



IDSHS

Subject



BOOKLET

A guide to the subjects on offer for Year 8 students



Year 8 Subject Descriptions

Year 8 Overview

The subject selection for Year 8 students at Isis District SHS follows a structured approach, with the core subjects remaining largely consistent with those studied in Year 7. These include English, Mathematics, Science, History, Geography, Health and Physical Education (HPE), and Languages Other Than English (LOTE): Japanese. To meet Australian Curriculum requirements, students will also explore Economics and Business, as well as Civics and Citizenship, each for one term.

Beyond the core subjects, students are encouraged to engage with a range of electives designed to broaden their educational experience. These electives focus on The Arts and Technology, allowing students to deepen their interests and skills in creative fields and technical disciplines. Over the course of Years 7 and 8, students will have the opportunity to explore diverse subject areas, including Visual Arts, Drama, Music, Design and Technology, and Digital Technologies. This elective structure not only promotes well-rounded learning but also equips students with practical and creative skills they can apply both in school and in future academic or career pursuits.

The subjects on offer to Year 8 students are illustrated in the table below:

Core Subjects:	Electives:
English (3 lessons per week)	<ul style="list-style-type: none">- Total of four (4) electives, minimum of one (1) of each group studied,- Two studied per semester- 2 lessons per week
Mathematics (3 lessons per week)	
Science (3 lessons per week)	The Arts Electives: <ul style="list-style-type: none">ArtDanceDramaMedia
Health and Physical Education (2 lessons per week)	
Humanities: (3 lessons per week) Term rotation of each of the following: <ul style="list-style-type: none">HistoryGeographyEconomics and BusinessCivics and Citizenship	
L.O.T.E – Japanese (1 lesson per week)	Technology Electives: <ul style="list-style-type: none">Food and Fibre Production (Ag)Design and Technology (DAT)Food Specialisations (Cooking)Digital Technologies

Students will submit their subject preferences using One School, selecting them in their order of preference. The first choice should be the subject they most want to study, and they will also need to nominate a fifth subject as an alternative option. While every effort will be made to place students into their top four preferences, this cannot be guaranteed due to typical timetable constraints, such as class sizes, room allocations, and staffing.

Looking Ahead:

In Year 9, the range of available subjects expands as the number of compulsory subjects decreases from those studied in Years 7 and 8. This reduction will continue in Year 10, with only four compulsory subjects remaining. For Year 9, students are encouraged to explore new subjects while also building on the skills they have developed in electives they enjoy or excel in. The goal remains for students to try different subjects, helping them gain a deeper understanding of their interests, strengths, and preferences before progressing to senior studies.



Year 8 Subject Descriptions

CORE SUBJECTS –

Subject: English

Subject: Mathematics

Subject: Science

Subject: Health and Physical Education

Subject: Humanities: Term rotation of History, Geography, Economics and Business, Civics and Citizenship

Subject: LOTE – Japanese

ELECTIVE SUBJECTS –

Rotation 1

Term 1		Term 2		Term 3		Term 4	
Drama	Media	Dance	Food Specialisations	Design and Technology	Art	Food and Fibre Production	Digital Technology

Rotation 2

Term 1		Term 2		Term 3		Term 4	
Food and Fibre Production	Digital Technology	Drama	Media	Dance	Food Specialisations	Design and Technology	Art

Rotation 3

Term 1		Term 2		Term 3		Term 4	
Design and Technology	Art	Food and Fibre Production	Digital Technology	Drama	Media	Dance	Food Specialisations

Rotation 4

Term 1		Term 2		Term 3		Term 4	
Dance	Food Specialisations	Design and Technology	Art	Food and Fibre Production	Digital Technology	Drama	Media



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 this course that teaches them to analyse, understand, communicate, and be critical and imaginative thinkers and informed citizens of the 21st century.

The Year 8 English program mirrors the expectations and requirements of the Australian Curriculum. 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:

- illustrated Short Story – written
- exploring Indigenous representation in texts - multimodal
- novel study – written
- drama text – spoken

Possible Assessment:

- oral presentations, exams, creative and academic writing, multimodal

Resources Required:

- 1 x 240 page blue lined exercise book or BYO device
- English Skills Builder, Pearson English and Oxford MyEnglish *(supplied through SRS)*
- Macquarie Dictionary *(supplied through SRS)*
- Novels, plays and films *(supplied through SRS)*

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Each year builds on student knowledge	Each year builds on student knowledge	Essential English General English	Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist Publishing copy editor /proofreader, Writer, Academic librarian, Advertising account executive, Advertising copywriter, Arts administrator, Information officer, Marketing executive, PPC specialist, Primary school teacher, Public relations officer, Records manager, Secondary school teacher and Social media manager.



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
- Protractor/Compass Set
- Scientific calculator (may be purchased from school)
- Pencils (2B) / Pens (blue, black and red)
- Plastic or wooden ruler (30cm)
- Pencil Sharpener
- Eraser
- Highlighters

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Mathematics	Mathematics Extension Mathematics Mathematics Foundation Numeracy Short Course	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 8 students continue their introduction to the chemical, physical, and biological environments of our world. The Year 8 course aims to enhance student skills in the gathering, presentation and analysis of data in tabular and graphical form.

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.

Units of Study:

- **Unit 1:** Marvellous Machines – potential and kinetic energy, energy conversions
- **Unit 2:** Atomic Anarchy – elements, chemical and physical change
- **Unit 3:** Cellular Crazyness – cellular biology, cell specialisation and circulatory systems
- **Unit 4:** Rocky Resources - rock cycle
- **Unit 5:** Trembling Tectonics – tectonic plate interactions

Possible Assessment:

Students will complete 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:

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 Year 11/12 level. Many careers require a sound level of achievement in Junior Science including the military

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Science	Science	Biology Chemistry Physics Agricultural Practices	Veterinary Science, Research, Health Teaching, Medical, Mining, Engineering, Electrician, Ecology Pharmacology, Marine Biology, Nursing, National Park Management, Metallurgy, Agriculture, Horticulture, Lab Assistant, Beauty Care, Military, Astronomy 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 8 explores health seeking strategies as students examine the importance of mental health and wellbeing, causes and effects of lifestyle diseases and the physical, social and emotional effects of alcohol and other drugs. 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 8 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

- Body systems and Exercise
- Healthy Eating
- Sport Education
- Alcohol and Risk Taking

Practical (A variety, but not limited to):

- Skill Development & Modified Games
- AFL, Hockey, Outdoor Pursuits, Volleyball, Netball, T-ball, Swimming, Futsal, Soccer and Circuit Fitness

Possible Assessment:

- Exam – Multiple Choice/Short Response
- Performance – Practical
- Project – Folio
- Report

Resources Required:

- 1 x A4 lined notebook
- Hat
- Appropriate Footwear
- Water bottle

Links to the future:

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



Term of Economics and Business:

Course Description:

Economics and Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. By developing Business knowledge, understanding and skills, young people will be better placed now and in their adult lives to actively participate in business activities, contribute to the development of a prosperous, sustainable and equitable Australian and global economy, and secure their own financial wellbeing.

The business environment is rapidly transforming due to internal and external factors. An understanding of the way businesses are structured and operate, how they respond to challenges, and the role of interest groups in this sphere, including the role of governments, along with the effect of legal and regulatory constraints, is necessary for developing students' economic and business literacy.

Unit of Study

Pop-up Business

- Interpret needs of the consumers
- Explain ways that businesses adapt to opportunities in the market
- Create a product
- Identify and evaluate costs and benefits products.

Possible Assessment:

- project

Resources Required:

- 1 x 96 page exercise book or BYOD device

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Economics and Business	Economics and Business	Accounting (General) Tourism (Applied)	Further education and employment in small-to-medium enterprise, accounting, business management, human resource management, financial management, commerce, marketing and operations management.



Term of Civics and Citizenship:

Course Description:

Civics and Citizenship education promotes students' participation in Australia's democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of Australia's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.

Civics and Citizenship aims to encourage students to evaluate the significance of legal rights and responsibilities that impact on their everyday life. Students will examine how laws change to reflect society's values and to safeguard individuals' right to freedom from interference, with society's need for order.

Units of Study:

Influences that shape legal and political system:

- the responsibilities and freedoms of citizens
- how Australians can actively participate in democracy
- how laws are made
- key features of Australia's system of government
- Australian Constitution

Possible Assessment:

- exam
- assignment

Resources Required:

- 1 x 96 page exercise book or access to BYOD

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Civics and Citizenship	Civics and Citizenship	Legal Studies (General)	Further education and employment in the fields of law, criminology, law enforcement, justice studies, social work, government, corrective services, business, education, economics and politics.



Term of Geography

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 suggest responses 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 principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

The Year 8 Geography Program at Isis District SHS focuses on the natural and manmade environment, with a focus on Uluru.

Units of Study:

- landforms and landscapes

Possible Assessment:

- report

Resources Required:

- 1 x 64 page Blue lined Exercise book or BYO device
- Oxford Textbook *(supplied through SRS)*
- DVD’s – Documentaries *(supplied through SRS)*
- Atlas – Oxford Australian curriculum *(supplied through SRS)*

Links to the future:

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



Term of History

Course Description:

The Year 8 History program at Isis District SHS consists of the depth study of Medieval Europe. The study of history improves our decision making and judgment as it teaches us how to learn through the mistakes of others. Exploring the natures 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 research, 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 Medieval Europe

Possible Assessment:

Short written response to historical sources

Resources Required:

- 1 x 64 page blue lined Exercise book or BYO device
- Oxford Textbook *(supplied through SRS)*
- Documentaries *(supplied through SRS)*

Links to the future:

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



LOTE: Japanese

Course Description:

Build skills, boost confidence, and dive deeper into Japan!

In Year 8, students at Isis District State High School continue their Japanese learning journey by exploring exciting new topics that connect language with real-life interests. This course strengthens their skills in reading, writing, listening, and speaking while deepening their understanding of Japanese culture and daily life.

From sharing their favourite hobbies, to listening for clues about popular anime characters, to reading about a typical Japanese school week, students build confidence through meaningful and fun communication. The year ends with a lively speaking task on traditional festivals, where students showcase what they've learned in creative ways.

Units of Work:

- Game Show
- Anime Characters
- My Week
- Festivals

Possible Assessment:

- Writing
- Listening
- Reading
- Speaking

Resources Required:

- 1 x 64 page blue lined exercise book
- 1 x A4 Display folder
- 1 x whiteboard marker
- Japanese Dictionaries, Work booklets and relevant Japanese Texts *(supplied through SRS)*

Links to the future:

Career pathways

Studying Japanese can open doors to exciting future opportunities. From careers in tourism, international business, translation, education, and diplomacy to roles in technology, design, or working abroad, learning another language gives students a competitive edge. As Australia continues to partner closely with Japan, bilingual skills and cultural understanding are increasingly valued in the global workforce.



Term of 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 journal 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 8.

Units of Study:

Visual Art consists of one unit of study, each extended over the course of a school term. Students will explore:

- Drawing
- Painting
- Art theory – Techniques and artists’ work that are relevant to the unit content

Assessment:

- Acrylic Painting
- Journal Design Process
- Written Tasks
- Practical folio (Making and displaying)
- Appraising images and art works

Resources Required:

- A4 Visual Art Diary
- 2B, 4B & 6B pencils, eraser and sharpener
- Black fine-line pen
- Ruler, scissors and glue stick

All other art materials are available in the classroom.

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Art	Art	Visual Art (General) Visual Arts in Practice (applied) Arts in Practice (Applied)	Visual artist, Graphic Designer, Illustrator, Gallery Curator, Art teacher, Photographer, Careers in Film and TV, Product designer, Costume Designer, Art workshop instructor etc.



Term of Dance

Course Description:

In Year 8 Dance, students use expressive movement to communicate ideas, stories, and aspects of personal and cultural identity. They develop their kinaesthetic awareness and aesthetic understanding by using the body as an instrument of expression. Through dance, students explore and express a range of human experiences—personal, social, emotional, spiritual, and physical—while building confidence in movement and creativity.

Students choreograph, rehearse, perform, and respond to dance both individually and collaboratively. They apply the elements of dance to develop their technical, expressive, and choreographic skills, and use digital tools to support their learning. By engaging with diverse dance practices from various cultures and communities, students deepen their understanding of movement and expression. Active participation as dancers, choreographers, and audiences enhances creativity, communication, and cultural awareness, contributing to their wellbeing and social connection.

By the end of Year 8, students analyse how the elements of dance, choreographic devices, and production elements are used in their own work and in the dance works they experience. They evaluate how dance from different styles, cultures, times, and places communicates ideas and meaning, and they describe respectful and thoughtful approaches to creating, performing, and responding to dance.

They apply safe dance practices in both choreography and performance, demonstrating technical and expressive skills suited to the style or genre of the dance.

Units of Study:

- Popular Youth Dance Through the Decades

Possible Assessment:

- Performance, Choreography and Reflection

Resources Required:

- 1 x 48 page blue lined exercise book (No multi-subject books)

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Dance Drama English	Dance Drama English	Drama English Arts in Practice	Teacher, Choreographer or Performance Artist, Stage manager, Director 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 Year 8 Drama, students continue to develop their ability to work collaboratively and independently to create and perform a variety of dramatic works. They use improvisation, devised material, and scripted drama to explore dramatic elements and conventions, shaping performances that communicate clear ideas, emotions, and perspectives to an audience. Through rehearsal and performance, they refine their skills in voice, movement, and expression to sustain dramatic action and meaning.

Drama provides a unique opportunity for students to explore human experiences by creating and sharing stories from different cultures, times, and places. It encourages creativity, empathy, and critical thinking as students take on the roles of both performer and audience. Learning in drama is an active and engaging process that includes devising, scripting, performing, and evaluating, helping students build confidence, collaboration, communication, and expressive capabilities.

By the end of Year 8, students are able to analyse how elements of drama and conventions are used in the drama they create and experience. They evaluate how performances from different times, places, and contexts communicate ideas and meaning, and they demonstrate respectful approaches when creating, performing, and responding to drama.

Units of Study:

- The art of Comedy – Australian SITCOM

Possible Assessment:

- Group performance, short script writing, directorial concept and written reflection.

Resources Required:

- 1 x 48 page blue lined exercise book (No Multi-Subject books) or BYO Device
- 1 x USB stick

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Drama Dance Art English Media Digital Technologies	Drama Dance Art English Media Digital Technologies	Drama Art English Arts in Practice	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:

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 enable 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 communication practices.

Units of Study:

- Stop-motion Animation

Possible Assessment:

- Storyboard
- Stop-motion film

Resources Required:

- USB (1GB minimum)
- Access to a digital camera

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Media Art Drama English	Media Art Drama English	Visual Arts (General) Arts in Practice (Applied) Digital Solutions (General) Drama English	Graphic Design, Camera Person, Stage Production, Movie making, Computer editing or Radio



Food and Fibre Production

Course Description:

In Year 8, students will continue to develop their learning in relation to Agricultural knowledge and practical skills. They will extend their understanding of safety considerations and begin to analyse agricultural factors. They will grow vegetables in small crop format and contribute to the maintenance and harvest of larger crops.

Unit of Study:

- Poultry Management

Possible Assessment:

- Practical tasks
- Project

Resources Required:

- 1 x Exercise book
- Hat
- Water bottle

Links to the future:

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



Design and Technologies

Course Description:

Design and Technologies provides students opportunities to critically analyse design challenges to creatively devise improved solutions. Students manufacture prototypes of their design ideas and evaluate the effectiveness of their ideas. The design thinking skills and strategies that students engage with are designed to prepare students for job requirements both now and into the future.

Units of Study:

Unit 1 – User Centred Product Design

Students investigate design options to produce a LED desk lamp for an identified client. Through this process, students learn about simple electronic components and circuits. They consider the requirements of a product's end user as part of their design process. Students use creative design thinking to develop multiple possible solutions and manufacture and test their best solution. Students evaluate the effectiveness of their design and the production process.

Unit 2 – Sustainable Design

As the world's population grows, it becomes imperative that resources are managed to ensure a sustainable future. This unit explores themes of sustainable design in the housing industry. Students consider sustainable design concepts such as lighting methods, house orientation and passive cooling to develop a model of an ecofriendly house for the future. They evaluate the effectiveness of their designs in terms of form, function and aesthetics.

Assessment:

Students submit a folio of evidence that demonstrates their knowledge, research, ideas, production and evaluation of their presented solution that answers the provided design brief.

Resources Required:

- Display Folio
- 1 x 64 Page exercise book

Links to the future:

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



Food Specialisations

Course Description:

Food Specialisations focuses on nutrition knowledge, skill development and evaluative processes in regard to a healthy diet for wellbeing and future health. Students gain the theoretical understanding of the nutritional content of food, individual food components and characteristics and how to apply them into practical cookery. Both practical and management skills are applied, as well as engagement in the demonstration of practical tasks.

Students will employ technologies, particularly those relating to the use of information technology to plan, analyse and evaluate diet choices and their impact on future health of the individual.

Units of Study:

- Australian Guidelines for Healthy Eating and the five food groups

Possible Assessment:

- Practical cookery tasks
- Written and Practical assignments

Resources Required:

- 1 x A4 Exercise book
- Practical foods items (*weekly outline of requirements will be provided*)
- Fully labelled container to take food home

Links to the future:

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



Term of Digital Technology:

Digital Technologies provides students with the opportunity to design and modify creative digital solutions using Python, a general-purpose programming language. They decompose real-world problems, design and trace algorithms, and evaluate solutions based on user stories and design criteria. Students implement conditional statements, loops, functions, and modular code to create efficient programs. They apply logical thinking, debug and handle errors, and use computational strategies to solve problems. Through coding tasks, students develop an understanding of data representation using integers and binary. They also collaborate, plan, and manage projects using digital tools, while developing awareness of their digital footprint and responsible online behaviour.

Units of Study:

Python Programming

Introduction to Programming Concepts:

Begin by exploring Python and understanding how it connects with digital systems. Students learn to use variables to store data and work with different data types such as strings, integers, and floats. Through the use of operators, including simple arithmetic operators, students perform calculations and build the foundation for solving problems using code.

Loops and Decision Making:

In Python programming, conditional statements and logical operators are used to make decisions based on specific conditions. If statements help control the flow of a program, while loops and for loops allow for repeating tasks under certain conditions or for a set number of times. By combining loops with if statements, students can create more complex and responsive programs. An introduction to functions teaches how to group code for reuse, and functions with multiple parameters and return values add flexibility. As students' progress, they explore modular code to improve program structure and work with nested loops for handling layered or repeated logic.

Apply Knowledge:

Students learn essential programming skills such as error handling and debugging functions in Python to identify and fix issues in their code. They also develop logical thinking through algorithm design, creating clear, step-by-step solutions to solve problems efficiently.

Possible Assessment:

- Exam

Resources Required:

- Access to a USB at the end of the course to take files home (optional)

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Digital Technologies	Digital Technologies	Digital Solutions	Digital design, Digital security, Hardware development, Content management, Marketing, Logistics or 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
English	English (general) <i>Essential English (applied*)</i>	English (block)	English (block)	English (block)	English (block)
Mathematics	General Maths (general) Mathematical Methods (general) <i>Essential Maths (applied*)</i>	Maths (block)	Maths (block)	Maths (block)	Maths (block)
Science	<ul style="list-style-type: none"> Biology (general) Chemistry (general) Physics (general) <i>Agricultural Practices (applied)</i> <i>Aquatic Practices (applied)</i> 	Science (2 lessons) OR Science Towards Senior (1 lesson not assessed)	Science (block)	Science (block – including CASE)	Science (block – including CASE)
Humanities <i>Strands include:</i> 1. History 2. Geography 3. Economics and Business 4. Civics and Citizenship	<ul style="list-style-type: none"> Modern History (general) 	<ul style="list-style-type: none"> Introduction to Modern History Economics and Business Civics and Citizenship 	History – 2 lessons <ul style="list-style-type: none"> Economics and Business Civics and Citizenship Geography 	Students rotate through 1 per term: (block) <ul style="list-style-type: none"> History Geography Economics and Business Civics and Citizenship 	Humanities includes: (block) <ul style="list-style-type: none"> History Geography
Health & Physical Education	<ul style="list-style-type: none"> Physical Education (general) Health Education (general) <i>Sport and Recreation (applied)</i> 	HPE – 1 or 2 Lessons <ul style="list-style-type: none"> Exercise Science (Elective) 	HPE – 2 lessons	HPE – 2 lessons	HPE – 2 lessons
The Arts <i>Strands include:</i> 1. Art 2. Dance 3. Drama 4. Media	<ul style="list-style-type: none"> Visual Art (general) Drama (general) <i>Visual Arts in Practice (applied)</i> <i>Media (Applied)</i> 	<ul style="list-style-type: none"> Art Drama Media 	<ul style="list-style-type: none"> Art Dance Drama Media 	Students rotate through 1 per term: <ul style="list-style-type: none"> Art Dance Drama Media 	Students rotate through 1 per term: <ul style="list-style-type: none"> Art Dance Drama Media
Technology	<ul style="list-style-type: none"> Legal Studies (general) <i>Certificate II Retail Services</i> <i>Tourism (applied)</i> <i>Certificate II Hospitality</i> <i>Early Childhood Studies (applied)</i> <i>Industrial Graphics Skills (applied)</i> <i>Furnishing Skills (applied)</i> <i>Engineering (applied)</i> 	<u>Design and Technologies subjects:</u> <ul style="list-style-type: none"> Food and Fibre Production Food Specialisation Design and Technology Metal Technologies Wood Technologies 	<u>Digital Technologies subjects:</u> <ul style="list-style-type: none"> Digital Technologies <u>Design and Technologies subjects:</u> <ul style="list-style-type: none"> Food and Fibre Production Food Specialisation Design and Technology Metal Technologies Wood Technologies 	Students rotate through 1 per term: <ul style="list-style-type: none"> Food and Fibre Production Design and Technology Food Specialisation Digital Technologies 	Students rotate through 1 per term: <ul style="list-style-type: none"> Food and Fibre Production Design and Technology Food Specialisation Digital Technologies
LOTE:	By Distance Education	Japanese	Japanese	Japanese	Japanese
Pastoral Care	KTS / Wellbeing Senior Preparation Program	KTS / Wellbeing Work Studies Program	KTS / Wellbeing	KTS / Wellbeing	KTS / Wellbeing
SEP	<ul style="list-style-type: none"> <i>Cert II in Work Skills and Vocational Pathways</i> 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.