career pathways

A knowledge of one or more foreign languages can be useful in many careers; Teacher, tour guide, translator, journalist, travel consultant, hotel manager, flight attendant, etc.



## Term of Visual Art

### Course Description:

This subject is an introduction into art techniques and materials, giving students the experience to build skills and develop ideas to produce artworks. Students will be challenged to create their own designs and resolved artworks in 2D and 3D forms by manipulating and combining art materials and mediums.

The visual art diary is an essential tool that documents the individual’s art process, from ideas and planning to creating considered artworks that respond to stimulus. Students will be provided with opportunities to make and view art, exploring the elements of design and interpreting artistic intentions of artists both contemporary and historical.

The teaching and assessment for this unit are aligned with the Australian Curriculum achievement standards and content descriptions for Year 7.

### Units of Study:

- Drawing
- Painting
- Clay Sculpture/Ceramics
- Art theory timeline – contemporary and historical artists’ work that is relevant to the unit content

### Possible Assessment:

- Practical folio of work (Making and displaying artwork)
- Informal appraisal of images and art works

### Resources Required:

- A4 Visual Art Diary (available from the school office)
- 2B, 4B & 6B pencils, eraser and sharpener
- Black fine line pen and 1 ball point pen
- Glue Stick & scissors

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Art	Art	Art	Visual Art (General) Visual Arts in Practice	Visual Artist, Architecture, Graphic Design, Advertising, Graphic Printing, Illustration, Photography, Web designer / ICT, Public Relations, Performing arts, Film and Television, Make-up and Hairdressing, Fashion / Costume Design, Teaching, Tourism and Community art worker.



## Term of Dance

### Course Description:

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography and performance. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

Students engage with the elements of dance by learning the processes of choreography and performance. They also learn to use safe dance practices. With an understanding of the body's capabilities applied to their own body, students develop kinaesthetic intelligence, critical thinking, problem solving and awareness of how the body moves in dance. The elements of dance work together and underpin all dance activity as students learn to make dance using their developing movement vocabulary with the body. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding.

### Units of Study:

- Hip Hop Dance

### Possible Assessment:

- Performance and Choreography

### Resources Required:

- 1 x 96 page blue lined exercise book (No multi-subject books)

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 &12 subjects	Career pathways
Dance Drama English	Dance Drama English	Dance Drama English	Drama English	Teacher, Choreographer, Performance Artist  Dance allows students to build confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.



## Term of Drama

### Course Description:

In Drama, students:

- Build on their understanding of role, character and relationships
- Use voice and movement to sustain character and situation
- Use focus, tension, space and time to enhance drama
- Incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- Shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- Consider social, cultural and historical influences of drama
- Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- Maintain safety in dramatic play and in interaction with other actors
- Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

### Units of Study:

- Introduction to the Elements of Drama

### Possible Assessment:

- Performance

### Resources Required:

- 1 x 96 page blue lined exercise book (No multi-subject books)

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Drama Dance Art English Media Studies	Drama Dance Art English Media Studies	Drama Dance Art English Media Studies	Drama Art English	Performer, Public speaker, Art Critic, Teacher, Television / Radio or Stage Manager  Drama allows students to build confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.



## Term of Media

### Course Description:

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

### Units of Study:

- Introduction to New Media

### Possible Assessment:

- Editing supplied files
- Creating a VLOG

### Resources Required:

- 1 x 96 page exercise book
- USB (1GB minimum)
- Access to a digital camera

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Media Art Drama English	Media Art Drama English	Media Art Drama English	Film and New Media New Media (SAS) Art Drama Technology English	Graphic Design, Camera Person, Stage Production, Movie making, Computer editing or Radio  New media exposes students to a wide array of skills suitable for the digital new media environment, The subject encompasses learning how to edit film, create voice overs, dissect filmic works and understand the codes and symbolics of advertising and graphic design.



## Term of Food and Fibre Production

### Course Description:

Year 7 students will be exposed to a variety of agricultural concepts including plants and animals. Students will engage in a 'Crop to Plate' program, where they study the origins of hamburger ingredients. They will also participate in other crop and animal management activities as the opportunities arise.

### Units of Study:

- Farm safety
- Vegetable Garden care and growth
- Animal husbandry

### Possible Assessment:

- process journal

### Resources Required:

- 1 x Exercise book
- 1 x Hat
- 1 x Water bottle

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Food and Fibre Production	Food and Fibre Production	Food and Fibre Production	Agricultural Practices	Agricultural engineer, Animal attendant, Agricultural technical officer, Botanist, Cane tester, Economist – agricultural, farmhand, Forest technical officer, Forester, Gardener, Horticulturist technical officer, Jackeroo /Jillaroo, Landscape gardener, Pest and weed controller, Stock and station agent, Veterinary nurse or Wool classer.



## Term of Design & Technology

### Course Description:

Design & Technology provides students opportunities to generate creative solutions for a design brief. The strategies and thinking skills that students are taught, prepare students for future 21st Century challenges. Students work both individually and collaboratively to develop and test their ideas and solutions.

### Unit of Study: Human Centred Design

For this unit, the students' complete activities that introduce them to the design process. By designing and manufacturing their own ball bearing maze, students emulate the process professional industrial designers use for product development. The final solution is made from a range of materials and teaches students skills such as how to sketch ideas, use hand tools and produce 3D digital models on a computer. The computer-based models are printed using the school's 3D printers. Students also manufacture some parts or their project using hand tools and equipment in a woodwork workshop. Students evaluate their final design to draw conclusions about the best design features and make recommendations for future improvements.

### Assessment:

Assessment is based on the manufactured product and an associated design folio that demonstrates the thought process students used to solve the design brief. This folio records the student's research, design ideas, product testing and solution evaluation.

### Resources Required:

- 1 x 48 Page exercise book
- 1 x A4 Display folio

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Design & Technology	Design & Technology Wood Technologies Metal Technologies	Design & Technology Wood Technologies Metal Technologies	Industrial Graphics Skills Engineering Skills Furnishing Skills	Engineer Industrial Designer Architect Draftsperson Building and Construction trades Metal and Engineering trades





## Term of Food Specialisations

### Course Description:

Food Specialisations focuses on the food skills and knowledge of a healthy diet and nutrition for wellbeing and future health. It incorporates investigation of design ideas in regard to technical and evaluative processes. Students develop confidence in the kitchen making healthy food choices using the Australian Guidelines for Healthy Eating to promote the health and wellbeing of an adolescent.

### Units of Study:

#### Introduction to Food and Technology

- Health and safety in the practical kitchen environment
- Australian Guidelines for Healthy Eating and the five food groups
- Food preparation and principles of cookery

### Possible Assessment:

- Weekly Practical cookery tasks
- Weekly / Practical assignment

### Resources Required:

- Practical foods items (*weekly outline of requirements will be provided*)

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Food Specialisations	Food Specialisations	Food Specialisations	Certificate II in Hospitality	Dietician, Nutritionist, Food technologist, Nursing, Hospitality, Tourism or Teaching



## Term of Digital Technologies

### Course Description:

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

In Digital Technologies students are actively engaged in the process of defining problems and opportunities, designing, implementing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. These solutions and information are created through the application of computational and design thinking, and technical skills.

### Units of Study:

#### Concepts and Coding

- Distinguish between different types of networks
- Plan and manage digital projects to create interactive information
- Design user experiences and algorithms and test, modify and implement digital solutions

### Possible Assessment:

- Collection of work

### Resources Required:

- Headphones may be required for some activities

### Links to the future:

Year 8 subjects	Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Digital Technologies	Digital Technologies	Certificate II in Applied Digital Technologies	Certificate II in Applied Digital Technologies	Digital design, Content management, Hardware development, Marketing, Software programmer
<i>Skills will assist with all subjects and future studies</i>				

KLAs	Year 11 / 12	Year 10	Year 9	Year 8	Year 7
<b>English</b>	English (general) <i>Essential/English (applied*)</i>	English (block)	English (block)	English (block)	English (block)
<b>Mathematics</b>	General Maths (general) Mathematical Methods (general) <i>Essential/ Maths (applied*)</i> • Specialist Mathematics (general) (Distance Education)	Maths (block)	Maths (block)	Maths (block)	Maths (block)
<b>Science</b>	• Biology (general) • Chemistry (general) • Physics (General) • <i>Agricultural Practices (applied)</i>	Science (2 lessons) OR Science Towards Senior (1 lesson not assessed)	Science (block)	Science (block – including CASE)	Science (block – including CASE)
<b>Humanities</b> <i>Strands include:</i> 1. History 2. Geography 3. Economics and Business 4. Civics and Citizenship	• Modern History (general)	• Introduction to Modern History • Economics and Business • Civics and Citizenship	History – 2 lessons • Economics and Business • Civics and Citizenship • Geography	Students rotate through 1 per term: (block) History Geography Economics and Business Civics and Citizenship	Humanities includes: (block) History Geography
<b>Health &amp; Physical Education</b>	• Physical Education (general) • Health Education (general) • <i>Sport and Recreation (applied)</i>	HPE – 1 or 2 Lessons • Exercise Science (Elective)	HPE – 2 lessons	HPE – 2 lessons	HPE – 2 lessons
<b>The Arts</b> <i>Strands include:</i> 1. Art 2. Dance 3. Drama 4. Media	• Visual Art (general) • Drama (general) (offered) • <i>Visual Arts in Practice (Applied)</i> • <i>Media (Applied)</i>	• Art • Drama • Media	• Art • Dance • Drama • Media	Students select at least ONE: • Art • Dance • Drama • Media	Students rotate through 1 per term: Art Dance Drama Media
<b>Technology</b> <i>Strands include:</i> 1. Digital Technologies 2. Design and Technologies	• Accounting (general) • Legal Studies (general) • <i>Cert II Retail Services</i> • <i>Tourism (applied)</i> • <i>Cert II in Applied Digital Technologies (composite with Year 10)</i> • <i>Cert II Hospitality</i> • <i>Early Childhood Studies (Applied)</i> • <i>Industrial Graphics Skills (Applied)</i> • <i>Furnishing Skills (Applied)</i> • <i>Engineering (Applied)</i>	<i>Digital Technologies subjects:</i> • <i>Cert II in Applied Digital Technologies (composite with senior)</i>  <i>Design and Technologies subjects:</i> • Food and Fibre Production • Food Specialisation • Design and Technology • Metal Technologies • Wood Technologies	<i>Digital Technologies subjects:</i> • Digital Technologies  <i>Design and Technologies subjects:</i> • Food and Fibre Production • Food Specialisation • Food Specialisation • Digital Technologies	Students select at least ONE: • Food and Fibre Production • Design and Technology • Food Specialisation • Digital Technologies  <b>Students study 4 electives in total, 2 per semester.</b>	Students rotate through 1 per term: • Food and Fibre Production • Design and Technology • Food Specialisation • Digital Technologies
<b>LOTE:</b>	By Distance Education	KTS / Wellbeing	KTS / Wellbeing	Japanese	Japanese
<b>Pastoral Care</b>	KTS / Wellbeing Senior Preparation Program	KTS / Wellbeing	KTS / Wellbeing	KTS / Wellbeing	KTS / Wellbeing
<b>SEP</b>	• <i>Cert II in Work Skills and Vocational Pathways</i> • <i>Aquatic Practices (Applied)</i> or Aquatic Foundations (QCIA) • Other electives (Cert or QCIA – foundation classes) • Literacy Communication (QCIA) • Numeracy Communication (QCIA)				

**NOTE:**

Subjects with Bullet points are electives (●) will only run provided there are enough student interest to form a class.

Subjects with a school crest as bullet are on a rotation per term with no student choice in them.