



ISIS DISTRICT

State High School

PREPARING PATHWAYS, HONOURING TRADITIONS

2024
Year 8
Subject Booklet



Year 8 Subject Descriptions

Year 8 Overview

The subject selection for Isis District SHS Year 8 students is quite prescriptive as the core subjects remain similar to Year 7 and include: English, Maths, Science, History, Geography, HPE and LOTE: Japanese. However, in line with Australian Curriculum requirements, students will also study a term each of *Economics and Business* and *Civics and Citizenship*

Complimenting these core areas are the electives which cover the other key learning areas of The Arts and Technology. Students study four electives per year in Year 8 at Isis District SHS, each run for a semester (6 months). The number of students selecting the course determines if it will run each year.

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

Core Subjects:	Electives:
English (3 lessons per week)	- Total of four (4) electives, minimum of one (1) of each group studied,
Mathematics (3 lessons per week)	- Two studied per semester
Science (3 lessons per week)	- 2 lessons per week
Health and Physical Education (2 lessons per week)	
Humanities: (3 lessons per week) Term rotation of each of the following: History Geography Economics and Business Civics and Citizenship	The Arts Electives: Art Dance Drama Media
L.O.T.E – Japanese (1 lesson per week)	Technology Electives: Food and Fibre Production (Ag) Design and Technology (DAT) Food Specialisations (Cooking) Digital Technologies

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. Students will submit these preferences in their preferred order, with the first pick the subject they really want to do. At this time, they will also be asked to nominate a fifth subject as their next preferred option. Every effort will be made to accommodate students into their first four preferences however, it cannot be guaranteed as usual timetable constraints apply ie class numbers, room allocations, staffing etc.

Students will know what electives they are allocated to for each semester by the end of November (of Year 7).

Looking Forward:

In Year 9 the range of subjects on offer to students broadens as the number of compulsory subjects reduces from those studied in Years 7 and 8. This will again reduce in Year 10 to only four compulsory subjects. For Year 9, students are still encouraged to try new subjects as well as to build on the skills in the elective subjects they have found they enjoy and / or are good at. The focus continues to be on students trying different things in order to develop a good understand of themselves, their likes and dislikes before embarking on their 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 –

ARTS

Subject: Art

Subject: Dance

Subject: Drama

Subject: Media

TECHNOLOGY

Subject: Food and Fibre Production (Ag)

Subject: Design and Technology (DAT)

Subject: Food Specialisations (Cooking)

Subject: Digital Technologies



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 - written
- novel study – written
- drama text – spoken

Possible Assessment:

- oral presentations, exams, creative and academic writing

Resources Required:

- 1 x 240 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 Online Program *(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	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:** Chemistry – elements, compounds, mixtures, chemical and physical change
- **Unit 2:** Earth Science – minerals, rocks, rock cycle, weathering
- **Unit 3:** Physics – potential and kinetic energy, energy conversions
- **Unit 4:** Biology – cellular biology, cell specialisation and circulatory systems

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.

Units of Study:

Individual and business success in Australia

- describe the interdependence of consumers and producers in the market
- explain the importance of short and long term planning to achieve personal, organisational and financial objectives
- describe characteristics of entrepreneurs and successful business

Possible Assessment:

- exam
- project
- case study

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
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
- 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
- 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	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, Historian, Journalist, Lawyer, Librarian, Museum curator, Public relations officer, Religious leader, Sociologist, Politician, Teacher or Writer.



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:

Semester 1

Watashi no kazoku (My Family):

Mini units within the topic as a whole include:

- Introduce family members, hobbies, family, chores
- Japanese homelife – shoes, toilets, bath

Watashi no machi (My Town)

- Describing your town
- Ask for and give information about places

Semester 2

Watashi no iishyuukan (My week):

Mini units within the topic as a whole include:

- Explaining what you do throughout your week
- Saying where someone is going

“Itadakimasu!” (Let's Eat!):

- Japanese cuisine: Food and Drinks
- What are good / bad manners?
- Festivals and celebrations in Japan

Possible Assessment:

- Research Assessment, Written, Listening, Translating and Speaking

Resources Required:

- 1 x 64 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.



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 8.

Units of Study:

Year 8 Visual Art consists of two units of study, each extended over the course of a school term. Across both units, students will explore:

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

Possible Assessment:

- Practical folio (Making and displaying)
- Appraising images and art works

Resources Required:

- A4 Visual Art Diary (available from the school office)
- 2B, 4B & 6B pencils, eraser and sharpener

Also advisable:

- Ballpoint pen & 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	Visual artist, Graphic Designer, Illustrator, Gallery Curator, Art teacher, Photographer, Careers in Film and TV, Product designer, Costume Designer, Art workshop instructor etc.



Course Description:

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. 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. There are two to strands of assessment consisting of making and responding.

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practicing, rehearsing and performing.

Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

In both strands, students engage with the elements of dance by learning the processes of choreography, performance and appreciation. 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 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.

With increasing experience of making and responding, students develop analytical skills and aesthetic understanding. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and processes are developed through students' engagement with dance practices that use the body and movement as the materials of dance.

Units of Study:

- Unit 1: Lights, Camera, DANCE!
- Unit 2: Sell it to me!

Possible Assessment:

- Performance, Choreography and Reflection

Resources Required:

- 1 x 96 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	Teacher, Choreographer or 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.



Course Description:

Drama is the expression and exploration of personal, cultural and social works through role and situation that engages, entertains and challenges. Learning in Drama involves students making, performing, analysing and responding to Drama, and drawing on human experience as a source of ideas. Students will engage with the knowledge of Drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students will develop the confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through Drama in a fun, safe and supportive environment.

In Year 8 Drama, students will:

- Build on their understanding of role, character and relationships and use voice and movement to sustain character and situation
- Use focus, tension, space and time to enhance Drama and incorporate language, ideas and dramatic symbols to create dramatic action, mood and atmosphere in a performance
- Explore meaning and interpretation, including voice, movement, situation, space and time, and tension as they make and respond to Drama
- Evaluate the director’s intentions and expressive skills used by actors in Drama they view and perform
- Maintain safety in dramatic play and in interaction with other actors

By the end of Year 8, students will be able to identify and analyse how the elements of Drama are used, combined and manipulated in different styles and apply this knowledge to Drama they make and perform. Students will evaluate how they and others from different cultures, times and places communicate meaning and intent through Drama, and apply different performance styles and conventions to convey status, relationships and intentions. Students will and use performance skills and design and technical elements to shape and focus theatrical effect for an audience.

Units of Study:

- Lockie Leonard Human Torpedo
- The art of Comedy

Possible Assessment:

- Group performance, monologue, short script writing and written reflection tasks.

Resources Required:

- 1 x 96 page blue lined exercise book
- 1 x USB stick
- Play texts borrowed from the Resource Centre
- Drama Blacks (plain black clothing)

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11 & 12 subjects	Career pathways
Drama	Drama	Drama	Performer, Public speaker, Art Critic, Teacher, Television / Radio or Stage Manager
Dance	Dance	Art	
Art	Art	English	
English	English		
Media	Media		
Digital Technologies	Digital Technologies		



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 communication practices.

Units of Study:

- Photoshop editing
- Stop-motion

Possible Assessment:

- Magazine cover
- Storyboard
- 30sec-1min 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	Film and New Media (General) New Media (Applied) Art Drama Information, Communication and Technology 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 such as ruminant anatomy and feeding requirements and pest management. Students will investigate the use of Ag-Tech innovations as a part of the curriculum and develop an understanding of how technology integrates into Agriculture. They will grow vegetables in small crop format and contribute to the maintenance and harvest of larger crops.

Units of Study:

- Ruminant Anatomy
- Pest Management

Possible Assessment:

- Practical tasks
- Exam
- Research task and field process journal

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, Jackeroo /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:

- Make a Meal of it
- Snack attack

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



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:

App development

Students will design and create a prototype data-driven web app to solve an identified problem. Students will be expected to:

- explore and evaluate examples of solutions developed using big data (e.g. meteorology)
- study the agile software development cycle used in real-world projects
- apply computational thinking skills including abstraction and specification to address complex problems
- design a user experience of a solution for a data-driven web app using storyboards or mock-ups

Programming – general purpose programming language is designed to be easy to read and simple to implement. Students will be cover programming concepts such as loops, variables, functions and strings. Students will create a variety of programs, ranging from drawing simple shapes to quizzes and simulators.

Possible Assessment:

- Folios
- Projects

Resources Required:

- Headphones may be required for some activities
- Access to a USB at the end of the course to take files home (optional)

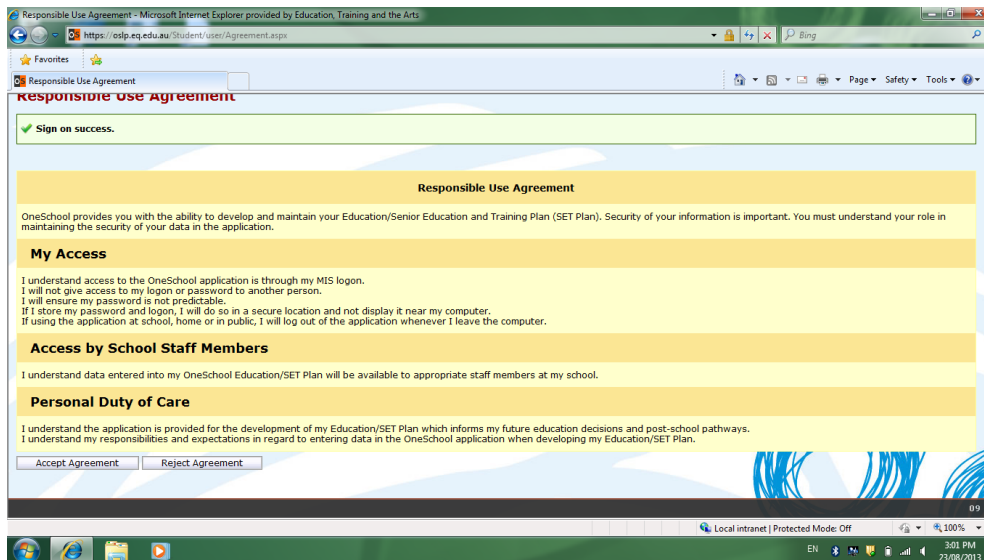
Links to the future:

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

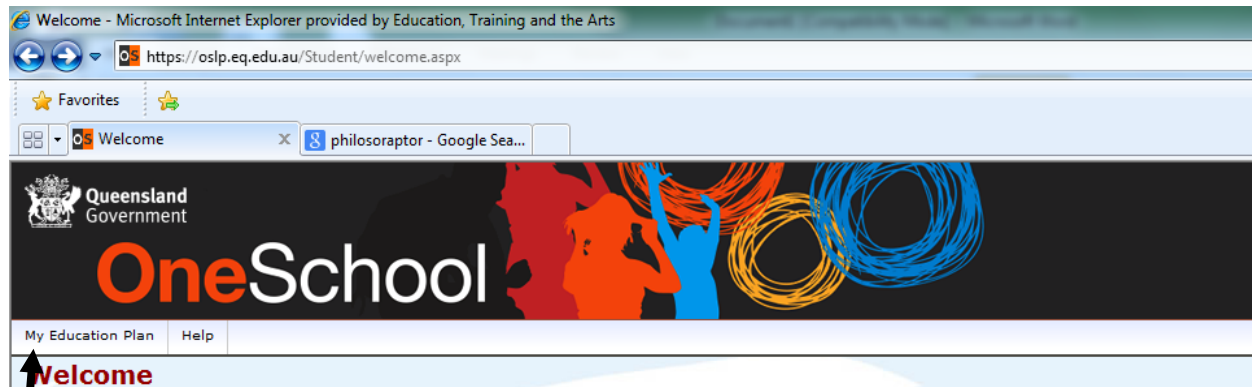
Subject Selection Using OneSchool

Go to <https://oslp.eq.edu.au>

Use your school computer / email log on and password



Agree to the **Responsible Use Agreement**



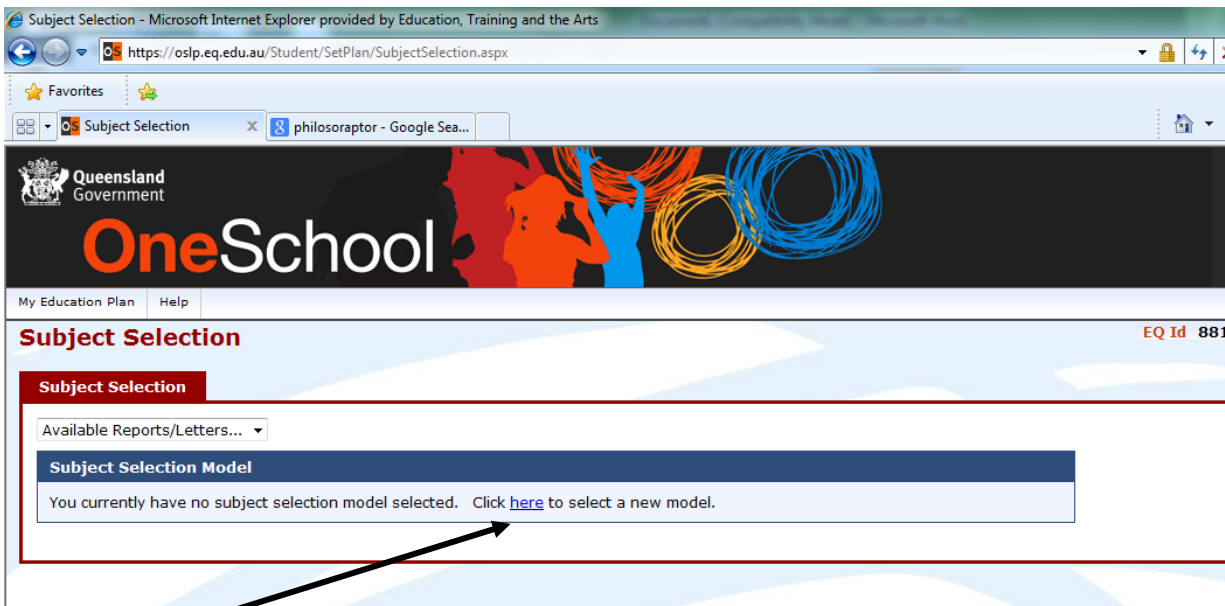
Open **"My Educational Plan"**

NOTE :

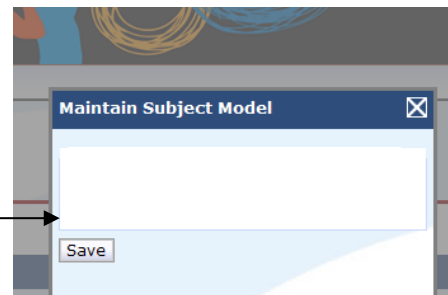
Students can access from this drop down menu at any time:

- Current Timetable.
- Semester Assessment Planners.

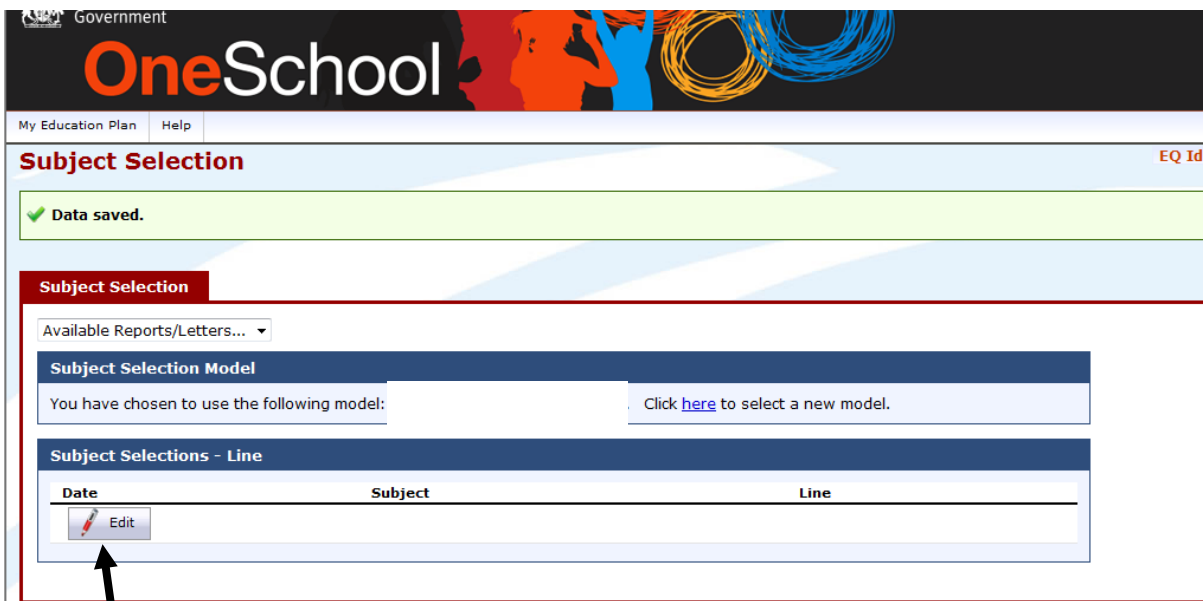
Subject Selection Using OneSchool



Click "here" to activate the Subject Selection screens.



Press **Save** to activate it.



Select **Edit**

Subject Selection Using OneSchool

[Return to Subject Selection](#)

Subject Selection

Please choose one subject from each line below. Students are to select their preferred subject English Extension, Mathematics Extension or MasterClass.

ONE (1) subject should be selected from each line. The two (2) preferences

Subject Selection - Lines

Select your Preferred English subject

- English (ENG08)
- English Extension (Ei)

[Clear line](#)

Select HPE

- Health and Physical Educat

[Clear line](#)

Select Global Business, World

- Global Business, World Citizens (

[Clear line](#)

Select your Preferred Language subject

- Master Class (MCL08)
- Japanese (JAP08)

Select your Preferred Science

- Science (SCI08)

Select Geography

- Geography (GEG08)

[Clear line](#)

Select your Preferred Arts subject

- Art (ART08)
- Drama (DRA08)

09 7873 Mackay Northern Beaches

Local intranet | Protected Mode: EN

Add any Notes if you need to

PRESS SAVE

At the bottom of the screen

Notes

2000 characters maximum - 2000 characters remaining

Help

Ensure you see the Green Tick stating Update Successful at the top of the screen

Press **Return to Subject Selection**

Queensland Government

OneSchool

My Education Plan Help

Maintain Line Subject Selection

[Return to Subject Selection](#)

Update successful.

Subject Selection

Please choose one subject from each line below. Students are to select their preferred subject English Extension, Mathematics Extension or MasterClass.

ONE (1) subject should be selected from each line. The two (2) preferences selected at the t



Subject Selection Using OneSchool

From this screen **you can Edit** your choices

When finished and happy with your selections, go to **Available Reports / Letters**

The screenshot shows the 'Subject Selection' page. At the top, there is a dropdown menu for 'Available Reports/Letters...'. Below this is a section titled 'Subject Selection Model' with the text 'You have chosen to use the following model: Yr'. The main part of the page is a table titled 'Subject Selections - Line' with columns for 'Date' and 'Subject'. The table contains several rows of data, including dates like '5-Aug-20' and '15-Aug-20', and subjects like 'World Citi...', 'al Educat...', 'ision', and 'ogy and I...'. At the bottom of the table, there is an 'Edit' button with a pencil icon. Below the table is a 'Preferences' section with the text 'Drama (DRA08), Food Studies'.

This is a close-up of the 'Subject Selection' dropdown menu. The menu is open, showing three options: 'Available Reports/Letters...', 'Available Reports/Letters...', and 'Subject Selection'. The 'Subject Selection' option is highlighted in blue. An arrow points from the text 'Select Subject Selection' below to the highlighted option.

Select **Subject Selection**

Subject Selection due **Tuesday 29 August**, a printed report is required.

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> • Specialist Mathematics (general) (Distance Education)	Maths (block)	Maths (block)	Maths (block)	Maths (block)
Science	• 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)
Humanities Strands include: 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
Health & Physical Education	• 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
The Arts Strands include: 1. Art 2. Dance 3. Drama 4. Media	• Visual Art (general) • Drama (general) (offered) • <i>Visual Arts in Practice (Applied)</i> • <i>Media Arts in Practice (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
Technology Strands include: 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 Students study 4 electives in total, 2 per semester.	Students rotate through 1 per term: • Food and Fibre Production • Design and Technology • Food Specialisation • Digital Technologies
LOTE:	By Distance Education			Japanese	Japanese
Pastoral Care	KTS / Wellbeing Senior Preparation Program	KTS / Wellbeing	KTS / Wellbeing	KTS / Wellbeing	KTS / Wellbeing
SEP	• <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.