



**INDOOROOPILLY**  
**STATE HIGH SCHOOL**

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# **Curriculum Handbook** **2018**

## **YEARS 7, 8 & 9**

*A community of forward thinkers* ▶▶



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**INDOOROOPILLY**  
STATE HIGH SCHOOL

## **Statement of Purpose**

Indooroopilly State High School empowers students to contribute to, and enrich, our local and global communities:

- Through commitment to forward thinking and lifelong learning, and
- Within a challenging and supportive learning environment.

### ➤ **Indooroopilly Vision:**

**INDOOROOPILLY – a community of forward thinkers.**

### ➤ **We Value:**

- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

# CONTACT DETAILS

## ADMINISTRATION

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Mr John McCullagh	<i>Guidance Officer</i>	3327 8359
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## **SUBJECTS STUDIED IN YEAR 7**

All students study an introductory and inter-disciplinary program. All eight Key Learning Areas (KLAs) are studied and integrated where appropriate.

In each semester, students engage in the subjects of English, Mathematics, Science, History, Geography, Health and Physical Education, The Arts and Sport, with continued emphasis on numeracy and literacy.

Further, students study a semester of Languages (Chinese and Spanish).

Students may elect to undertake the Spanish Immersion, Chinese Acceleration or Maths and Engineering Acceleration program.

In addition, students may opt to join the Arts Acceleration programs in Music, Art or Dance.

## Overview

### What is Chinese?

Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an official language of the People's Republic of China and used extensively in overseas Chinese communities in Asia and around the world. Mandarin is an exciting language that will challenge all of your skills of learning. It is different from English which makes it unique.

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### Why study Chinese?

Learning Chinese will enhance your proficiency and understanding of Chinese history, culture and current developments. It will widen your horizons and enable you to communicate with at least one in five persons who speak the language around the world.

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### Course Outline

The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real-life situations for purpose of enjoyment, socialising and learning. During the course you will complete units on the geography and history of China, the International World, Personal and Community life, leisure and recreation and the Natural World.

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### Learning Experiences

The course offers activities that build vocabulary and conversational skills in a fun, interactive, learning environment.

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### Preferred Pre-Requisites

None

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### Assessment

Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing.

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### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: - Communication and Trade Consultants, Translation, Teaching, Media Correspondents, Film and Television, Multinational Corporations, International Research Services, Tourism Marketing and Services.

## Overview

### What is English?

English focuses on three strands: Language, Literature and Literacy. Every unit in the Year Seven English course, therefore, aims to develop the students' knowledge of the English language and appreciation of literature, while expanding their repertoire of English usage.

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### Why study English?

The study of English is central to the development of all young people. It helps create confident communicators, and imaginative and critical thinkers. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

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## Course Outline

### Unit 1: Advertising

Students analyse the methods used by advertisers in their attempts to persuade an audience to purchase a product.

### Unit 2: Motivational Speaking

Students explore the language features of motivational speeches and deliver their own speech on a topic of their choice.

### Unit 3: Biography Writing

Students study a range of extracts from biographies and, using this knowledge of language features, write a biography of an author or poet.

### Unit 4: Representations of Australians in Australian Literature

Students examine the ways in which the Australian identity has been represented in Australian literature and create their own Australian narrative.

### Unit 5: Exploring perspectives in poetry and songs

Students read a range of poems and listen to various songs that deal with contemporary issues. They then participate in a panel discussion.

### Unit 6: Re-imagining poetry

Students continue their study of poetry by creating a multimodal presentation of a chosen poem.

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## Learning Experiences

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts which are designed to inform, persuade and entertain. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, nonfiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

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## Assessment

Students create a range of structured and coherent texts for a range of purposes and audiences. They make persuasive speeches and multimodal presentations, as well as contribute actively to panel discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. They create texts showing how language features and images from other texts can be combined for effect.

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## Future Options

Success in English equips students for a career in some of the following fields: Advertising, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, Translation or Creative Writing.

## English as a Second Language

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**ENGLISH AS AN ADDITIONAL  
LANGUAGE OR DIALECT**

**Core Subject**

**Year 7**

### Overview

#### **What is English as an Additional Language or Dialect?**

This course is offered to students from non-English speaking backgrounds who would benefit from the in-depth development of English language. This subject is in addition to the main English subject and studied instead of Spanish or Chinese.

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#### **Why study English as an Additional Language or Dialect?**

English as an **Additional Language or Dialect** focuses on the mechanics of the English language. It supports students moving from intensive language courses into mainstream subjects, as well as strengthening the English skills of other students from a non-English speaking background.

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### Course Outline

Year 7 English as an **Additional Language or Dialect** develops the language needed to succeed in mainstream subject areas in the Junior School, particularly English. It specifically teaches language skills, including vocabulary, spelling, punctuation and grammar, in an environment suited to the needs of speakers of other languages.

### Overview

#### What is Geography?

Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impacts. It is the study of many different “places” or environments, which make up our world and is described as the ‘the why of where’.

The general approach for geography includes:

- ‘what’ – describing the environment and the human presence, the key patterns arising
- ‘why’ - investigating the reasons for the patterns that exist
- ‘consequences’ – arising for both the environment and the human presence from the above patterns
- ‘discussion and evaluation’ - of alternative solutions to the issues that have arisen

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#### Why study Geography?

Geography provides an opportunity for students to explore the world they live in – the natural and the manufactured. The aim of the course is for students to develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist in the world.

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#### Course Outline

- Water in the World
- Place and Liveability

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#### Learning Experiences

Students will be engaged in a wide range of activities both inside and outside the classroom. The key learning experiences include:

- Field studies
- Geographical skills development, such as mapping and graphic modes
- Inquiry-based learning

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#### Assessment

The assessment will include a combination of written and oral activities under both test conditions and through individual research.

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## Overview

### What is Health and Physical Education?

Health and Physical Education (HPE) aims to instill in every child a basic knowledge and understanding of the value and importance of health and physical activity. The programs are designed to encourage healthy lifestyle choices for all individuals. The lifelong nature of learning in the physical education programs contributes directly to the schools' mission statement of 'Forward Thinking'.

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### Why study Health and Physical Education?

Students are encouraged and challenged to explore the worlds of sport, exercise, health and well-being through engagement in rigorous and rewarding learning experiences.

Health and Physical Education provides students with the opportunity to develop knowledge, skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and community
  - Developing concepts and skills for physical activity
  - Enhancing personal development.
- 

## Course Outline

Focus Areas addressed in Year 7 include:

- Adolescence, Puberty and Self- Esteem
- Fitness and Active Lifestyles
- Relationships and Values
- Personal Safety (based upon the Daniel Morcombe Safety unit)

Practical Activities will include:

- Speedminton
  - Athletics
  - Dance (Bush dance)
  - Netball
- 

## Learning Experiences

The Health and Physical Education program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop acquisition of essential knowledge and understanding, problem solving and literacy relevant to the areas of health and well-being. Students will also demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.

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## Preferred Pre-Requisites

There are no pre-requisites. The study of Health and Physical Education follows on from the program taught in Queensland Primary Schools.

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## Assessment

Students will be assessed on both the practical and theoretical components of the subject. These components are weighted equally. Students will also be required to work individually and as part of a team.

### *Practical assessment*

Demonstration of basic skills, knowledge of game and game play, rules and strategies and participation in lessons.

### *Theoretical*

The theory assessment will be selected from a range of techniques including journal entries, exams, research assignments, essays and group assessment.

## **Health and Physical Education**

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### **Future Options**

Students will continue to study Health and Physical Education as a compulsory subject in Years 8 and 9. In Year 10, students have the option of electing to continue their studies in this area via the subject Physical Education (Year 10). In Years 11 and 12, the subject offerings available to students are Senior Physical Education and a Certificate III in Fitness.

Health and Physical Education offers a pathway to many occupations in the leisure, recreation, sporting and health industries.

### Overview

#### What is History?

The study of History introduces young people to a world of ideas and experiences which will enhance their self-knowledge and assist them to participate in their world.

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#### Why study History?

The aim of this course is for students to:

Develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future.

Develop a critical perspective on received versions of the past, and learn how to compare different accounts so that the conflicts and ambiguities are appreciated.

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#### Course Outline

The Year 7 Curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period. The areas of Depth Study are:

- Archaeology: Ancient Egypt
  - The Mediterranean World: Greece
  - The Asian World: China
- 

#### Learning Experiences

Teachers describe, explain, model and monitor the process of historical inquiry so that students develop increasing initiative, self-direction and expertise. A variety of teaching and learning approaches and activities may be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed. Such a response could be in a variety of formats, ranging from historical models to essays.

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#### Assessment

The assessment program will consist of a variety of techniques:

- Written Research Assignment
  - In class exam
  - Response to Stimuli test
-

## Overview

### What is MMADD?

The Arts are alive at Indooroopilly. By performing, creating, appreciating and contributing, you will discover the Arts across all five Arts Strands.

- You will experience the richness of art in realistic ways.
  - You will contribute to exciting performance opportunities.
  - You will cooperate with others to discuss, design, create and critique.
  - You will learn to appreciate the wealth of art around us.
  - You will learn to appreciate the dynamism of artistic expression in our society.
- 

### Why study MMADD?

The program will offer a taste of the art forms of Music, Media, Visual Art, Dance and Drama and demonstrates the similarities between each of these distinct disciplines. Your study of The Arts through the MMADD program will help you to choose where to specialise in The Arts in Year 8.

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### Course Outline

This integrated program will allow you to achieve essential outcomes in The Arts in authentic ways by achieving individually and contributing to group projects. You will discover the many paths of artistic expression and will have the chance to discover your own talent and your own enjoyment in The Arts. The units of the MMADD course are;

**Media** – explore animation from around the world. You will create a VLOG responding to chosen piece of animation.

**Music** – use the elements of Music to create a composition using looping software. You will use technology to explore sound.

**Art** – analyse Arts works and discover some world renowned Visual Artists. You will create a folio of your own art works and experiment with collage, abstraction and drawing.

**Dance** – develop skills in movement and choreography. You will develop a piece of “stomp” performance in groups.

**Drama** – create a piece of Image Theatre and review a professional live performance. You will also get to know your peers and ways of working in groups

**Junior Arts Journey** – collaborate to create a public performance. All Year 7 students create a class performance based on a given theme using the skills they have developed over the course of the year.

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### Learning Experiences

The Music, Media, Art, Dance and Drama program has been written to promote the development of successful, self-directed learners who work well with others. You will demonstrate basic skills and processes to discuss, make and display art works for yourself and others.

The program also features a number of exciting arts experiences including possible excursions to the Gallery of Modern Art, workshops with theatre and dance professionals and performances at school assemblies and at the Junior Arts Festival.

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### Assessment

There are a number of ways that you will be assessed in MMADD ranging from practical assessment through to written reflections and analysis on yours and others work in The Arts.

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### Future Options

The program will offer a taste of five of the strands of The Arts that we offer at Indooroopilly. This should help you to choose which Art form you want to specialise in during Year 8

## Overview

### What is Mathematics?

Mathematics is the study of quantity including geometry, arithmetic, algebra, etc. and the application of these in real-life situations.

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### Why study Mathematics?

Mathematics not only teaches students the specific skills in individual areas, but also the logical thinking process needed in everyday living. Mathematics enables students to gather data, compare, analyse and make good decisions, anything from determining the best buy in electronic games to sorting out fallacies in a statistical survey.

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### Course Outline

The course includes the following topics: whole numbers, decimals, fractions, directed numbers, length, area, volume, mass, time, tables and graphs, statistics, probability, ratio and rate, algebra, transformations and tessellations.

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### Learning Experiences

Students arrive for high school from a variety of schools and with a range of mathematical expertise. Our course recognises these differences and our teachers are careful to monitor the progress of each student. In addition to whole class lessons, students can work individually or in groups to complete a wide variety of graded tasks including worksheets, puzzles, games, investigations and projects. Students may elect to participate in extension activities and competitions as appropriate. The class teacher will always be available to students and parents for advice and guidance.

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### Preferred Pre-Requisites

None

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### Assessment

There will be six items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

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### Future Options

Since Mathematics is a sequential subject, a solid grounding in Year 7 Maths provides a good base upon which all further Maths studies depends.

Mathematics subjects are pre-requisites for a large number of tertiary courses.

## Overview

### What is Science?

It helps us to understand the world we live in. Science is challenging and fun, and it is important to our present and future life-styles, health and environment. As a career, it offers many current and future problem solving situations and involves working within a local and international community of scientists.

---

### Why study Science?

The Science program has been written to promote the development of successful, self-directed learners. It builds on the Science studied in primary school. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics. You will use an investigative approach to solving problems and develop practical skills through laboratory and research activities. You will have opportunities to reflect on your learning and evaluate the influence that people and culture have on applications of Science.

In each unit, you will study the three strands - Science Understanding, Science Inquiry and Science as a Human Endeavour. Units are drawn from the Biological, Chemical, Physical and Earth and Space sciences.

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## Course Outline

Units are aligned with the Australian Curriculum

### Semester 1

- Heavenly Bodies
- Moving Right Along

### Semester 2

- Water – waste not, want not
  - Affecting Organisms
- 

## Learning Experiences

As you work with other students and teachers, you will be working scientifically. This reflects the way practising scientists solve problems in the real world. It includes researching and investigating questions and problems, undertaking laboratory and field work, and communicating and reflecting on the work you have undertaken.

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## Preferred Pre-Requisites

There are no pre-requisites. The study of Junior Science follows on from the Science taught in Queensland primary schools. Students entering from interstate will handle the subject successfully.

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## Assessment

Your teacher will provide opportunities for you to show your learning. You will demonstrate your new knowledge of Science and the investigative and practical skills you have developed in a variety of ways which may include written tests, extended writing, research and experimental reports, orals and digital presentations e.g. PowerPoint, webpages etc.

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## Future Options

Whether you choose a career in Science or simply live in today's world you need to be scientifically literate. You are only limited by your imagination.

Be a Vet, Doctor, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse, Engineer, Parent. Whatever you want to be, an understanding of Science concepts will support you.

In the Senior School the study of Science is replaced by the study of separate subjects: Physics, Chemistry and Biology.

### Overview

#### What is Spanish?

Spanish is a popular second or third language and with over 500 million speakers, it is the second most commonly spoken language in the world. It is an official language in 21 countries on four continents and is of historical importance elsewhere. It is one of the five working languages of the United Nations and one of the three official languages of the International Baccalaureate.

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#### Why study Spanish?

It is an exciting language that will challenge all of your skills of learning. With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

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#### Course Outline

The purpose of learning Spanish is to develop cultural awareness and communication skills in the language. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Spanish, you engage in all these skills in real or life-like tasks.

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#### Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings, through a study of such topics as the geography and history of Spain, Grammar and Cultural Settings.

#### Preferred Pre-Requisites

None

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#### Assessment

Assessment is based on the four Macro Skills of communication: listening, speaking, reading and writing. In addition to these skills, you will also demonstrate cultural knowledge.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research services, tourism marketing and services. Otherwise, you can simply study for the enjoyment that comes with communicating in a second or third language.

***INDOOROPILLY  
STATE HIGH SCHOOL***

**Year 7**

**COURSE OF STUDY**

**SPECIAL PROGRAMS**

### Overview

#### What is Chinese Acceleration?

Learning Chinese through acceleration will enhance your proficiency and understanding of Chinese history, culture and current developments. It will widen your horizons and enable you to communicate with at least one in five persons who speak the language around the world.

---

#### Why study Chinese Acceleration?

Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an official language of the People's Republic of China, Taiwan, Hong Kong and used extensively in overseas Chinese communities in Southeast Asia and around the world.

---

#### Course Outline

Chinese Acceleration is a three year Junior Secondary Program studied in Years 7, 8 and 9. The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real-life or life-like situations for the purpose of enjoyment, socialising and learning.

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#### Learning Experiences

Mandarin is an exciting language that will challenge all of your skills of learning. It is different from English which makes it unique. Learning a new language is very much an adventure. It is an adventure in learning about other people and other cultures. The objectives of our Acceleration Program are to introduce the Chinese language to you in a fun and non-threatening classroom environment and to provide you with a solid foundation for learning Chinese in future years.

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#### Preferred Pre-Requisites

Chinese at Primary level. **This course is not suitable for native speakers.**

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#### Assessment

Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: - Communication and Trade Consultants, Translation, Teaching, Media Correspondents, Film and Television, Multinational Corporations, International Research Services, Tourism Marketing and Services.

### Overview

#### What is Maths & Engineering Acceleration?

Maths & Engineering is a specialist study program the goal of which is to complete the Maths component of senior study (which incorporates Mathematical Methods) in 5 years. During Year 12 students may then study one unit of Maths from either the University of Queensland or Queensland Institute of Technology.

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#### Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. Since Year 7 is the year in which students are new to high school and come from many different environments, the mainstream Year 7 Maths program consists of many topics which students have mastered in their primary school study. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

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#### Course Outline

Generally the program for Year 7 students incorporates Years 7 and 8 content and is implemented in a spiral curriculum. The four strands of topics are: Space; Numbers; Measurement; Chance and Data; Patterns and Algebra. Each topic opens with Year 7 basics, followed by Year 8 content. You will study the Year 9 curriculum as Year 8 students, Year 10 curriculum as Year 9 students and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of maths software by the end of Year 10.

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#### Learning Experience

In addition to the regular 4 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions may also be incorporated in the program.

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#### Preferred Pre-Requisites

Interested students are required to sit the High Ability Selection Test (HAST). The purpose of the HAST is to ensure that students are able to cope with the demands of the subject and to follow through the 5 year course.

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#### Assessment

There will be five items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

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#### Future Options

Students have the opportunity to participate in the elective subject Mechatronics in Years 9 and 10 and Engineering in Years 11 and 12. They will have an excellent grounding for Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

## Languages

**SPANISH IMMERSION**

**Core Subject**

**Year 7**

### Overview

#### What is Spanish Immersion?

Spanish Immersion is a way of surrounding yourself in Spanish. This includes watching TV, reading, listening to the radio, speaking with others and going to a Spanish-speaking country. The goal of Spanish Immersion is to get you understanding and speaking the language at a very high level in the shortest time possible. By immersing yourself in Spanish, your rate of learning will dramatically increase.

---

#### Why study Spanish Immersion?

Learning a language takes time and the more time students are exposed to comprehensible input in the language they are learning the better they will do. Modern immersion approaches to teaching second languages maximise the time students get to practise the language they are learning without being slowed down by having to translate what they hear and speak.

---

#### Course Outline

The Spanish Immersion Program is offered in Junior Secondary for Years 7, 8 and 9. Students who wish to continue studying Spanish in Senior will be provided with additional learning opportunities to extend their Spanish Language skills. The purpose of learning Spanish is communication. You communicate in a variety of ways - by speaking, listening, reading and writing. In learning Spanish, you engage in all these skills in real or lifelike tasks for the purpose of enjoyment, socialising and learning. The Immersion program provides students with ample opportunities to use Spanish in key learning areas such as Maths, Science, History, Geography and Health and Physical Education

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#### Learning Experiences

Since students must talk about something when they are learning a language, why not talk about the things that are commonly taught in school so that the students are not held back academically as they learn their new language? Students are taught a second language they initially don't understand through the use of a variety of context clues provided by the teacher, including gestures, visual aids, and objects. Learning a second language by any method takes long term commitment. Research indicates that it takes six to seven years of good instruction for students to know a new language well enough to take classes in that language without the special support of second language teaching methods.

Test scores show that immersion students learn the same academic content as students in English-only classrooms along with a second language. Immersion students as they proceed together through the year levels also develop a strong sense of camaraderie and often form a "values community" that reflects the positive aspects of the language and culture that they are learning.

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#### Preferred Pre-Requisites

Interested students are required to attend an interview with Head of Department, Languages. This interview, the student's school report and commitment to Languages will be taken into account to be accepted into the program.

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#### Assessment

Assessment is based on the four macroskills of communication: listening, speaking, reading and writing.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research services, tourism marketing and services, diplomacy and so on.

### Overview

#### What is Year 7 Visual Art elective program?

Art is a visual form of communication that references the lives, beliefs, interests and technologies of people and places, and has done so since the beginning of time. The contexts for Art are so broad and varied in our everyday lives that it can often be overlooked, taken for granted, misunderstood or can be misleading.

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### Why study Art?

Art is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, Art contributes to the holistic development of the individual. A study of Art assists students in understanding and heightening the enjoyment of the arts in their lives and the Artistic heritage of a range of cultures.

Art XLR8 provides you with the opportunity to extend your repertoire of knowledge and skills so that you may further participate in communicating your personal expression and perceptions through your art making. While extending your practical skills, this subject will introduce you to the way that Art has been used and enjoyed by people from different cultures.

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### Course Outline

Art XLR8 is an extra-curricular subject offered to Year 7 students after school, one day a week. Students will develop an understanding of Art materials and processes through study of a variety of art mediums including drawing, collage and sculpture. Students will also learn about the role Art has played in society and in the life of individuals throughout the ages. These areas will be examined within the following units of work:

- Drawing – from the imagination and from life, illustration, and the use of wet and dry based media
  - Collage – the use and manipulation of materials and surface through cut and pasting techniques
  - Sculpture – Utilising sustainable concepts to envisage a ready-made material into a light sculpture
- 

### Learning Experiences

Students will be involved in both practical and theoretical learning experiences. Students will gain knowledge and understanding of processes and techniques which may then be applied to their practical work. These practical processes lend themselves to students engaging in research and analysis of art works and to critically analyse these works, their own works and that of their peers.

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### Pre-requisite

Students should have a passion for art attested by their pursuit of art as a recreational activity in their own time. Students should also have an open mind with a willingness to try new materials, techniques, styles and approaches to Art making and not limit themselves to their own preferred way.

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### Assessment

Students will be assessed in the areas of **making** and **responding**. Students will learn to communicate ideas and intentions through making tasks that are designed to develop and extend upon new and existing knowledge and skills. They will explore and experiment with a variety of techniques, processes, materials and technologies. Students will also engage in a variety of responding tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks.

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### Future options

Future career options include being a fine artist, a teacher or working in the Arts industry as a designer. However, for many students, Art is a recreational pursuit which remains with them for life.

### Overview

#### What is Year 7 Dance elective program?

Dance has played important social, ritual and artistic functions in people's lives throughout history and across all cultures. It is a physical language understood throughout the world. Dance engages both the performer and audience in a uniquely kinaesthetic form of expression, based on the human body as an expressive instrument. Students who dance enhance their aesthetic understandings of dance elements and languages. They create their own dance works and present and respond to their own and others' dance works, considering specific audiences and specific purposes. As a powerful educative tool, Dance contributes to the holistic development of the individual. A study of Dance assists students to understand and enjoy the arts in their lives and make connections with the dance heritage of a range of cultures including Aboriginal and Torres Strait Islander communities.

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#### Why study Dance XLR8?

Dance XLR8 provides an opportunity for students who have a passion for Dance to further develop their individual skills, abilities and understanding of Dance so that they can broaden their knowledge about performance and the dance making process. The program engages students in practical dance performance and choreography experiences through the exploration of a range of dance styles and techniques. While extending practical skills, this subject also will develop the student's ability to analyse and evaluate dance, devise creative solutions to movement tasks and encourage you to reflect on the ways Dance enriches our lives.

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#### Course Outline

Dance XLR8 is an extra-curricular subject offered to Year 7 students after school, one day a week. The focus of the program is on engaging students in practical dance performance and choreography experiences and developing skills in individual and group performance and choreographic tasks. Each unit allows students to engage with a range of dance styles and techniques, explore aspects of the dance industry and consider their personal dance strengths.

Students will explore Dance within the following units of work:

- **Fierce Dance** - exploring the physical demands of a variety of dance techniques
  - **Metamorphosis** – working as a dancer in a collaborative choreographic process to create and present a contemporary dance work
  - **Conceptualise** – choreographing in small groups to explore a stimulus
  - **Collaborate** – working in pairs or small groups to respond to a musical stimulus composed/performed by Year 7 Music XLR8 students or own compositions
- 

#### Learning Experiences

Students will be involved in both practical and theoretical learning experiences. Practical work in large groups, pairs and individually will allow students to rehearse and perform both self-devised works and the dance compositions of others.

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#### Pre-requisites

The aim of this course is to provide students who possess some dance skills, and/or a passion for dance the opportunity to further develop their individual skills, abilities and understanding so that they can broaden their knowledge about dance and the dance making process. The course is designed to complement the existing Year 8 and 9 integrated arts programs and build skills and knowledge that will feed into the Senior Dance program in Years 10, 11 and 12.

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#### Assessment

Students will be assessed under the following criteria:

- **Making (Choreography and Performance)** use of dance concepts and facts, skills and techniques covered in class to create and polish short dance works for performance.
- **Responding** to dance in both verbal and written forms

## **The Arts**

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### **Future options**

Future career options include being a dancer, choreographer, teacher, researcher or dance writer. However, for many students, dance is a recreational pursuit which remains important to them for life.

The skills students learn through Dance reach beyond the Arts world and will support any career that values people who are creative, complex thinkers, effective communicators, reflective and independent learners and participants in a global society.

### Overview

#### What is Year 7 Music elective program?

Music has influenced people's lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you are feeling down or move you to tears.

---

### Why study Music?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying CDs and DVDs or streaming music online, turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Join Music and learn how to write and play your own songs, explore different music styles and make music with your friends. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures.

---

### Course Outline

Music XLR8 is an extra-curricular subject offered to Year 7 students after school, one day a week. You will develop an understanding of music through a study of various musical styles including, Rock, Pop, Folk, World and Classical music. You will also learn about the role music plays in society and in the life of individuals. These areas will be examined within the following units of work:

- What is music and what does it mean to me?
- Being a critic – Performing and writing about music
- Writing and recording music - how to get started
- Putting together a musical event

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### Learning Experiences

You will be involved in both practical and theoretical learning experiences. Practical work in large ensembles and small instrumental and vocal groups will allow you to rehearse and perform both self-devised works and the compositions of others. You will engage in other areas of musical learning including using recording equipment and other music technology. Writing about music will also be a key learning experience, allowing you to engage in research, analyse musical works and reviewing performances.

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### Pre-requisites

You should have some musical skills on at least one instrument or be a confident singer. While not essential, it is beneficial for you to be able to read music.

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### Assessment

Students will be assessed in the following areas:

- **Making** includes *creating* short musical works for performing or recording and *presenting* performances as a class or within small groups.
- **Responding** to music in both verbal and written forms and reflecting on their own learning.

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### Future options

Future career options include being a musician, a teacher or working in the music industry. However, for many students, music is a recreational pursuit which remains with them for life.

## **SUBJECTS STUDIED IN YEAR 8**

All students study an introductory and inter-disciplinary program. All eight Key Learning Areas (KLAs) are studied and integrated where appropriate.

In each semester, students engage in the subjects of English, Mathematics, Science, History, Geography, Health and Physical Education, and Sport, with continued emphasis on numeracy and literacy.

Further, students study a term of each of the areas in the Humanities and Technologies Learning Areas (Economics & Business, Civics & Citizenship, Design & Technologies: Industrial Technology & Design, Design & Technologies: Food and Culture); a Language (Chinese or Spanish) and one subject from The Arts Learning Area (Music, Theatrical Movement Studies (Dance and Drama) or Visual Media Technology (Visual Arts and Media Arts).

Students may elect to continue the Spanish Immersion, Chinese Acceleration or Maths and Engineering Acceleration program.

***INDOOROOPILLY  
STATE HIGH SCHOOL***

**Year 8**

**COURSE OF STUDY**

**CORE SUBJECTS**

### Overview

#### What is Civics and Citizenship?

Year 8 Civics and Citizenship provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

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#### Why study Civics and Citizenship?

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling young people to become active and informed citizens who participate in and sustain Australia's democracy.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems through respectful discussion and exciting debate, and to explore the nature of citizenship, diversity and identity in contemporary society.

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#### Course Outline

This course will engage students with the following topics:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills

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#### Learning Experiences

By the end of Year 8, students will have analysed features of Australian democracy, and explained features of Australia's democracy that enable the active participation of citizens. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

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#### Assessment

Students will be assessed using the following instruments:

Folio - Short Answer Responses

Oral Presentation

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#### Future Options

Study of Civics and Citizenship leads to Year 9 Economics and Business, Year 9 History, Year 10 Legal Studies, Year 10 Business Core Studies, Year 10 Economics, Years 11 and 12 Legal Studies, Business Accounting, Economics and the Diploma of Business.

### Overview

#### What is Design & Technologies: Food & Culture?

Learning in Design and Technologies: Food and Culture provides students with the opportunity to create designed solutions in Food and Fibre Production and Food Specialisations. Design and Technologies: Food and Culture enables students to become creative and responsive food designers while actively engaging in creating quality designed solutions. Students manage food projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

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#### Why study Design & Technologies: Food & Culture?

Design and Technologies: Food and Culture enables students to become creative and responsive food designers. This subject motivates young people to engage in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

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### Course Outline

During this course, students learn the elements of design and the skills associated with the production of a design project within a food context. Students design, produce, market and evaluate a 'savoury wrap' that incorporates food technologies from two cultures. The savoury wrap must meet a set of specifications and be suited to a target group or 'client'.

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### Learning Experiences

By the end of Year 8, students will explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs. They will explain how the features of food technologies influence design and production decisions.

Students identify a range of needs, opportunities or problems and define them in terms of functional requirements and constraints. They collect, authenticate and interpret data from a range of sources to assist in making informed judgements. Students independently and safely plan, design, test, modify and create a range of design solutions that meet intended purposes. They plan, document and effectively manage processes and resources to produce designed solutions for each of the prescribed technologies contexts. They develop criteria for success, including innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes. Students use appropriate protocols when collaborating, and creating and communicating ideas, information and solutions.

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### Assessment

Project Folio

- Part A: Investigating technologies and ingredients used in a savoury parcel from different cultures
  - Part B: Investigating factors to be considered when designing a savoury wrap
  - Part C: Generating a design for a savoury wrap to meet the design challenge
  - Part D: Producing a savoury wrap
  - Part E: Evaluating the process and end product
- 

### Future Options

Year 8 Design & Technologies: Food and Culture prepares students for Design & Technologies: Food and Textiles in Year 9; it also directly supports the study of Applied Studies\* in Year 10 and Food & Nutrition\* in Years 11 and 12. (\*previously Home Economics)

## Overview

### What is Design & Technologies: Industrial Technology & Design?

Technologies enrich and impact on the lives of people and societies globally. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. In Year 8, students studying Design & Technologies: Industrial Technology & Design have the opportunity to create designed solutions at least once in the following technologies contexts: Engineering principles and systems and materials and technologies specialisations. Students have opportunity to design and produce products, services and environments.

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### Why study Design & Technologies: Industrial Technology & Design?

Design & Technologies: Industrial Technology & Design allows students to develop and use their design skills, thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. Students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

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### Course Outline

Students learn the fundamentals of the design process through investigation and research and completion of a design booklet. Students also develop their graphical, sketching and practical workshop skills through various classroom activities and projects.

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### Learning Experiences

Design & Technologies: Industrial Technology & Design aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
  - are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
  - make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
  - engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
  - critique, analyse and evaluate problems, needs or opportunities to identify and create solutions
- 

### Assessment

Assessment includes a design workbook and design project. This will include workshop and classroom activities to achieve design solutions.

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### Future Options

Design & Technologies: Industrial Technology & Design leads into the following subjects:

- Year 9 Design & Technologies, Year 10 Design, Certificate 1 in Furnishing.
- Years 11 and 12: Certificate II in Furniture Making Pathways, Certificate I in Construction, Design.
- Students who study Certificate II in Furniture Making Pathways and or Certificate I in Construction will also study Certificate I in Manufacturing (Pathways).

### Overview

#### What Is Economics & Business?

Year 8 Economics and Business gives students the opportunity to develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

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#### Why study Economics & Business?

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of a prosperous Australia. By studying Economics and Business, students will be equipped to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of themselves and their society. Students learn to make informed decisions and to appreciate the roles and responsibilities of consumers, businesses, governments and other economies, and on environmental and social systems

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#### Course Outline

Through completion of this course, students will study:

- Types of markets in Australia and globally
  - Why markets are needed to create wealth
  - Why governments are involved in markets
  - Why consumers and businesses have both rights and responsibilities
  - What may affect the ways people work now and in the future
  - How different businesses respond to opportunities
- 

#### Learning Experiences

As an introduction to the concept of Australian markets, students will explore traditional Aboriginal Markets and the system of bartering. They will develop questions about Australian markets and gather relevant data and information from different sources to investigate an important economic or business issue. They will engage in practical projects, including a class market and other practical and fun learning activities, business texts, subject-specific language and concepts to identify the effects of economic or business decisions and the potential consequences of alternative choices and actions.

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#### Assessment

Assessment for Economics and Business comprises of an exam and group assignment incorporating digital literacy and individual as well as collaborative skills.

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#### Future Options

Study of Economics and Business leads to Year 9 Economics and Business, Year 10 Business Core Studies, Legal Studies and Economics, Years 11 and 12 Business, Accounting, Legal Studies, Economics and the Diploma of Business.

## Overview

### What is English?

English equips you with the power to make your mark on the world: the power to persuade others of what you want, the power to express yourself creatively, the power to argue your point of view in a structured way, the power to be heard by others and the power to critically analyze the world around you.

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### Why study English?

Most subjects require that you have a strong command of English in order to engage in learning successfully. Developing English skills will also help you to prepare more effectively for your Senior subjects. Did you know that most university courses require a minimum of a Sound Achievement in English at the end of Year 12?

English is also a subject where you can enjoy being creative. You can role play, read poetry, write poetry, enjoy exciting stories and write exciting stories. You can let your imagination run wild.

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### Course Outline

1. Feature profile of classmate
  2. Media trailer and spoken justification for an anthology of Aboriginal and Torres Strait Islander texts
  3. Literary essay on the characteristics of a hero in a popular novel
  4. Short story in response to stimulus
  5. Dramatic monologue in the role of a character from Shakespeare's 'A Midsummer Night's Dream'
  6. Comprehension test on 'A Midsummer Night's Dream' (formative)
- 

### Learning Experiences

Playing with language is also fun and it helps you to develop your control of texts. Wide reading forms an important part of the course. You will read and engage with a range of literary texts including novels like "The Hobbit" and "The Wizard of Earthsea", plays such as "A Midsummer Night's Dream" and different kinds of poetry.

---

### Assessment

Assessment includes a total of six pieces of assessment and is either spoken or written, produced by you or as part of a group. You build your skills as you go, and should expect to improve your language ability substantially throughout the course.

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### Future Options

If you enjoy English, you may be interested in a career in some of the following fields: Advertising, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, Translation or Creative Writing.

### Overview

#### What is Geography?

Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impacts. It is the study of the many different “places”, or environments, which make up our world and is described as “the why of where”.

---

#### Why study Geography?

The aim of the course is for students to develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world.

---

#### Course Outline

Geography in Year 8 includes the study of climate and world biomes. The areas of Depth study are:

- Landforms and Landscapes
  - Reshaping the Nation
- 

#### Learning Experiences

The Australian Curriculum: Geography will involve field work at all stages, as this is an essential core component of geographical learning. Field work is any study undertaken outside the classroom, and could be within the school grounds, around the neighbouring streets, or in more distant locations. The curriculum will also be constructed to allow time and scope for inquiry-based learning. These learning and teaching methods will be supported by forms of assessment that enable students to demonstrate their knowledge of skills and how to apply them, and their understanding of how to think geographically and how to do geography.

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#### Assessment

**The assessment program will consist of a variety of techniques:-**

- Presentations - oral, graphic, computer-generated
  - Written Report – based on field study
-

### Overview

#### What is Health and Physical Education?

Health and Physical Education (HPE) aims to instill in every child a basic knowledge and understanding of the value and importance of health and physical activity. The programs are designed to encourage healthy lifestyle choices for all individuals. The lifelong nature of learning in the physical education programs contributes directly to the schools' mission statement of 'Forward Thinking'.

---

#### Why study Health and Physical Education?

Students are encouraged and challenged to explore the worlds of sport, exercise, health and well-being through engagement in rigorous and rewarding learning experiences.

Health and Physical Education provides students with the opportunity to develop knowledge, skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and community
  - Developing concepts and skills for physical activity
  - Enhancing personal development.
- 

### Course Outline

Units studied are:

- Diet and Nutrition
- Health and Safety
- Cultural Understandings
- Sexual Health

Practical Activities include:

- Volleyball
  - Tee-Ball
  - Athletics
  - Australian Rules (AFL)
  - Minor games / Indigenous games unit
- 

### Learning Experiences

The Health and Physical Education program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop acquisition of essential knowledge and understanding, problem solving and literacy relevant to the areas of health and well-being. Students will also demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.

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### Preferred Pre-Requisites

There are no pre-requisites.

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### Assessment

Students will be assessed on both the practical and theoretical components of the subject. These components are weighted equally. Students will also be required to work individually and as part of a team.

#### *Practical assessment*

Demonstration of basic skills, knowledge of game and game play, rules and strategies and participation in lessons.

## **Health and Physical Education**

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### *Theoretical*

The theory assessment will encompass a range of techniques including journal entries, exams and essays.

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### **Future Options**

Students will continue to study Health and Physical Education as a compulsory subject in Years 9. Following this, students have the option of continuing their studies as an elective.

Health and Physical Education offers a pathway to many occupations in the leisure, recreation and sporting industries.

### Overview

#### What is History?

The study of History introduces young people to a world of ideas and experiences which will enhance their self-knowledge and assist them to participate in their world.

---

#### Why study History?

The aim of the course is for students to

- develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future
  - develop a critical perspective on received versions of the past, and learn how to compare different accounts so that the conflicts and ambiguities are appreciated
- 

#### Course Outline

History in Year 8 identifies important features of the period ca.650-1750 as part of an expansive chronology that helps students understand broad patterns of historical change. The areas of Depth study are:

- Medieval Europe
  - Shogunate Japan
  - The Spanish Conquest of the Americas
- 

#### Learning Experiences

Teachers describe, explain, model and monitor the process of historical inquiry so that students develop increasing initiative, self-direction and expertise. A variety of teaching and learning approaches and activities may be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed. Such a response could be in a variety of formats, ranging from historical models to essays.

---

#### Assessment

**The assessment program will consist of a variety of techniques:-**

- Response to stimuli test
- Multimodal Presentation

## Mathematics

**MATHEMATICS**

**Core Subject**

**Year 8**

### Overview

#### What is Mathematics?

Mathematics is the study of quantity including geometry, arithmetic, algebra, etc. and the application of these in real-life situations.

---

#### Why study Mathematics?

Mathematics not only teaches students the specific skills in individual areas, but also the logical thinking process needed in everyday living. Mathematics enables students to gather data, compare, analyse and make good decisions, anything from determining the best buy in electronic games to sorting out fallacies in a statistical survey.

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#### Course Outline

The course includes the following topics: whole numbers, decimals, fractions, directed numbers, length, area, volume, mass, time, tables and graphs, statistics, probability, ratio and rate, algebra, transformations and tessellations.

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#### Learning Experiences

Students arrive for high school from a variety of schools and with a range of mathematical expertise. Our course recognises these differences and our teachers are careful to monitor the progress of each student. In addition to whole class lessons, students can work individually or in groups to complete a wide variety of graded tasks including worksheets, puzzles, games, investigations and projects. Students may elect to participate in extension activities as appropriate. The class teacher will always be available to students and parents for advice and guidance.

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#### Preferred Pre-Requisites

None

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#### Assessment

There will be six items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

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#### Future Options

Since Mathematics is a sequential subject, a solid grounding in Year 8 Maths provides a good base upon which all further Maths studies depends.

Mathematics subjects are pre-requisites for a large number of tertiary courses.

## Overview

### What is Science?

Science is challenging and fun, and it is important to our present and future life-styles, health and environment. It helps us to understand the world we live in. As a career, it offers many current and future problem solving situations and involves working within a local and international community of scientists.

---

### Why study Science?

The Science program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics. You will use an investigative approach to solving problems and develop practical skills through laboratory and research activities. You will have opportunities to reflect on your learning and evaluate the influence that people and culture have on applications of Science.

In each unit, you will study the three strands - Science Understanding, Science Inquiry and Science as a Human Endeavour. Units are drawn from the Biological, Chemical, Physical and Earth and Space sciences.

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## Course Outline

Units are aligned with the Australian Curriculum

### Semester 1

- Working Scientifically
- Particles Matter, the Chemistry of Common Compounds
- Energy for My Lifestyle, What's Up?

### Semester 2

- Extended Experimental Investigation – “Clothing Materials”
  - Rocks Never Die
  - Building Blocks of Life, Multi-cellular Organisms
- 

## Learning Experiences

As you work with other students and teachers, you will be working scientifically. This reflects the way practising scientists solve problems in the real world. It includes researching and investigating questions and problems, undertaking laboratory and field work, and communicating and reflecting on the work you have undertaken.

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## Preferred Pre-Requisites

There are no pre-requisites.

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## Assessment

Your teacher will be keen to allow you to show what you have learnt. You will demonstrate your new knowledge of Science and the investigative and practical skills you have developed in a variety of ways which may include written tests, extended writing, research and experimental reports, oral and digital presentations e.g. PowerPoint, webpages etc.

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## Future Options

Whether you choose a career in Science or simply live in today's world you need to be scientifically literate. You are only limited by your imagination.

Be a Vet, Doctor, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse or Engineer. Whatever you want to be, you will need Science.

In the Senior School the study of Science is replaced by the study of separate subjects: Physics, Chemistry and Biology.

***INDOOROPILLY  
STATE HIGH SCHOOL***

**Year 8**

**COURSE OF STUDY**

**ELECTIVE SUBJECTS**

### Overview

#### What is Chinese?

Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an official language of the People's Republic of China and used extensively in overseas Chinese communities in Asia and around the world. Mandarin is an exciting language that will challenge all of your skills of learning. It is different from English which makes it unique.

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#### Why study Chinese?

Learning Chinese will enhance your proficiency and understanding of Chinese history, culture and current developments. It will widen your horizons and enable you to communicate with at least one in five persons who speak the language around the world.

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#### Course Outline

The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real-life situations for purpose of enjoyment, socialising and learning. During the course you will complete units on the geography and history of China, the International World, Personal and Community life, leisure and recreation and the Natural World.

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#### Learning Experiences

The course offers activities that build vocabulary and conversational skills in a fun, interactive, learning environment.

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#### Preferred Pre-Requisites

None

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#### Assessment

Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: - Communication and Trade Consultants, Translation, Teaching, Media Correspondents, Film and Television, Multinational Corporations, International Research Services, Tourism Marketing and Services.

### **Overview**

#### **What is English as an Additional Language or Dialect?**

This course is offered to students from non-English speaking backgrounds who would benefit from the in-depth development of English language. This subject is in addition to the main English subject and studied instead of Spanish or Chinese.

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#### **Why study English as an Additional Language or Dialect?**

English as an Additional Language or Dialect focuses on the mechanics of the English language. It supports students moving from intensive language courses into mainstream subjects, as well as strengthening the English skills of other students from a non-English speaking background.

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### **Course Outline**

Year 8 English as an Additional Language or Dialect develops the language needed to succeed in mainstream subject areas in the Junior School, particularly English. It specifically teaches language skills, including vocabulary, spelling, punctuation and grammar, in an environment suited to the needs of speakers of other languages.

### Overview

#### What is Music?

Music has influenced people's lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you're feeling down or move you to tears.

Music is an element of ritual and celebration to cultures throughout the world and ranges from the music of the everyday through to sacred music

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#### Why study Music?

Join Junior Music and learn how to write and play your own songs, explore different music styles and make music with your friends. You will learn how to communicate your musical ideas and how to write about music that you enjoy. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures throughout time

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#### Course Outline

Students will develop their understanding of Music through the study of the following units of work

- The Blues – Explore this important and highly influential style
- Musicals for the Screen – Exploring everything from Disney hits to Golden Age classics and beyond
- Like a Version – How to create interesting and successful musical covers.

Students will also learn about traditional forms of Music and the ways that Music has been informed by social change.

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#### Learning Experiences

Students will be engaged in both theoretical and practical learning experiences and often students will have a lesson in each of these areas each week. In order to develop well rounded musicians, students will engage in aural and composition activities individually and in small groups. Students will work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others. Practical time is a highlight of the course for many students and it is where students are able to hone their performance skills. Theory lessons will involve a range of learning experiences from classroom note taking to group discussion and research.

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#### Assessment

Students will be assessed in the following areas:

- **Making** includes creating short musical works for performing or recording and presenting performances as a class or within small groups.
  - **Responding** to music in both verbal and written forms and reflecting on their own learning.
- 

#### Future Options

Future career options include being a Musician, a Teacher or working in the music industry. However, for many students music is a recreational pursuit which remains with them for rest of their lives

### Overview

#### What is Spanish?

Spanish is a popular second or third language and with over 500 million speakers, it is the second most commonly spoken language in the world. It is an official language in 21 countries on four continents and is of historical importance elsewhere. It is one of the five working languages of the United Nations and one of the three official languages of the International Baccalaureate.

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#### Why study Spanish?

It is an exciting language that will challenge all of your skills of learning. With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

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#### Course Outline

The purpose of learning Spanish is to develop cultural awareness and communication skills in the language. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Spanish, you engage in all these skills in real or life-like tasks.

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#### Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings, through a study of such topics as the geography and history of Spain, Grammar and Cultural Settings.

#### Preferred Pre-Requisites

None

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#### Assessment

Assessment is based on the four Macro Skills of communication: listening, speaking, reading and writing. In addition to these skills, you will also demonstrate cultural knowledge.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research services, tourism marketing and services. Otherwise, you can simply study for the enjoyment that comes with communicating in a second or third language.

### Overview

#### What is Theatrical Movement Studies?

This subject is an exciting combination of Dance and Drama Studies which gives students the opportunity to create, perform and analyse the work of other artists.

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#### Why study Theatrical Movement Studies?

Study Theatrical Movement Studies and creatively explore your imagination, emotions, attitudes and ideas. Be a young Artist and develop artistic and creative skills, creating and presenting your own devised work. Work with others in a supportive group environment as you develop your communication skills. In the 21<sup>st</sup> Century, those who are employed in the Arts Industries are often those who have more than one specialised set of skills. Dancers who can act; Actors who can dance; and directors and producers who have had experience with both art forms have advantages in a competitive and complex employment and social environment.

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#### Possible Course Outline

##### Term 1

Drama Foundations: COMEDY

Improvised Clowning in pairs

**Making** an improvised clown piece

##### Term 2

Dance Foundations: DANCE AROUND THE WORLD

**Making** Manipulating dance elements from Folkdances and Hip Hop

##### Term 3

Physical Theatre: NARRATIVE THROUGH THE BODY

**Responding:** written evaluation and analysis of a physical theatre excerpt.

**Making:** group devised physical theatre

##### Term 4

COLLAGE PERFORMANCE

Arts journey – whole class devised, based on a theme, performed as part of Junior Arts journey.

**Making:** polished group performance of drama and dance based on a given theme

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#### Learning Experiences

Theatrical Movement Studies aims to create confident, articulate team workers for future careers inside and outside the Arts Industries. It is also a preferred choice for students who wish to study Drama and Dance in Years 9, 10, 11 and 12. Students will frequently work in small groups to solve problems, communicate ideas and demonstrate knowledge and understanding of skills. A key component of the course is to assist students to confidently present their ideas in front of others. Most lessons feature a performance task!

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#### Assessment

Students will be assessed according to the three dimensions of

- **MAKING** Forming/choreographing – students will devise their own work
- **MAKING** Performing – students will perform their own work, and the work of others.
- **RESPONDING** – students will discuss and write about their arts experiences.

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#### Future Options

Students can follow their Drama and Dance interests through into Year 9 and Senior subject offerings. Following Senior, students may move into related University and Vocational Courses, or straight into Arts Industries.

Studying in the Performing Arts is also of benefit to those students intending to work in the areas of Tourism, Business, Education and Law.

### Overview

#### What is Visual Media Technology?

Visual Media Technology is an exciting mix of Visual Art and Media Studies that allows students to explore the theoretical understandings required for meaningful participation, interaction and analysis of emerging art works and media products.

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#### Why study Visual Media Technology?

Visual Media Technology is for students who are creative thinkers and makers. Having more than one specialised set of skills and experience with different types of materials and technologies has advantages for students in the competitive and complex employment and social environments of the future.

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### Course Outline

Students learn skills and gain understanding in the disciplines of Visual Art and Media Studies. It is a skills based approach to the three units of work on offer to reinforce the elements of Visual Art and Media through Making and Responding components of the Australian Curriculum. Students work on production projects and work in teams to prepare work for public display. Students learn time management, responsibility, commitment, compromise and negotiation through the learning episodes and assessment.

- Folio of work in drawing and photography
  - Analysis and recreation of a moving image scene
  - Creating a stop motion short film
- 

### Learning Experiences

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

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### Preferred Pre-Requisites

There are no prerequisites for this foundation course in Media Studies and Visual Art.

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### Assessment

Students will be assessed in the areas of **making** and **responding**. Students will learn to communicate ideas and intentions through making tasks that are designed to develop and extend upon new and existing knowledge and skills. They will explore and experiment with a variety of techniques, processes, materials and technologies. Students will also engage in a variety of responding tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks and media.

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### Future Options

Students can follow their Visual Art and Media interests through to Year 9 and Senior subject offerings, and from there into related University and Vocational Courses. Visual Media Technology also benefits students intending to work in the areas of Tourism, Advertising, Business, Technology, Science and Education.

***INDOOROPILLY  
STATE HIGH SCHOOL***

**Year 8**

**COURSE OF STUDY**

**SPECIAL PROGRAMS**

### Overview

#### What is Chinese Acceleration?

Learning Chinese through acceleration will enhance your proficiency and understanding of Chinese history, culture and current developments. It will widen your horizons and enable you to communicate with at least one in five persons who speak the language around the world.

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#### Why study Chinese Acceleration?

Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an official language of the People's Republic of China, Taiwan, Hong Kong and used extensively in overseas Chinese communities in Southeast Asia and around the world.

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#### Course Outline

The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real-life or life-like situations for the purpose of enjoyment, socialising and learning.

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#### Learning Experiences

Mandarin is an exciting language that will challenge all of your skills of learning. It is different from English which makes it unique. Learning a new language is very much an adventure. It is an adventure in learning about other people and other cultures. The objectives of our Acceleration Program are to introduce the Chinese language to you in a fun and non-threatening classroom environment and to provide you with a solid foundation for learning Chinese in future years.

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#### Preferred Pre-Requisites

Previous experience with Chinese or enrolment in Chinese Acceleration in Year 7. **This course is not suitable for native speakers.**

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#### Assessment

Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: - Communication and Trade Consultants, Translation, Teaching, Media Correspondents, Film and Television, Multinational Corporations, International Research Services, Tourism Marketing and Services.

### Overview

#### What is Maths & Engineering Acceleration?

Maths & Engineering is a specialist study program the goal of which is to complete the Maths component of senior study (which incorporates Mathematical Methods) in 4 years. Year 8 is the second year of this program. During Year 12 students will then study one unit of Maths from either the University of Queensland or Queensland Institute of Technology.

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#### Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

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### Course Outline

Generally the program for Year 8 students incorporates Years 8 and 9 content and is implemented in a spiral curriculum. The four strands of topics are: Space; Numbers; Measurement; Chance and Data; Patterns and Algebra. Each topic opens with Year 8 basics, followed by Year 9 content. You will study the Year 10 curriculum as Year 9 students and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of maths software by the end of Year 10.

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### Learning Experience

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, Year 8 Quiz, and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions may also be incorporated in the program.

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### Preferred Pre-Requisites

Year 7 Maths & Engineering Acceleration

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### Assessment

There will be five items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

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### Future Options

Students have the opportunity to participate in the elective subject Mechatronics in Years 9 and 10 and Engineering in Years 11 and 12. They will have an excellent grounding for Maths Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

### Overview

#### What is Spanish Immersion?

Spanish Immersion is a way of surrounding yourself in Spanish. This includes watching TV, reading, listening to the radio, speaking with others and going to a Spanish-speaking country. The goal of Spanish Immersion is to get you understanding and speaking the language at a very high level in the shortest time possible. By immersing yourself in Spanish, your rate of learning will dramatically increase.

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#### Why study Spanish Immersion?

Learning a language takes time and the more time students are exposed to comprehensible input in the language they are learning the better they will do. Modern immersion approaches to teaching second languages maximise the time students get to practise the language they are learning without being slowed down by having to translate what they hear and speak.

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#### Course Outline

The Spanish Immersion Program is offered in Junior Secondary for Years 7, 8 and 9. Students who wish to continue studying Spanish in Senior will be provided with additional learning opportunities to extend their Spanish Language skills. The purpose of learning Spanish is communication. You communicate in a variety of ways - by speaking, listening, reading and writing. In learning Spanish, you engage in all these skills in real or lifelike tasks for the purpose of enjoyment, socialising and learning. The Immersion program provides students with ample opportunities to use Spanish in key learning areas such as Maths, Science, History, Geography and Health and Physical Education

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#### Learning Experiences

Since students must talk about something when they are learning a language, why not talk about the things that are commonly taught in school so that the students are not held back academically as they learn their new language? Students are taught a second language they initially don't understand through the use of a variety of context clues provided by the teacher, including gestures, visual aides, and objects. Learning a second language by any method takes long term commitment. Research indicates that it takes six to seven years of good instruction for students to know a new language well enough to take classes in that language without the special support of second language teaching methods.

Test scores show that immersion students learn the same academic content as students in English-Only classrooms along with a second language. Immersion students as they proceed together through the grades also develop a strong sense of camaraderie and often form a "values community" that reflects the positive aspects of the language and culture that they are learning.

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#### Preferred Pre-Requisites

Year 7 Spanish Immersion

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#### Assessment

Assessment is based on the four macroskills of communication: listening, speaking, reading and writing.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research services, tourism marketing and services, diplomacy and so on.

# YEAR 9 SUBJECTS

In Year 8, you had the opportunity to experience learning in a very wide range of subject areas. No doubt, you will have really enjoyed most of these, and been successful in them. It might have happened that you did not find one or more quite to your taste.

Now is decision-making time for 2018, and you are able to build upon these things that you have learned this year.

The Course of Study is made up of two parts: the Core and the Electives.

All **Year 9** students are enrolled in the Core subjects. They consist of:

- English
- Mathematics
- Health and Physical Education
- Science
- History

In addition, you have the opportunity to choose subjects that you like and in which you believe you will enjoy success. Year 9 students need to select three (3) subjects from the following options:

- Art
- Chinese
- Chinese Acceleration (continuing students only)
- Dance
- Design & Technologies: Industrial Technology & Design
- Design & Technologies: Food & Textiles
- Digital Technology
- Drama
- Economics & Business
- English as an Additional Language or Dialect (EALD)
- Geography
- Graphics
- Mechatronics
- Media Arts
- Music
- Spanish
- Spanish Immersion (continuing students only)

**Note:** *The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.*

The choice is yours! What do you need to do to ensure that you make the best possible decision?

Have a good idea about what it is that you would like to do with your life. Have some goals, some direction that is important to you at this moment. Write it down, and then think about what sort of course and results will be important to allow you to follow your dream.

Then, talk with your teachers. Make an appointment with our Guidance Officer. Attend subject information sessions. Get information about the career and courses that interest you.

You are on the verge of making a commitment to a course of study. Be wise. Choose a course of study that will interest you, enable you to enjoy success, and open pathways for you towards a wonderful future.

Students will continue the Spanish Immersion, Chinese Acceleration or Maths & Engineering Acceleration Program which began in Year 7. If a student wishes to withdraw from one of these programs, a letter must be received by the school from the parent.

***INDOOROPILLY  
STATE HIGH SCHOOL***

**Year 9**

**COURSE OF STUDY**

**CORE SUBJECTS**

## Overview

### What is English?

When you study English you deal with language in the real world – in the forms of fiction, non-fiction, plays, films, television, magazines, newspapers and the internet. You respond in a variety of ways, through speaking, acting and writing. All of the activities help you to prepare to be a confident member of society. Language is power. Playing with language is fun. The study of English includes studies of literary and non-literary texts.

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### Why study English?

English equips you with the power to make your mark on the world: the power to persuade others, the power to express yourself creatively, the power to argue your point of view in a structured way and the power to be heard by others.

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### Preferred Pre-Requisites

Most subjects require you to have a strong command of English in order to engage in learning successfully. Your English skills will also help you prepare for all senior subjects.

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## Course Outline

### 1. Speculative Fiction Writing

Students examine how non-fiction texts provide a basis for fantasy and science fiction writing. Students will base their own short story on a non-fiction text.

### 2. Persuasive Writing

Students engage in a close reading of a novel for young people and explore persuasive language and genres.

### 3. Memoir Writing

Students explore the conventions of a range of biographical texts and produce their own memoir under test conditions.

### 4. Drama

Students write a comparative essay that examines and compares the representation of an issue in a play with the way that issue is represented in a media text.

### 5. Poetry

Students read a variety of poems from the Asia-Pacific region and create a multimodal presentation of one poem.

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## Assessment

Assessment is either spoken, written or multimodal (a combination of written, spoken, visual and digital), with at least seven pieces of assessment per year. English skills will develop over time and students are expected to improve their language ability substantially throughout the course.

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## Future Options

If you enjoy English, you may be interested in a career in some of the following fields: Advertising, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, Translation or Creative Writing.

### Overview

#### What is Health and Physical Education?

Health and Physical Education reflects the importance of health and the significance of physical activity in the lives of individuals and groups in contemporary Australian Society. It has a relevance to all age groups from infants, through to teenagers and up to the elderly. It promotes a foundation for an individual to manage themselves in the social, cultural and physical improvements in the pretext of good health.

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#### Why study Lifestyle and Personal Development?

Students are encouraged and challenged to explore the worlds of sport, exercise, health and well-being through engagement in rigorous and rewarding learning experiences.

Health and Physical Education provides students with the opportunity to develop knowledge, skills and attitudes necessary for making informed decisions about

- Promoting the health of individuals and community.
  - Developing concepts and skills for physical activity.
  - Enhancing personal development.
- 

### Course Outline

#### Personal, Social and Community Health Units

- Health Promotion
- First Aid
- Drugs and Alcohol
- Personal Health (incorporating Mental Health)

#### Movement and Physical Activity Units

- Challenge and Adventure activities
  - Sofcrosse
  - Athletics
  - Soccer
- 

### Learning Experiences

The Health and Physical Education program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop acquisition of essential knowledge and understanding, problem solving and literacy relevant to the areas of health and well-being. Students will also demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.

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### Preferred Pre-Requisites

Nil

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### Assessment

Students will be assessed on both the practical and theoretical components of the subject. These components are weighted equally. Students will also be required to work individually and as part of a team.

#### *Practical assessment*

Demonstration of basic skills, knowledge of game and game play, rules and strategies and participation in lessons.

#### *Theoretical*

The theory assessment will encompass a range of techniques including exams, reports, essays, research assignments and group assessment such as a creating a television advertisement.

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### Future Options

In Year 10, students have the option of electing to continue their studies in this area via the subject Physical Education. In Years 11 and 12, the subject offerings available to students are Senior Physical Education and a Certificate III in Fitness.

Health and Physical Education offers a pathway to many occupations in the leisure, recreation, sporting and health industries.

### Overview

#### What is History?

History is a disciplined inquiry into the past that develops students' curiosity and imagination. It develops understanding of cultural, social and political events, processes and issues that have shaped humanity from earliest times. It enriches our appreciation of how the world and its people have changed, and the significant continuities that exist into the present. The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

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#### Why study History?

History as a discipline, has its own methods and procedures that make it different from other ways of understanding human experience. Historical study is based on the evidence of the remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. It develops transferable skills associated with the process of historical inquiry, including the ability to: ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations and communicate effectively

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#### Learning Experiences

The Australian history curriculum emphasizes a skills and inquiry based model of teaching. The skills of historical inquiry are developed through teacher-directed and student-centred learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise. Students' enjoyment of history is enhanced through the use of artefacts and visits to museums and historical sites.

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#### Course Outline

The depth studies for this year include:

- World War II
  - Rights and Freedoms
  - Popular Culture
- 

#### Assessment

- Response to Stimulus Test
  - In-class Guided Essay
  - Multimodal Presentation
- 

#### Future Options

The successful completion of the History course demonstrates, in particular, a flexible and adaptable approach to learning, research skills, analytical ability, critical evaluation, ability to work to deadlines, creativity, logical thinking, team-working, self-organization and communication skills.

## Overview

### What is Mathematics?

Maths remains a vital commodity, according to employers of the New Millennium! Therefore, one of our goals is to give every one of our students an essential core of mathematical skills so that they can function effectively in employment, as well as in life generally.

---

### Why study Mathematics?

We are also committed to extending each student as far as possible. We know that a number of our students will progress to higher levels of secondary and tertiary Maths that will eventually lead to specialist careers. They will be encouraged and assisted every step of the way.

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### Course Outline

The course covers concepts involved with whole numbers, integers, rationals and irrationals, percentage, money, plane shapes, three-dimensional shapes, length, area, volume, angle, coordinates, geometry on a sphere, ratio and proportion, time, mass, trigonometry, probability, statistics and algebra. Wherever possible the mathematical concepts will be linked to practical "life role" situations.

---

### Learning Experiences

Formal classroom learning will be enriched with real life situations where possible, thus enabling students to appreciate the important role that Mathematics plays in everyday situations, from working out a mortgage repayment schedule to understanding the way a tennis match is seeded.

Mathematically gifted students will have the opportunity to be involved in a wide range of co-curricular Maths Enrichment and competitions.

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### Preferred Pre-Requisites

Nil

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### Assessment

- Students will be assessed using written tests, practical and theoretical tasks, investigations and assignments.
  - In Year 9, a primary goal is to assist all students to gain proficiency with the core work that leads to a C-level.
  - Students aspiring to levels of A and B have the opportunity to complete extension tests and demonstrate their competence.
- 

### Future Options

Junior Mathematics includes components that prepare students for a wide variety of futures. A pass level in Junior Mathematics will prepare students for apprenticeships, trades, or allow students to proceed to General Mathematics in the Senior school, which is a prerequisite for many tertiary courses and careers. Students who achieve at an A or B level will be able to proceed to Mathematics Mathematical Methods and Specialist Mathematics at Senior level, leading to careers in Science, Commerce, IT and Engineering.

**Overview****What is Science?**

Science is challenging and fun, and it is important to our present and future life-styles, health and environment. It helps us to understand the world we live in. As a career, it offers many current and future problem solving situations and involves working within a local and international community of scientists.

---

**Why study Science?**

The science program has been written to promote the development of successful, self-directed learners. It builds on the science studied in primary school. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics. You will use an investigative approach to solving problems and develop practical skills through laboratory and research activities. You will have opportunities to reflect on your learning and evaluate the influence that people and culture have on applications of science.

In each unit, you will study the three strands - Science Understanding, Science Inquiry and Science as a Human Endeavour. Units are drawn from the Biological, Chemical, Physical and Earth and Space sciences.

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**Course Outline**

Units are aligned with the Australian Curriculum

**Semester 1**

- Energy on the Move – Heat and Electricity
- It's Elementary
- My Life in Balance
- Responding to Change Going

**Semester 2**

- Energy on the Move – Making Waves
  - The Changing Earth
  - Chemical Patterns
  - Going into Space
- 

**Learning Experiences**

As you work with other students and teachers, you will be working scientifically. This reflects the way practising scientists solve problems in the real world. It includes researching and investigating questions and problems, undertaking laboratory and field work, and communicating and reflecting on the work you have undertaken.

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**Preferred Pre-Requisites**

Nil

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**Assessment**

Your teacher will be keen to allow you to show what you have learnt. You will demonstrate your new knowledge of Science and the investigative and practical skills you have developed in a variety of ways which may include written tests, extended writing, research and experimental reports, orals and digital presentations e.g. PowerPoint, webpages etc.

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**Future Options**

Whether you choose a career in Science or simply live in today's world you need to be scientifically literate. You are only limited by your imagination.

Be a Vet, Doctor, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse, Engineer and Parent. Whatever you want to be, you will need Science.

In the Senior school the study of Science is replaced by the study of separate subjects: Physics, Chemistry and Biology.

***INDOOROPILLY  
STATE HIGH SCHOOL***

**Year 9**

**COURSE OF STUDY**

**ELECTIVE SUBJECTS**

### Overview

#### What is Art?

Art is the investigation and focus upon the use of art techniques and processes necessary for the communication of the students' ideas and emotions. Through the exploration of various media, artists create art works which deal with notions pertaining to experiences and self-expression.

---

#### Why study Art?

Studies in Art practices, processes and theories allows students to explore their own creative potential. Students are exposed to a range of art making techniques which are advantageous across curriculum areas and into the future. They are taught essential organizational and time management skills which will prove to be essential in both school and post-schooling contexts.

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#### Course Outline

This program links from the Visual Media Technology course in Year 8 and prepares students for the Year 10 Art course. A skills based approach to the three units of work reinforces the elements and principles of design as well as the Making and Responding components of the Australian Curriculum. Students learn to produce resolved artworks, document and reflect in their visual diary as well as analyse and respond to artworks.

- Photography, printmaking and drawing
  - Mixed media and assemblage
  - Painting
- 

#### Learning Experiences

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

---

#### Assessment

Students will be assessed in the areas of **making** and **responding**. Students will learn to communicate ideas and intentions through making tasks that are designed to develop and extend upon new and existing knowledge and skills. They will explore and experiment with a variety of techniques, processes, materials and technologies. Students will also engage in a variety of responding tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks.

---

#### Future Options

If students are interested in Visual Art or design in either a commercial or creative industries field, this course provides them with substantial knowledge and skills suitable to these areas. It also allows students the opportunity to begin to build a folio of work for presentation to employers or for university entrance requirements.

### Overview

#### What is Chinese?

Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an exciting language that will challenge all of your skills of learning.

---

#### Why study Chinese?

It is different from English which makes it very unique. Learning Chinese will enable you to communicate with at least one out of a billion people who do speak the language! It will widen your horizons and give you a better understanding of the Chinese culture.

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#### Course Outline

The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real or lifelike tasks for the purpose of enjoyment, socialising and learning.

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#### Learning Experiences:

- **Communication skills** –using process skills and strategies to deploy linguistic features in culturally appropriate ways;
  - **Appreciation of cultures** –critically appreciating different ways of perceiving and expressing reality to give students a wider perspective from which they might view the world and their place in it.
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#### Preferred Pre-Requisites:

At least a C standard level in Year 8 Chinese.

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#### Assessment

Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research.

### Overview

#### What is Dance?

People around the world dance to express their joys, sorrows, culture, identity, community, traditions and ideas. They dance to explore and celebrate their physical, emotional and mental selves through the language of movement. Dance can help us to express our life experiences in ways that words cannot. Students develop their knowledge of the body alignment, core strength and technique in a variety of styles. Students who study dance develop strong analytical, problem solving and high order thinking skills to become creative and innovative thinkers.

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#### Why study Dance?

Dance explores many different styles and genres of dance. Students will learn diverse movement techniques, how to choreograph movement to make meaning and to express social, personal or political issues, interpret, analyse and evaluate historical and important dance works.

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#### Course Outline

**Dance Through the Ages** – exploring popular and social dance styles over the past 100 years through practical and theoretical experiences. This unit develops knowledge of social and artistic dance practices from around the world.

**Commercial Dance** – exploring the professional realm of ‘dance on stage’ through the genres of Musical Theatre, Jazz and Hip Hop. This unit studies choreographic and performance techniques within the dance industry.

**Poetry in Motion** – exploring the movement vocabulary of contemporary dance whilst connecting with co-curricular experiences and stimuli such as poetry from Asian and Indigenous Australian perspectives.

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#### Learning Experiences

Dance explores many different styles and genres of dance. Students will learn to perform movements in a variety of dance techniques, how to choreograph movement in order to make meaning and to express social, personal or political issues. Students will also evaluate, interpret and analyse important historical and current dance works.

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#### Assessment

The dimensions for Dance are: Appreciation, Performance and Choreography.

- **RESPONDING** – requires sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of an extended written or spoken response.
    - **Tasks may include:** Analytical essay, Research documentation, Multimodal presentation.
  - **MAKING (Performance)** – requires students to develop and demonstrate knowledge and understanding of the dance components and skills to interpret and communicate a choreographic intent
    - **Tasks may include:** Guest artist choreography, repertoire, teacher-choreographed sequences.
  - **MAKING (Choreography)** – requires the student to create a dance piece or segment using dance components and skills in a particular context, genre or style.
    - **Tasks may include:** Student devised choreography in groups, student directed and performed dance works. Students are marked individually within group tasks.
- 

#### Future Options

Pathway into Senior Dance (Years 10-12).

## Overview

### What is Design and Technologies: Food & Textiles?

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of food and textile technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

In Design and Technologies: Food & Textiles, students will have the opportunity to design and produce at several designed solutions focused on one or more of the technologies contexts, Food and Fibre Production and Food Specialisations. Students will have opportunities to experience creating designed solutions for food and textile products, services and environments.

---

### Why study Design & Technologies: Food & Textiles?

Design and Technologies: Food & Textiles enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

In Year 9, students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

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## Course Outline

Unit 1. Food, Lifestyle and Nutrition

Unit 2. Sewing So Easy, It's in the Bag!

Unit 3. Warm Winter Woollies: Creative, Cosy Beanies

Unit 4. Around the World: Cultural Fusion

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## Learning Experiences

In Year 9 Design & Technologies: Food & Textiles, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures. When producing designed solutions, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

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## Assessment

- Family or group nutritional study
  - Project Bag making using own design influences and written support
  - Project Beanie or winter hat making using own design influences
  - Spoken presentation with visual support and practical cookery
- 

## Future Options

Year 9 Design and Technologies: Food & Textiles supports the study of Applied Studies in Year 10 and Food & Nutrition Years 11 and 12.

### Overview

#### **What is Design and Technologies: Industrial Technology & Design?**

The Australian Curriculum Design and Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

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#### **Why study Design and Technologies: Industrial Technology & Design?**

Design and Technologies: Industrial Technology & Design is a subject which students utilise design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely.

---

### Course Outline

Design and Technologies: Industrial Technology & Design will give students a broader range of skills to assist them in branching into senior workshop classes. The course utilises design and creative thinking as well as giving students the opportunity to continue to develop hands-on skills through practical-based learning.

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### Learning Experiences

Design and Technologies: Industrial Technology & Design aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
  - are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
  - make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
  - engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
  - critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.
- 

### Assessment

Assessment will include design folios, projects and reports. Within this assessment, workshop and classroom activities are evident to achieve design solutions.

---

### Future Options

Design and Technologies: Industrial Technology & Design lead into the following subjects:

- Year 10: Design, Certificate 1 in Furnishing.
- Years 11 and 12: Certificate II in Furniture Making Pathways, Certificate I in Construction, Design.
- Students who study Certificate II in Furniture Making Pathways and or Certificate I in Construction will also study Certificate I in Manufacturing (Pathways).
- Design and Technologies: Industrial Technology & Design also introduces students to careers in the Construction and Engineering industries.

### Overview

Digital Technologies curriculum is designed to help students become enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living.

---

### Why study Digital Technologies?

This subject will empower students with the confidence and understanding to make maximum benefit of digital technologies by creating digital solutions that respond to the needs of individuals, society, the economy and the environment. Students will become effective users and critical evaluators of digital systems, along with helping students to be regional and global citizens.

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### Course Outline

Students will apply computational, systems and design thinking to real world problems to develop digital solutions. The course will develop knowledge and understanding of digital systems and the representation of data. Processes and production skills in collecting, managing and analysing data will be taught so that students can create digital solutions by defining, designing, implementing, evaluating, and collaborating and managing. Students will apply key concepts of digital technologies

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### Learning Experiences

- Exploring the concept of data and evaluating data focused information systems and solutions including apps
  - Developing skills in visualising data through the creation of web pages using HTML and CSS
  - Designing solutions, such as an app, including drawing mock-ups, considering user experience and constructing algorithms
  - Applying project management skills, including iterative development processes and project timelines
- 

### Assessment

Students will be assessed under strands: Knowledge and Understanding and Processes and Production skills. There will be a number of authentic problem-solving activities presented as job-logs to create a data-driven web app.

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### Future Options

Digital Technologies is a foundation for the Year 10 subject, Digital Solutions. In Years 11 and 12 students may choose to enrol in the senior subject, Digital Solutions (formerly Information Processing and Technology).

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## Overview

### What is Drama?

Drama encourages students to develop their own ideas about art, history, people and relationships, and express these through the medium of theatre. Incorporating solo and group performance, scriptwriting and improvisation, Drama invites students to be communicative, thoughtful and creative young artists who can devise, rehearse and perform their own work.

---

### Why study Drama?

As well as being physical, fun and creative, Drama is also academically rigorous, and asks students to respond thoughtfully and critically to theatre and the world around them. Students engage within the Drama course as higher order thinkers, creative problem solvers and they develop strong communication skills. Through authentic assessment, workshops with professional artists and analysis of live theatre events, Drama students develop evaluative and complex thinking skills.

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### Course Outline

This course is designed to cover the criteria areas of **Making**: Forming and presenting and **Responding** through the following possible units of work;

- Improvisation - Theatresports
  - Scriptwriting
  - Playbuilding – group devised
  - Gothic Theatre
- 

### Learning Experiences

Collaboration and group work are the key modes of learning in the Drama classroom. The program has been written to promote the development of successful, self-directed learners who work well with others. Students will learn how to discuss, develop, create and present drama for themselves and others.

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### Preferred Pre-Requisites

A solid sound achievement in Year 9 English is strongly recommended, as is participation in the Year 8 course, Theatrical Movement Studies although this is not essential.

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### Assessment

Drama is assessed as individual work within a group task. Assessment within drama covers the two criteria of **MAKING** and **RESPONDING**. Making Tasks can include Presenting and Forming. The following are examples of assessment in Drama.

#### Forming

- scriptwriting
- developed improvisation
- workshops
- directing tasks

#### Presenting

- group performance
- performance of scripted Drama

#### Responding

- review
  - analytical essay
- 

### Future Options

Students can follow their interest in Drama through to Year 10 and Senior subject offerings and from there into related University and Vocational Courses.

Studies in The Arts also benefit students who intend to work in the areas of Tourism, Business, Education and Law. Career opportunities include Primary and Secondary Drama teaching, working as a Creative Artist, Arts Administrator, Actor, Set Designer, Sound Technician, Stage Manager, Creative Writer.

## Overview

### What is Economics and Business?

Are you a budding entrepreneur? Did you know that entrepreneurs and new businesses are a large contributor to new jobs and innovation in Australia? More than ever, Australia needs enterprising and creative individuals who can offer skills and innovative ideas to the business world.

Economics and Business empowers you to shape your social and economic future and to contribute to a prosperous and sustainable Australia. Economics and Business will enable you to learn about financial literacy and the world of trade and markets, while developing your enterprising skills. You will have the opportunity to innovate and explore your own business potential, develop an exciting business of your own and test its competitiveness in the Australian/global market.

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### Why study Business Studies?

Are you creative or innovative?

Do you have initiative?

Are you self-motivated?

Do you want to learn how to successfully plan and develop a business idea?

Do you like doing a subject that is practical?

Do you want to be equipped with skills that will enhance your future financial literacy?

If you answered Yes to these questions then Economics and Business is the subject for you.

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### Course Outline

Throughout the course of study you will learn:

- How workers, consumers, business and government in the global economy interact;
  - How to be entrepreneurial and market a product to sell on-site at the school;
  - How to manage your finances and make informed decisions about money and finances;
  - What strategies can be used to manage financial risks and rewards;
  - How creating a competitive advantage benefits your business;
  - The roles and responsibilities in a typical workplace;
  - Record-keeping procedures for business;
  - How to trade shares by participating in the ASX Sharemarket Game and analysing your trading;
  - Australia's place within the Asian, and global economy.
  - Excel for record-keeping and to prepare budgets
  - Desktop publishing software to produce marketing materials and business documentation.
- 

### Learning Experiences

Throughout the course you will be involved in:

- Developing a business idea and innovative business plan
  - Simulating trading via the ASX Sharemarket Game;
  - Investigating economic and business issues
  - Creation of work and business-related documents.
- 

### Assessment

You will be required to complete approximately three (3) assessment pieces per semester. Some of your assessment will involve team work. Your assessment will include practical and theory components.

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### Future Options

Year 9 Economics and Business leads into Years 10 Business Core Studies, Economics, Legal Studies and Years 11 and 12 Business, Accounting and Legal Studies.

### **Overview**

#### **What is English as an Additional Language or Dialect?**

This course is offered to students from non-English speaking backgrounds who would benefit from the in-depth development of English language. This subject is in addition to the main English subject.

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#### **Why study English as an Additional Language or Dialect?**

English as an Additional Language or Dialect (EALD) focuses on the mechanics of the English language. It supports students moving from intensive language courses into mainstream subjects, as well as strengthening the English skills of other students from a non-English speaking background.

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### **Course Outline**

Year 9 English as an Additional Language or Dialect develops the language needed to succeed in mainstream subject areas in the Junior School, particularly English. It specifically teaches language skills, including vocabulary, spelling, punctuation and grammar, in an environment suited to the needs of speakers of other languages.

### Overview

#### What Geography?

Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impacts. It is the study of the many different “places” or environments, which make up our world and is described as “the why of where”. Geography answers our questions about why places have their particular environmental and human characteristics; how and why these characteristics vary from place to place; how places are connected, and how and why they are changing.

---

#### Why study Geography?

Geography provides students with a knowledge and understanding of their own place and of Australia. This supports their development as active and engaged citizens by promoting debate and fostering informed decision-making on a range of current local, state and national issues. Students also gain knowledge of the world, as the foundation for understanding international events and trends.

---

### Course Outline

#### Overview content includes the following:

- Landscapes and Resources

#### The depth studies for this year include:

- Migration, Population Mobility
  - Biomes and Food Security
- 

### Learning Experiences

Students will be engaged in a wide range of activities both inside and outside the classroom as Field Studies are an important part of learning in Geography. Students will read and analyze written and visual sources; construct arguments and present findings in written, oral and graphic modes. Field drawings and the use of specific instruments, plus the study, and construction, of maps are among the learning experiences in the Geography classroom.

---

### Assessment

- Stimulus Response Essay
  - Research Report and Multi-modal presentation
  - Content Test
- 

### Future Options

A geographical education can lead to careers in a wide variety of areas. These include, but are not limited to, environmental science; environmental management; natural hazard management; the location of businesses, services and facilities; urban planning and design; housing; real estate and land development; architecture; tourism and travel; emergency management and international trade and business.

## Overview

### What is Mechatronics?

Mechatronics introduces students to the construction and programming of robots to perform simple tasks such as

- following lines
  - data logging
  - searching and retrieving.
- 

### Why study Mechatronics?

Are you good with construction? Do you possess a logical mind? Have you heard about artificial intelligence? Here is your opportunity to take your favourite hobby further in this 21<sup>st</sup> century. Mechatronics will give you the basics in robot-building and programming.

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### Course Outline

Through the use of Lego construction sets and others, students will learn the art of building various robots to suit different purposes. Students will be introduced to the NXT brick with its associated motors and sensors. Separately and in combinations, these parts will enable students to program robots to roam, dance, play music, escape from mazes and even engage in Sumo matches. The possibilities are endless.

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### Learning Experiences

Students construct a range of simple robots such as two-wheeled vehicles to more complex projects such as a toy animal and assembly-line machines. Through their projects, students will learn the importance of utilising various types of sensors to create intelligent mechanical devices.

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### Preferred Pre-Requisites

Students should be independent learners, have a genuine interest in the subject as well as good problem solving skills and logical thinking. Well above average results in Mathematics, Science and English are good indicators. Entrance into this course will be aptitude-based and numbers will be limited.

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### Assessment

Students will be required to complete at least four (4) major assessment items. The assessment will be largely practical and students will be tested in communication, programming and designing.

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### Future Options

Courses and careers involving Engineering and Programming. Students taking Mechatronics will have an advantage when they choose the Queensland Curriculum and Assessment Authority subject Engineering. Mechatronics students will also be invited to participate in the Robocup Junior Competition.

### Overview

#### What is Year 9 Media Arts elective program?

Media Arts offers students opportunities to study media communication, and equips students with foundational knowledge and skills needed to research, engage with and understand a variety of visual media forms, practices, audiences, and institutions.

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### Why study Media Arts?

The Media Arts program emphasizes the importance of “thinking on both sides of the screen”, where students are encouraged to develop the necessary literacy skills to understand and analyse how and why a screen text is produced, in addition to being able to create their own unique media artworks. In this approach, students learn about the important relationship between form – how representations are constructed – and content – the subject of the text itself.

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### Course Outline

The program is organized in the form of two weekly lessons over the course of an entire term. Students will reflect on specific aspects of the week’s lessons along with additional content found in readings. This enables students to develop research and preparation toward assessment items. Topics covered in the course include an exploration of video games, technology in film, a study of mise en scene, and a study in television.

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### Learning Experiences

In Media Arts students will experience both practical and theoretical learning opportunities. These experiences will be addressed through the learning areas of Making and Responding, and will be developed and applied in the content of the course units. Over the duration of the course, students will learn how to critically engage with theory and how to create applications of this work in their own practical designs.

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### Pre-requisite

Students should be motivated to engage with media, and visual arts in general, and this interest should be evident in their lives. Students must also be critically minded in order to successfully engage with class material. While it is not essential that students have studied Visual Media & Technology as a subject in Year 8, it would be highly beneficial if students have done so.

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### Assessment

Assessment for the Year 9 Media Arts course is comprised of the following criterion:

**Making:** Students engage in learning a wide range of skills in the production of media artworks that include design tasks such as treatments, storyboards, or scripts, and production tasks such as short films.

**Responding:** Students engage in developing literacy skills in analysis and evaluation of media artworks and media concepts that include critique tasks such as essays, reviews, and reports.

---

### Future Options

Students who study Media Arts at Indooroopilly State High School obtain the necessary skills to approach careers in filmmaking, producing, screenwriting, lecturing in film, film criticism, working in print or radio as a journalist, set design, and many more exciting opportunities.

### Overview

#### What is Music?

Music has influenced people's lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you're feeling down or move you to tears.

Music is an element of ritual and celebration to cultures throughout the world and ranges from the music of the everyday through to sacred music

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#### Why study Music?

Join Junior Music and learn how to write and play your own songs, explore different music styles and make music with your friends. You will learn how to communicate your musical ideas and how to write about music that you enjoy. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures throughout time

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#### Course Outline

Students will develop their understanding of Music through the study of the following units of work

- The Elements of Music: Rock, Reggae and Rock' n Roll
- Music and Technology
- Music for Film
- Music's classic hits

Students will also learn about traditional forms of Music and the ways that Music has been informed by social change

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#### Learning Experiences

Students will be engaged in both theoretical and practical learning experiences and often students will have a lesson in each of these areas each week. In order to develop well rounded musicians, students will engage in aural and composition activities individually and in small groups. Students will work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others. Practical time is a highlight of the course for many students and it is where students are able to hone their performance skills. Theory lessons will involve a range of learning experiences from classroom note taking to group discussion and research.

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#### Assessment

Students will be assessed in the following areas:

- **Making** includes creating short musical works for performing or recording and presenting performances as a class or within small groups.
  - **Responding** to music in both verbal and written forms and reflecting on their own learning.
- 

#### Future Options

Future career options include being a Musician, a Teacher or working in the music industry. However, for many students music is a recreational pursuit which remains with them for rest of their lives

### Overview

#### What is Spanish?

Spanish is one of the most widely spoken languages in the world and is increasingly becoming a popular second language. With over 400 million speakers, it is the second most spoken language in the world. It is an official language of 21 countries on four continents and is of historical importance elsewhere.

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#### Why study Spanish?

To be a citizen of the world in the 21<sup>st</sup> century, it is necessary to communicate with people from all over the world. To do that, we need to develop skills in other languages. We should also be willing to accept and respect other cultures in order to communicate with foreigners effectively. Spanish is increasingly becoming one of the world's most significant languages.

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#### Learning Experiences

Better understanding of English: Much of the vocabulary of English has Latin origins. As Spanish is also a Latin language, you will find as you study Spanish that you have a better understanding of your native vocabulary. There is perhaps no more effective way to learn English grammar than by studying the grammar of other Latin-based languages.

**Learning other languages:** Learning Spanish can assist with the study of other languages, as intensive learning of one language structure can be transferred to another. Spanish is one of the easiest foreign languages to learn. Much of the vocabulary is similar to that of English.

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#### Preferred Pre-Requisites

C+ or above in Year 8 Spanish or prior knowledge of the language.

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#### Assessment

Assessment is based on the learning outcomes framework. You are assessed within the four Macro Skills of communication: listening, speaking, reading and writing. By the end of Year 10, you will have been prepared for entry into Senior Spanish.

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#### Future Options

The global expansion of travel, communication and commerce has brought Australians into closer relationships with Spain and South America. The skills you learn in studying Spanish will prepare you for a variety of careers. You may want to head for a career in Advertising, Law, Teaching, Medicine, Travel, Translations and Business. Otherwise, you can simply study for the enjoyment that comes with communicating in a second or third language.

***INDOOROOPILLY  
STATE HIGH SCHOOL***

**Year 9**

**COURSE OF STUDY**

**SPECIAL PROGRAMS**

### Overview

#### What is Chinese Acceleration?

Learning Chinese through acceleration will enhance your proficiency and understanding of Chinese history, culture and current developments. It will widen your horizons and enable you to communicate with at least one in five persons who speak the language around the world.

---

#### Why study Chinese Acceleration?

Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an official language of the People's Republic of China, Taiwan, Hong Kong and used extensively in overseas Chinese communities in Southeast Asia and around the world.

---

#### Course Outline

The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real-life or life-like situations for purpose of enjoyment, socialising and learning. The acceleration program provides students with ample opportunities to use Chinese in the key learning area of Maths.

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#### Learning Experiences

Mandarin is an exciting language that will challenge all of your skills of learning. It is different from English which makes it unique. Learning a new language is very much an adventure. It is an adventure in learning about other people and other cultures. The objectives of our Acceleration Program are to introduce the Chinese language to you in a fun and non-threatening classroom environment and to provide you with a solid foundation for learning Chinese in future years.

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#### Preferred Pre-Requisites

Chinese Acceleration in Year 8.

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#### Assessment

Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing. In addition to these skills, in Year 9 you will be using Chinese to conduct a recorded interview with a native speaker. You will also be using your IT skills to create a short video clip about your daily routine.

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#### Future Options

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: - communication and trade consultants, translation, teaching, media correspondents, film and television, multinational corporations, international research services, tourism marketing and services.

(Program continued from Year 8)

### Overview

#### What is Maths & Engineering Acceleration?

Maths & Engineering is a specialist study program the goal of which is to complete the Maths component of senior study (which incorporates Mathematical Methods) in 4 years. Year 9 is the third year of this program. During Year 12 students may then study one unit of Maths from either the University of Queensland or Queensland Institute of Technology.

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#### Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

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### Course Outline

Generally the program for Year 9 students incorporates Years 9 and 10 content and is implemented in a spiral curriculum. The four strands of topics are: Space; Numbers; Measurement; Chance and Data; Patterns and Algebra. Students will study the Year 10 curriculum as Year 9 students and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of maths software by the end of Year 10.

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### Learning Experience

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, the Australian Maths Competition, the Australian Informatics Competition and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions are also incorporated in the program.

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### Preferred Pre-Requisites

Year 8 Maths & Engineering Acceleration.

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### Assessment

There will be six items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

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### Future Options

Students have the opportunity to participate in the elective subject Mechatronics in Years 9 and 10 and Engineering in Years 11 and 12. They will have an excellent grounding for Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

(Program continued from Year 8)

### Overview

#### What is Spanish Immersion?

More than 500 million people speak Spanish. The benefits of Immersion: Learning a language takes time and the more time students are exposed to comprehensible input in the language they are learning the better they will do. Modern immersion approaches to teaching second languages maximize the time students get to practise the language they are learning without being slowed down by having to translate what they hear and speak. ***The central characteristic of immersion is the teaching of language, content, and culture in combination without the use of the students' first language.***

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#### Why study Spanish Immersion?

Spanish Immersion is a way of surrounding yourself in Spanish. This includes watching TV, reading, listening to the radio, speaking with others and going to a Spanish-speaking country. The goal of Spanish Immersion is to get you understanding and speaking the language in the shortest time possible. By immersing yourself in Spanish, your rate of learning will dramatically increase. Spanish has become the second unofficial language in the United States, and is one of the most widely spoken languages in the world.

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#### Course Outline

The Spanish Immersion Program is offered in Junior Secondary for Years 7, 8 and 9. Students who wish to continue studying Spanish in Senior will be provided with additional learning opportunities to extend their Spanish Language skills. The purpose of learning Spanish is communication. You communicate in a variety of ways - by speaking, listening, reading and writing. In learning Spanish, you engage in all these skills in real or lifelike tasks for the purpose of enjoyment, socialising and learning. The Immersion program provides students with ample opportunities to use Spanish in key learning areas such as Maths, Science, History, Geography and Health and Physical Education

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#### Learning Experiences

Since students must talk about something when they are learning a language, why not talk about the things that are commonly taught in school so that the students are not held back academically as they learn their new language? Students are taught a second language they initially don't understand through the use of a variety of context clues provided by the teacher, including gestures, visual aides, and objects. Learning a second language by any method takes long term commitment. Research indicates that it takes six to seven years of good instruction for students to know a new language well enough to take classes in that language without the special support of second language teaching methods. Three hundred thousand students are in immersion classrooms today in the United States. Test scores show that immersion students learn the same academic content as students in English-only classrooms along with a second language. Immersion students as they proceed together through the grades also develop a strong sense of camaraderie and often form a "values community" that reflects the positive aspects of the language and culture that they are learning.

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#### Preferred Pre-Requisites

Years 7 and 8 Spanish Immersion.

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#### Assessment

Assessment is based on the four Macro Skills of communication: listening, speaking, reading and writing.

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#### Future Options

The global expansion of travel, communication and commerce has bought Australians into closer relationships with Spain and South America. The skills you learn in studying Spanish will prepare you for a variety of careers. You may want to head for a career in Advertising, Law, Teaching, Medicine, Travel, Translations and Business.

## **INSTRUMENTAL MUSIC**

The Department of Education and Training provides an Instrumental Music Program in our school. This program provides free tuition during school hours in Woodwind, Brass, Percussion and String instruments. Ensemble experience is provided through participation in Wind Orchestra, Concert Band, Stage Band, Percussion Ensemble, String Orchestra and other smaller groups outside of school hours or during lunch hour. Attendance at these groups is compulsory and an integral part of the Instrumental Program.

For full details about the program refer to Instrumental Music Curriculum Handbook.



## THE RICH CURRICULUM CO-CURRICULAR OPPORTUNITIES



Indooroopilly State High School offers a varied and exciting Rich Curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of very engaging and challenging opportunities for students to further develop their talents and special skills.

All students are encouraged to participate in one or more of the following activities. We know that these will contribute significantly to the students' personal satisfaction and enjoyment of school.

The following co-curricula activities are offered to all students as a service that will enrich their education. Identify those below in which you will participate and contribute.

### **Aerospace & Aviation**

- Rocketry Challenge
- Visits to Aviation Australia Open Days
- UAV Challenge (with Engineering Technology)

### **English**

- Debating: teams compete at each year level in the Queensland Debating Union competition; teams mostly advance well into the Finals Series with opportunities to reach the top level of debating in Queensland, including nomination for the State Team and a range of training opportunities
- Public Speaking, including Lions Youth of the Year, Plain English Speaking Competition
- A wide range of poetry, short story, and newswriting competitions throughout the year
- Poetry performances at Performance Space (UN Day)
- Channel 9 Junior Newsreader Competition
- Writing competitions based around course work

### **Enterprise and Technology**

- Bond University Mooting Competition
- ASX Sharemarket Game
- Queensland University of Technology/Business Educators' Association Queensland Accounting Forum
- Business Educators' Association Queensland Accounting competition
- INTAD Graphics Competition
- BUY SMART Competition with Office of Fair Trading
- Financial Literacy Competition
- Legal Studies Conference

### **Health and Physical Education**

- Involvement in a range of recreational based activities, such as Lawn Bowls, Beach Volleyball and Archery
- Visits to performance laboratories at the University of Queensland's Human Movement Department as part of the course work in Senior Physical Education
- Excursions to St Lucia Golf Course and working with professional golfers
- Accessing the coaching expertise of development officers from AFL QLD to improve learning outcomes in Year 8 AFL units
- Invitations to Women in Sport breakfasts hosted by the Brisbane City Council

### **Instrumental Music**

Our Instrumental Music Program is a key feature of our school with five large ensembles and instrument lessons in brass, woodwind, strings and percussion instruments.

### **Library Resource Centre**

- Chess coaching
- Chess Championships – Individual and teams
- Children's Book Council of Australia (Queensland) Regional Readers' Cup
- Brisbane West Secondary Teacher Librarian Network Readers' Cups Year 8 - Open
- Opti-MINDS Regional Team participation

### **Languages**

- Years 8 and 10 Days of Excellence for Chinese
- Griffith University Chinese Speech Contest
- Confucius Institute Chinese Speaking Contest
- Biannual Chinese and Spanish Immersion study tours
- Biannual Education Queensland sponsored Shanghai Cup Chinese Speaking Competition
- University of Queensland Chinese Writing Competition
- National Language Competition in Chinese (Hongqio)
- Modern Languages Teachers' Association of Queensland Posters and Stories Competitions
- Chinese Language Teachers' Association of Queensland Poetry Competition
- Modern Languages Teachers' Association of Queensland Gold Coast Griffith University Spanish Speech Contest
- Visit to University of Queensland Spanish Days
- Spanish Language FIESTAS at Indooroopilly State High School (food, cinema, pinatas)

### **Mathematics**

- Australian Mathematics Olympiad Committee – Enrichment Activities including the Mathematics Challenge (March) and the Enrichment Stage (April to August)
- Successful AMOC students participate in higher level enrichment programs and Mathematical Olympiad Exams
- Year 8 Maths Quiz Team - interschool competition in Term 3
- Indooroopilly High hosts the annual district Mathematics Teams Challenge for Years 7 to 12 in Term 2
- QAMT Mathematics Problem-Solving Competition in July – our school is a competition centre
- Gifted Year 11 Mathematics C students are encouraged to join the Queensland University of Technology MathX Program, at the Gardens Point Campus
- Maths In Industry - presentations by professional mathematicians solving real problems
- Mathematics Futures – an annual seminar at Queensland University of Technology Gardens Point Campus that provides interested Year 12 students with a series of presentations by young professional mathematicians who demonstrate vocational opportunities in mathematics
- Australian Mathematics Competition
- International Competition and Assessment in Schools (ICAS) participation
- Robotics Group
- Robocup Competition

### **Multicultural Celebration**

All students are encouraged to participate in United Nations Day, a key annual school celebration. Students can perform, dress in costume, carry flags, eat a wide variety of ethnic and Australian food, engage in workshops and celebrate the wide range of cultures within our Indooroopilly State High School community.

## Science

- STEM (Science, Technology, Engineering and Mathematics) – an enrichment project for Year 9 students at University of Queensland
- SPARQ\_ed – for gifted Year 11 and 12 students to work with research scientists at the Princess Alexandra Hospital
- Peter Doherty Lecture Series at ISHS – open to all students and staff
- Biology Study – 2 day field study at Hastings Point for Year 11 students
- Physics Dreamworld Study – for Year 11 students
- Science Club – open to all students
- RACI Titration Competition – open to senior chemistry students and held at University of Queensland and Queensland University of Technology
- RACI National Chemistry Quiz
- ICAS Australian Science Competition
- University of Queensland Chemistry – first Year studies for gifted Year 12 students
- Siemen's Science Experience – 3 days hands on science at the Australian National University , open to Year 10 students
- National Science Youth Forum – 2 week vacation camp at the Australian National University, open to Year 11 students
- E-biol Competition – On-line Biology Olympics, open to senior students
- QIMR laboratory science visits for Year 12 students
- National Science Week Activities at ISHS
- Earthwatch Studies Challenge for Students in Years 10-12 – live and work in the Australian bush helping a research scientist
- BEE Challenge Competition

## Social Science

- Queensland History Teachers' Association Essay Competition
- Brisbane Combined Schools ANZAC Day Ceremony
- National Geography Competition
- Asia-Wise Competition
- Classics Department - University of Queensland Seminars for Senior Ancient History Students
- Youth Forum - Global Education
- Model United Nations Debating Seminars
- Queensland Geography Association Senior Seminar - Environmental Issues
- University of Queensland Economics Conference
- AMP/The Australian Economics Competition
- CHOGM
- Discovering Democracy Activities
- Waterwise Home Challenge
- All competitions pertaining to Social Sciences are advertised and students are encouraged to participate.

## Sporting Competitions and Activities

- Bert McAlpine Intraschool Tennis Tournament
- Badminton Tournament
- Pierre de Coubertin Awards
- Teacher versus Student matches in various sports

## The Arts

- Creative Generation Awards for Excellence in Visual Art
- Write About Art competition and Brisbane Writers' Festival workshops
- Fashion That Doesn't Cost the Earth wearable art competition
- Creative Generation State Schools OnStage
- Queensland New Filmmaker Awards
- Australian Teachers of Media Awards
- Creative Generation Excellence Awards in Film, Television and New Media
- Brisbane International Film Festival
- Bright Sparks Competition
- Brisbane Bands music competition
- MusicFest – part of our Instrumental Music Program
- Fanfare
- School Musical (biannual)
- Arts Critics' Tour Interstate (biannual)
- Senior Drama performance evenings
- Drama and Dance performance excursions each term
- Dance Ed in the Spotlight Festival, an event that showcases dance from all schools within the district in a non-competitive environment
- Regional Showcase Awards
- Music Extension Performance Nights each Semester
- Rock the Schools Tour and Music Industry Panel Forums
- Classroom Music Lunchtime Performance Series
- Senior Arts Journey – A showcase of student work in Years 10 - 12
- Junior Arts Journey – Presentation of work from Year 7 MADD and Years 8 and 9 Theatrical Movement Studies and Visual Media Technology
- Open Day performances by Music, Media, Drama, Dance and Visual Art students

In addition, we offer the following general opportunities:

- Educational Excursions
- Competitive and Recreational Sport at various levels
- Inter-School Christian Fellowship Group
- Interact Club
- Special Camps
- OptiMinds