



# JUNIOR COURSE GUIDE

## YEARS 7, 8 & 9



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# INDOOROOPILLY

## STATE HIGH SCHOOL

### School philosophy

**Our Motto:** *A community of forward thinkers*

**Our Vision:** *Inspiring students to achieve personal growth and success*

#### **Our Values**

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

#### **Our Personality**

- Globally inclusive
- Embracing individualism
- Connected / Community

#### **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.

#### **We Believe**

- All students can learn and have the right to learn
- Students and teachers deserve a mutually supportive and safe environment
- Students learn best by engaging in rigorous and rewarding experiences
- A self-disciplined environment contributes to effective learning
- Services are client-focused and create belonging
- Our learning has value beyond the classroom
- Our education develops multiple intelligences
- Teachers are learners and professionals
- Enjoyment and success are integral to learning
- Our learning is global and futures oriented

# INSTRUMENTAL MUSIC

Music is a unique and integral part of life. It has the capacity to inspire all students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in culture, provide them with opportunities beyond the classroom and excite them about life and learning.

Instrumental Music aims to provide students with the opportunity to become musicians by experiencing the expressive qualities of music through learning to play a band or orchestral instrument and participating in concert bands and orchestras as performance ensembles.

Complementary to the Classroom Music, Music Acceleration and Music Extension programs, Instrumental Music provides opportunities for greater participation in, and enrichment of, music education for the whole school community. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

Engagement in the program will improve students' quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.

Students will develop and refine music literacy, technique and performance skills through their engagement in:

- Performance ensembles
- Group lessons
- Regular home practice

Learning is sequenced in alignment with the Queensland Instrumental Music Curriculum. The curriculum enables students to become musicians through the development of music literacy, technique and performance.

Students take part in 1 x 35-minute small group lesson and 1 x one-hour large ensemble rehearsal each week. In small group lessons, there is a large focus on the development of musical literacy, technique and performance skills. Ensembles provide students the opportunity to demonstrate Instrumental Music learning in real-life contexts by creating musical performances in a collective team effort.

Much of the learning in Instrumental Music prepares students for the range of performance opportunities organised by Instrumental Music Staff throughout the year. Performance opportunities are both internal and external to the school. These include but are not limited to:

- Instrumental Music concerts
- Open Day
- Assembly performances
- Fanfare (biennial music festival run by the Department of Education)
- Performances at external events

Students are assessed once per term on a performance task. Assessment tasks include a combination of technical work, sight-reading, solo repertoire and small ensemble repertoire. Students are assessed across three dimensions of Instrumental Music – music literacy, technique and performance.

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

For full details about the program, including the ensembles on offer, fees, and Instrumental Music Subject Selection, refer to Instrumental Music Handbook on [the ISHS school website](#).

## Subjects Studied in Year 7

All students study an introductory and interdisciplinary program. All eight Learning Areas (LAs) are studied and integrated where appropriate.

In each semester, students engage in the subjects of English, Mathematics, Science, Humanities (History and Geography) and Connect, with continued emphasis on numeracy and literacy.

Further, students study a semester each of Languages (Chinese or Spanish), The Arts, Health and Physical Education and Technologies.

Students may elect to undertake the Spanish Immersion, Chinese Acceleration, Maths and Engineering Acceleration or Music Acceleration Program via application.



**INDOOROOPILLY**  
STATE HIGH SCHOOL

**YEAR 7**  
**COURSE OF STUDY**  
**CORE SUBJECTS**

## Overview

### What is Chinese?

Modern Standard Chinese (Mandarin) is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 1.3 billion native speakers and roughly 230 million second language speakers. Mandarin is also the most pre-eminent variety of Chinese and is used extensively in overseas Chinese communities throughout the Asia-Pacific region, including Australia. It is one of the six official languages of the United Nations. The earliest recognisable Chinese characters date back over 3,500 years, which makes written Chinese the oldest system of writing in continuous use as a living, thriving language.

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### Why study Chinese?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
  - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
  - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
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### Course Outline

The Chinese language curriculum is underpinned by the two interrelated strands of Communicating and Understanding. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units aligned with the Australian Curriculum will be explored:

- All about me
  - What is friendship?
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### Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

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### Assessment

Assessments will be based on the two interrelated Communicating and Understanding strands. A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries, social media feeds and magazine articles.

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### Future Options

In Year 8, students choose to study either Chinese or Spanish for a semester. In Years 9 and 10, students are able to continue their studies in Chinese as an elective. In Years 11 and 12, students have the opportunity to study the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme.

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

## Overview

### What is Design & Technologies?

This course provides students the opportunity to develop their critical thinking and problem-solving skills through creative outcomes in Design and Food & Nutrition. Students will design and produce products, services and environments within these contexts. They will manage projects from conception to realisation. Students apply design thinking and processes, while using drawing and communication skills, making prototypes, and developing a final design outcome. A sense of pride, satisfaction and enjoyment is developed from their ability to create innovative designed products, services and environments.

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### Why study Design & Technologies?

This course enables students to become creative and responsive problem solvers, developing and using their design skills, thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. This subject motivates young people to engage in a range of learning experiences within Design and Food Studies, where design problems are solved using a variety of hands-on and workbook-based approaches.

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## Course Outline

In Design & Technologies, students will engage with the following topics:

- Fundamental drawing skills
  - Digital design program and prototyping
  - Practical construction skills
  - Product and packaging design
- 

## Learning Experiences

Learning experiences in Design & Technologies occur through a range of projects that require students to think critically about a design problem, and then generate multiple solutions. Students will learn fundamental drawing skills to assist in visually communicating their ideas, as well as develop their skills to think critically and creatively, to plan and time-manage for themselves, to work collaboratively, and to make considerations about ethics and sustainability.

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## Assessment

- Workbook tasks
  - Muffin/Health Bar project
  - Digital program & prototyping
  - CAM project
  - Coaster project
- 

## Future Options

- Year 8: Design & Technologies
- Year 9: Industrial Technology & Design, Design, Food Studies;
- Year 10 Certificate I in Manufacturing Pathways, Design, Food & Nutrition, Certificate II in Hospitality;
- Years 11 & 12 Certificate I in Construction, Certificate II in Engineering Pathways, Certificate II in Furniture Making Pathways, Design, Food and Nutrition, Certificate II in Hospitality.

The study of Design & Technologies can open pathways into careers in the areas of Industrial Technology & Design (including building, construction & engineering), Design, Hospitality and other food related jobs.

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## 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: Advertisement Overload**

In this unit students will view and analyse advertisements and understand how language features, persuasive devices, visual features and pathos, logos and ethos are used to influence the audience. They will complete a written short response exam with unseen stimulus.

- **Unit 2: To Watch or not to Watch?**

In this unit, students will view and analyse the movie/television show of their chosen from any enjoy forming an opinion about characters, setting and events. They will explore others' opinion on their chosen text and write a feature article for the Indro newsletter.

- **Unit 3: Trash Talk**

Students will read the novel *Trash* by Andy Mulligan and discuss the characters, plot and themes in spoken class discussions. After completing the book, students will create a "Chapter 7" the novel, extrapolating on characters, themes and events. .

- **Unit 4: Lost Things**

Students will identify things that have been lost to history, whether they are material objects, words or even ideas. Students will also learn the text structures and language features of persuasion, so that they can create a persuasive speech where they argue to bring something lost back to society.

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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 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, Communications, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, Translation or Creative Writing.

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

This support class 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 is studied instead of another subject.

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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 as well as the creative and productive skills required to succeed in other subject areas. 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 across 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.

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**Assessment**

There is no summative assessment for this class however; work completed will support students to succeed in all learning areas.

**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 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
- 

**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

(Two units are covered in one semester, students complete a flipped semester with History in Year 7)

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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 via a virtual field trip
  - 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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**Future Options**

Students may continue to study Geography as an elective subject in Year 8. In Years 9 & 10, students have the option of electing to continue their studies in this area via the subject Geography. In Years 11 and 12, the subject offering also includes Geography.

Geography offers a pathway to many occupations in regional and urban planning, surveying, national parks management and environmental management.

**Overview****What is Health and Physical Education?**

Health and Physical Education (HPE) enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

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**Why study Health and Physical Education?**

In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

**Movement and physical activity**

- Moving our bodies
- Making active choices
- Learning through movement

**Personal, social and community health**

- Identities and change
  - Interacting with others
  - Making healthy and safe choices
- 

**Learning Experiences**

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

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**Assessment**

Students will be assessed using a range of techniques across both strands:

- **Movement and physical activity**
  - **Personal, social and community health**
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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 subjects Physical Education (Year 10)

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or Sport and Recreation (Year 10). In Years 11 and 12, the subject offerings available to students are Senior Physical Education, Certificate III in Fitness and Sport and Recreation (Applied).

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 include:

- Archaeology: Ancient Egypt
- Deep Time history of Australia

(Three units are covered in one semester; students complete a flipped semester with Geography in Year 7)

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**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 task
  - Response to Stimuli test
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**Future Options**

Students will continue to study History as a compulsory subject in Years 8 & 9. In Year 10, students have the option of electing to continue their studies in this area via the subjects, Ancient History and Modern History. In Years 11 and 12, the subject offerings available to students are Ancient History and Modern History.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

## Overview

### What is MMADD?

MMADD is an integrated arts subject that gives students opportunities to create, perform, analyse and appreciate arts works in Music, Media, Art, Dance and Drama.

- 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.
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### Why study MMADD?

The program will offer a taste of all five arts strands, 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** – develop skills in drawing and analyse art works of 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 either develop a piece of “stomp” performance in groups or learn a piece of musical theatre choreography performed in the school’s musical.
  - **Drama** – 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 music, theatre and/or dance professionals and performances at Junior Arts Journey.

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### Assessment

Students will be assessed in the areas of **Making** and **Responding** across the five arts strands. They will learn to communicate their understanding of the different art forms through written and spoken analysis. They will also engage in a variety of creative activities which will strengthen their skills in art making. They will have the opportunity to create their own art works or work in groups to demonstrate their ability in making, performing, presenting and composing in the different art forms.

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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.

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**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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**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**

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.

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**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 in a multidisciplinary STEM approach. 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**

- Observing Organisms
- The Force Awakens

**Semester 2**

- Water – waste not, want not
  - Heavenly Bodies
- 

**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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**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, design and building projects, 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, Psychologist, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse, Engineer or Parent. Whatever you want to be, an understanding of Science concepts will support you.

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

**Overview****What is Spanish?**

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With over 548 million speakers, Spanish is one of the most widely spoken languages in the world and is a popular second language across primary, secondary and tertiary education. As a first language, it globally ranks #2 for native speakers, and is becoming an increasingly important language for business and the internet. The Spanish language has incredible cultural and historical significance, and as it is spoken across four continents, learning Spanish provides a range of opportunities for work, study and travel.

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### **Why study Spanish?**

Spanish is a fun and exciting language that will challenge you to develop a range of skills in reading, writing, listening and speaking. In a globalised world, speaking an additional language is essential for communication and for increased opportunities across the globe.

- **Discover Hispanic Culture:** Spain and Latin America have a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. An understanding of the Spanish language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment, Study, Travel and Tourism Opportunities:** Spanish is the official language of 21 countries, across Europe, North America, and Central and South America. Speaking Spanish provides the opportunity to travel to these countries to study, work or travel. With immense historical and cultural diversity, the Spanish-speaking world awaits when you study Spanish.
  - **Personal Development:** The study of Spanish contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
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### **Course Outline**

The purpose of learning Spanish is to develop cultural awareness and communicative language skills. You communicate through speaking, listening, reading and writing. The Spanish language curriculum combines the interrelated strands of Communicating and Understanding. Studying Spanish will help you acquire essential communication skills, intercultural competence, and an understanding of the role of language and culture in communication.

The following units will be explored in Year 7 Spanish:

- All about me
  - More about me
- 

### **Learning Experiences**

The course is developed to allow for communicative language use in realistic activities and settings. A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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### **Assessment**

Assessment is based on the Communicating and Understanding strands, assessing linguistic skill and cultural knowledge.

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### **Future Options**

In Year 8, students choose to study either Spanish or Chinese for a semester. In Years 9 and 10, students are able to continue their studies in Spanish as an elective. In Years 11 and 12, students have the opportunity to study the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme.

Studying Spanish gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism. Otherwise, you can simply study for the enjoyment that comes with communicating in another language.



**INDOOROPILLY**  
STATE HIGH SCHOOL

# **YEAR 7**

# **COURSE OF STUDY**

# **PROGRAMS OF EXCELLENCE**

## Overview

### What is Chinese Acceleration?

Chinese Acceleration is an intensive language-learning program, which allows students to undertake additional Mandarin language studies from Year 7 to Year 9. In addition to the timetabled Chinese lessons, students will receive additional exposure to the Chinese language through their Mathematics class, which will incorporate key vocabulary and functional language as students develop their language skills. The program provides students with the opportunity to accelerate their language acquisition and provide them with a relevant and meaningful level of Chinese for their future career paths. It also provides a deeper understanding and appreciation of Chinese history, culture and current developments.

The Chinese Acceleration program will equip students to excel in QCAA Languages, the International Baccalaureate Diploma Programme or Chinese Proficiency Tests (HSK).

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### Why study Chinese Acceleration?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
  - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
  - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
- 

### Course Outline

The Chinese Acceleration program offers an extended program of language study that will accelerate students' language acquisition and provide them with a deeper and richer curriculum.

The Mathematics lessons will follow the curriculum plan as per standard Mathematics classes, with the addition of additional Chinese language learning experiences as students develop their language proficiency.

Within the Chinese language subject, the following units aligned with the Australian Curriculum will be explored:

- How do I express my self-identity?
  - What is friendship?
  - What's for dinner?
  - School life
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### Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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### Preferred Pre-requisites

Interested students are required to complete an application form, including a personal statement. Students attend an interview with a member of the Languages Department. This interview, the student's school report and a demonstrated enthusiasm and commitment to Languages will be considered when determining suitability for the program. This course is not suitable for native speakers.

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**Assessment**

Assessments will be based on the two interrelated Communicating and Understanding Strands. A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries, social media feeds and magazine articles, apply their knowledge of vocabulary and grammar to design projects.

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**Future Options**

Students continue their study within the Chinese Acceleration Program across Years 8 and 9. In Years 10, 11 and 12, students have a range of options to continue their study of Chinese, either through the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

**Overview****What is Maths & Engineering Acceleration?**

Maths & Engineering is a specialist study program the goal of which is to enhance the experience for those students who have high aptitude for Maths. Students are expected to complete the high school Maths curriculum (which incorporates Mathematical Methods in Years 10 and 11) in 5 years instead of 6. 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 transition to high school and come from many different environments, the mainstream Year 7 Maths program extends on 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 six content strands are: Number; Algebra; Measurement; Space; Statistics and Probability. 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 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, 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.

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## Overview

### What is Spanish Immersion?

Spanish Immersion is an intensive language-learning program for students who seek to acquire near-native proficiency in Spanish. Immersion students are taught and assessed completely in Spanish across their Spanish Immersion subjects (Mathematics, Science, History/Geography, Spanish, Health and Physical Education). Students commit to their Spanish study by engaging with their classwork and a variety of resources in Spanish including books, podcasts, videos, texts and presentations. Through hard work, dedication and a commitment to developing their language skills, students can achieve a high level of linguistic competence, with superior listening, speaking, reading and writing skills in Spanish.

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### Why study Spanish Immersion?

Learning a language takes time, so our modern language immersion approach maximises language exposure, and students undertake an intensive language learning experience akin to living and studying in a Spanish-speaking country. Students in the Spanish Immersion program have a thirst for knowledge and are ready for an academic challenge. After three years studying in the program, students achieve native or near-native proficiency in Spanish.

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### Course Outline

The Spanish Immersion program is a Junior Secondary Program of Excellence offered for Years 7, 8 and 9. The Spanish Immersion program focusses on communication skills, and the capabilities necessary to excel across curriculum areas that are studied in the Spanish language. The Spanish Immersion program encompasses the curriculum areas of Mathematics, Science, History, Geography and Health and Physical Education, with all lessons, homework, classwork and assessment undertaken completely in Spanish. The Spanish language subject will explore all facets of the structure and grammar of Spanish, in addition to an exploration of the diverse history and culture of the Hispanic world.

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### Learning Experiences

Students begin the year with an intensive language-learning component to provide a foundational level of Spanish, followed by the incorporation of Year 7 curriculum across diverse subject areas, taught in the Spanish language. Expert teachers implement a range of learning and teaching strategies to facilitate language acquisition, including context clues, gestures, cognates, visual aids, learning objects and curated texts of graduated challenge. Learning a second language by any method requires a long-term commitment, and students will utilise their language skills in class and at home. Spanish Immersion students study the same curriculum as students in English-only classrooms, with the addition of high-level Spanish language skills. Immersion students often form a "values community" as they progress together as a class 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 complete an application form, including a personal statement. Students attend an interview with a member of the Languages Department. This interview, the student's school report and a demonstrated enthusiasm and commitment to Languages will be considered when determining suitability for the program.

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### Assessment

Assessment in specific subjects' areas is as per the relevant curriculum documentation (refer to individual subject entries for further information). In the Spanish language subject, linguistic skill and cultural knowledge will be assessed.

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### Future Options

Students continue their study within the Spanish Immersion program across Years 8 and 9. In Years 10, 11 and 12, students have a range of options to continue their study of Spanish, either through the QCAA Senior Spanish syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

A high level of linguistic competence enhances your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism.

**Overview****What is Year 7 Music Acceleration?**

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills.

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**Why study Music Acceleration?**

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, 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 Acceleration 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 program will introduce to the use of listening and analysis skills as a way to better understand the music around you.

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**Course Outline**

Music Acceleration is a specialist subject offered to Year 7 students through an application and audition. In this course 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:

- The Blues – Exploring this important and influential style and its impact
  - Musicals for the Screen – Writing and recording a class musical
  - Like A Version – Arranging and performing 'classic' songs
  - Miniatures (Fanfare) – Composing a fanfare for the opening of a Marvel Film
- 

**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**

Interested students are required to provide an audition video and attend an interview with a member of the Music Department. In this interview, the student's school report, and commitment to Music will be taken into account in determining if an offer for this course will be made.

---

**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**

Students continue their study within the Music Acceleration program across Years 8, 9, 10 and 11. In Year 12, students have a range of options to continue their study of Music.

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, with opportunities across all eight Key Learning Areas (KLAs), which may be integrated where appropriate.

Students engage in a full year course of the subjects English, Mathematics, Science and Connect. Students will also study a semester each of History, Health and Physical Education, Languages (Chinese or Spanish) and The Arts (Music, Theatrical Movement Studies or Visual Media Technologies), with continued emphasis on numeracy and literacy.

Further, students will select to study a semester of 4 elective subjects of their choosing from History, Geography, Technologies (Design & Technologies; Digital Technology), Languages, or The Arts.

Students may elect to continue the Spanish Immersion, Chinese Acceleration, Maths & Engineering Acceleration Program or Music Acceleration. These Programs remain full year courses.



**INDOOROOPILLY**  
STATE HIGH SCHOOL

# **YEAR 8**

# **COURSE OF STUDY**

## **CORE SUBJECTS**

**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 analyse 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.

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**

- **Unit 1: A Moral for a Modern World**

In this unit, students will read a range of fables and allegories, including Reader's Theatre adaptations of fables, to identify and explain moral issues. Students will create and perform a modern interpretation of a well (or un)known fable that addresses a contemporary moral problem relevant to students' lives.

- **Unit 2: First Nations Voices**

In this unit, students will engage with a range of texts from First Nations authors and artists including short stories, picture books, graphic novels, and poetry that explore the resurgence of First Nations identity and/or culture in the 21<sup>st</sup> century. Students will write and create a multimodal feature article highlighting positive representations of and by global First Nations authors.

- **Unit 3: A Likely Hero**

In this unit, students will explore the Hero's Journey through a novel study. By examining the aesthetic features and text structure elements related to the Hero's Journey in a novel, students will explain how an author's choices are used to represent the journey of the protagonist.

- **Unit 4: Exploring the Narrative**

Students read a variety of short stories from a diverse range of authors and analyse their use of text structures and language features to create an engaging and meaningful story for the audience. Students will then write an original narrative for an Indro short story anthology. The narrative uses a real-life setting selected by the student and explores a theme from one of the studied texts.

---

**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 plays such as "A Midsummer Night's Dream" and different kinds of poetry.

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**Assessment**

Assessment includes a total of five 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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**Overview****What is Health and Physical Education?**

Health and Physical Education (HPE) aims to instil in every child a basic knowledge and understanding of the value and importance of health and physical activity. Students learn about how their changing world operates as they face more complex life decisions. Students analyse and refine movement skills, experience outdoor recreation and develop leadership and team work skills.

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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:

Movement and physical activity

- Moving our body
  - Understanding movement
  - Learning through movement
  - Personal, social and community health
  - Being healthy, safe and active
  - Communicating and interacting for health and wellbeing
  - Contributing to health and active communities
- 

**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.

---

**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.

- **Movement and physical activity:** Demonstration of skills, knowledge of game and game play, rules and strategies and team-work.
  - **Personal, social and community health:** Assessment will encompass a range of techniques including journal entries, exams and essays.
- 

**Future Options**

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

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.

---

**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 study include:

- Medieval Europe
- Shogunate Japan

(students complete a flipped semester with Geography in Year 8)

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**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:

- Response to stimuli test
  - Written research task
- 

**Future Options**

Students will continue to study History as a compulsory subject in Year 9. In Year 10, students have the option of electing to continue their studies in this area via the subjects, Ancient History and Modern History. In Years 11 and 12, the subject offerings available to students are Ancient History and Modern History.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

**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 as appropriate. The class teacher will always be available to students and parents for advice and guidance.

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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**

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 in a multidisciplinary STEM approach. 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 – “Energy changes in Bouncing Balls”
  - 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.

---

**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, Psychologist, 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 Psychology and Biology.





**INDOOROOPILLY**  
STATE HIGH SCHOOL

**YEAR 8**  
**COURSE OF STUDY**

**ELECTIVE SUBJECTS**

## Overview

### What is Chinese?

Modern Standard Chinese (Mandarin) is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 1.3 billion native speakers and roughly 230 million second language speakers. Mandarin is also the most pre-eminent variety of Chinese and is used extensively in overseas Chinese communities throughout the Asia-Pacific region, including Australia. It is one of the six official languages of the United Nations. The earliest recognisable Chinese characters date back over 3,500 years, which makes written Chinese the oldest system of writing in continuous use as a living, thriving language.

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### Why study Chinese?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
  - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
  - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
- 

### Course Outline

The Chinese language curriculum is underpinned by the two interrelated strands of Communicating and Understanding. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units aligned with the Australian Curriculum will be explored:

- Festivals
  - I love dumplings
  - School life
  - What's in a time capsule?
- 

### Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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### Assessment

Assessments will be based on the two interrelated Communicating and Understanding strands. A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries etc.

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### Future Options

Students in Years 9 and 10 can choose Chinese as an elective subject. In Years 11 and 12 students have the opportunity to continue their Chinese study through the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme.

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

**Overview****What is Design & Technologies?**

This course builds on skills developed in Year 7 Design & Technologies and continues to provide students the opportunity to develop their critical thinking and problem-solving skills through creative outcomes in Design and Food & Nutrition. Students will design and produce products, services and environments within these contexts. They will manage projects from conception to realisation. Students apply design thinking and processes, while using drawing and communication skills, making prototypes, and developing a final design outcome. A sense of pride, satisfaction and enjoyment is developed from their ability to create innovative designed products, services and environments.

---

**Why study Design & Technologies?**

This course enables students to become creative and responsive problem solvers, developing and using their design skills, thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. This subject motivates young people to engage in a range of learning experiences within Design and Food Studies, where design problems are solved using a variety of hands-on and workbook-based approaches.

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**Course Outline**

In Design & Technologies, students will engage with the following topics:

- Fundamental drawing skills
  - Design/Industrial Technology
  - Food Studies
- 

**Learning Experiences**

Learning experiences in Design & Technologies occur through a range of projects that require students to think critically about a design problem, and then generate multiple solutions. Students will learn fundamental drawing skills to assist in visually communicating their ideas, as well as develop their skills to think critically and creatively, to plan and time-manage for themselves, to work collaboratively, and to make considerations about ethics and sustainability.

---

**Assessment**

- Drawing skills
  - Project – balloon powered car
  - Project – healthy food reformulation
- 

**Future Options**

Design & Technologies leads to:

- Year 9: Industrial Technology & Design, Design, Food Studies;
- Year 10 Certificate I in Manufacturing Pathways, Design, Food & Nutrition, Certificate II in Hospitality;
- Years 11 & 12 Certificate I in Construction, Certificate II in Engineering Pathways, Certificate II in Furniture Making Pathways, Design, Food and Nutrition, Certificate II in Hospitality.

The study of Design & Technologies can open pathways into careers in the areas of Industrial Technology & Design (including building, construction & engineering), Design, Hospitality and other food related jobs.

---

**Overview****What is Digital Technologies?**

Digital Technologies provides opportunities for students to develop digital solutions to real world problems while applying design thinking. These solutions are based on user requirements and design criteria and involve computational thinking and algorithms. Students will test and debug their solutions before implementing a final solution to solve the problem. Students will also explore connections between hardware capabilities and user requirements and why encryption and data security are necessary in today's everchanging world. Digital Technologies challenges students to think outside of the box and to work independently and collaboratively to provide effective and efficient solutions for stakeholders.

---

**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.

---

**Course Outline**

In Digital Technologies, students will engage with the following topics:

- Modern digital challenges – including data security, encryption, constantly changing hardware
  - Data analysis
  - Python coding – including the planning of code through flow charts
- 

**Learning Experiences**

- Exploring the concept of data and evaluating data
  - Developing skills in coding and algorithms
  - Designing digital solutions
  - Applying project management skills, including iterative development processes and project timelines
  - How to work effectively in teams
- 

**Assessment**

Students will be assessed under strands: Knowledge and Understanding and Processes and Production skills. There will be several authentic problem-solving activities presented as coded automated processes, multimedia presentations, infographics.

Students should note, much of the assessment in Digital Technologies is collaborative and will require students to work effectively in teams.

---

**Future Options**

Digital Technologies is a foundation for:

- Year 9 Digital Technologies
  - Year 10 Digital Solutions
  - Years 11 and 12 Digital Solutions
-

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

This support class 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 is studied instead of another elective.

---

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

English as an Additional Language or Dialect focuses on the mechanics of the English language as well as the creative and productive skills required to succeed in other subject areas. 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 across 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.

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**Assessment**

There is no summative assessment for this class however, work completed will support students to succeed in all learning areas.

**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.

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**Course Outline**

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

- Landforms and Landscapes
- Changing Nations

(Two units are covered in one semester)

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**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:

- Short response tests – these include a variety of short answer options, some in response to stimuli
  - Written Report – based on a field study and the application of data
- 

**Future Options**

In Years 9 & 10, students have the option of electing to continue their studies in this area via the subject Geography. In Years 11 and 12, the subject offering also includes Geography.

Geography offers a pathway to many occupations in regional and urban planning, surveying, national parks management and environmental management.

**Overview****What is Music?**

This subject is an exciting step in to the world of music, giving students the opportunity to create, perform and analyse musical works in various styles. 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.

---

**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?

With over 548 million speakers, Spanish is one of the most widely spoken languages in the world and is a popular second language across primary, secondary and tertiary education. As a first language, it globally ranks #2 for native speakers, and is becoming an increasingly important language for business and the internet. The Spanish language has incredible cultural and historical significance, and as it is spoken across four continents, learning Spanish provides a range of opportunities for work, study and travel.

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### Why study Spanish?

Spanish is a fun and exciting language that will challenge you to develop a range of skills in reading, writing, listening and speaking. In a globalised world, speaking an additional language is essential for communication and for increased opportunities across the globe.

- **Discover Hispanic Culture:** Spain and Latin America have a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. An understanding of the Spanish language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment, Study, Travel and Tourism Opportunities:** Spanish is the official language of 21 countries, across Europe, North America, and Central and South America. Speaking Spanish provides the opportunity to travel to these countries to study, work or travel. With immense historical and cultural diversity, the Spanish-speaking world awaits when you study Spanish.
  - **Personal Development:** The study of Spanish contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
- 

### Course Outline

The purpose of learning Spanish is to develop cultural awareness and communicative language skills. You communicate through speaking, listening, reading and writing. The Spanish language curriculum combines the interrelated strands of Communicating and Understanding. Studying Spanish will help you acquire essential communication skills, intercultural competence, and an understanding of the role of language and culture in communication.

The following units will be explored:

- At school (En la escuela)
  - Family life (Mi vida familiar)
  - The Hispanic World (El mundo hispano)
  - Fun and free time (Diversión y tiempo libre)
- 

### Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings, through study of such topics as the geography and history of Spain and Latin America, in addition to learning specific vocabulary and Spanish grammar. A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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### Assessment

Assessments will be based on the two interrelated Communicating and Understanding strands. A variety of assessment techniques will be used including both assignments and exams.

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### Future Options

Students in Years 9 and 10 can choose Spanish as an elective subject. In Years 11 and 12 students have the opportunity to continue their Spanish study through the QCAA Senior Spanish syllabus, or within the International Baccalaureate Diploma Programme.



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Studying Spanish gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism. Otherwise, you can simply study for the enjoyment that comes with communicating in an additional 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 21st 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****Unit 1**

Dance Foundations: DANCE AROUND THE WORLD  
Making: Manipulating dance elements from Folk and Cultural dances, and Hip Hop  
Responding: Choreographic statement

**Unit 3**

Physical Theatre: Narrative Through The Body  
Making: Arts Journey – whole class devised, based on a theme, performed as part of Junior Arts journey.

**Unit 2**

Drama Foundations: COMEDY  
Making: Improvised Clowning in pairs  
Responding: written evaluation and analysis of a clowning skit

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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 professional works and their own arts experiences
- 

**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.

- Making and Responding tasks in Visual Art - Drawing
  - Making and Responding for a stop motion short film
  - Making and Responding for a music video
- 

**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.



**INDOOROOPILLY**  
STATE HIGH SCHOOL

**YEAR 8**  
**COURSE OF STUDY**

**PROGRAMS OF EXCELLENCE**

(Program continued from Year 7)

### Overview

#### What is Chinese Acceleration?

Chinese Acceleration is an intensive language-learning program, which allows students to undertake additional Mandarin language studies from Years 7 to Year 9. In addition to the timetabled Chinese lessons, students will receive additional exposure to the Chinese language through their Mathematics class, which will incorporate key vocabulary and functional language as students develop their language skills. The program provides students with the opportunity to accelerate their language acquisition and provide them with a relevant and meaningful level of Chinese for their future career paths. It also provides a deeper understanding and appreciation of Chinese history, culture and current developments.

Chinese Acceleration will equip students to excel in QCAA Languages, the International Baccalaureate Diploma Programme or Chinese Proficiency Tests (HSK).

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#### Why study Chinese Acceleration?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
  - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
  - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
- 

#### Course Outline

The Chinese Acceleration Program offers an extended program of language study that will accelerate students' language acquisition and provide them with a deeper and richer Chinese curriculum, incorporating both the timetabled Chinese and Mathematics lessons.

The Mathematics lessons will follow the curriculum plan as per standard Mathematics classes, with the addition of additional Chinese language as students develop their language proficiency.

Within the Chinese language subject, the following units aligned with the Australian Curriculum will be explored:

- My School and My home (Class and school environment and my home and neighbourhood)
  - Let's celebrate and explore where we live!
  - Holidays/travelling
  - Shopping and fashion
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#### Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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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**

Assessments will be based on the two interrelated Communicating and Understanding strands. A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries, social media feeds and magazine articles, apply their knowledge of vocabulary and grammar to design projects.

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**Future Options**

Students continue their study within the Chinese Acceleration Program in Year 9. In Years 10, 11 and 12, students have the opportunity to continue their study of Chinese, either through the QCAA Senior Chinese curriculum, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

**(Program continued from Year 7)****Overview****What is Maths & Engineering Acceleration?**

Maths & Engineering is a specialist study program the goal of which is to enhance the experience for those students who have high aptitude for Maths. Students are expected to complete the high school Maths curriculum (which incorporates Mathematical Methods in Years 10 and 11) in 5 years instead of 6. 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 8 students incorporates Years 8 and 9 content and is implemented in a spiral curriculum. The six content strands are: Number; Algebra; Measurement; Space; Statistics and Probability. 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.



**(Program continued from Year 7)****Overview****What is Year 8 Music Acceleration?**

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills.

---

**Why study Music Acceleration?**

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, 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 to the use of listening and analysis skills as a way to better understand the music around you.

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**Course Outline**

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

- Era of Change: Music of the 1950s and 1960s
- Music Behind the Scenes: Music for Film, Television and Games
- Music's Classic Hits

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

---

**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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**Pre-requisites**

Admission to the Music Acceleration program is by audition and interview prior to Year 7. Students study Music Acceleration in Years 7-9 to prepare for the Senior Music program. Students from interstate or overseas may qualify for entry at a different level at the discretion of the Head of Department.

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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.

(Program continued from Year 7)

## Overview

### What is Spanish Immersion?

Spanish Immersion is an intensive language-learning program for students who seek to acquire near-native proficiency in Spanish. Immersion students are taught and assessed completely in Spanish across their Spanish Immersion subjects (Mathematics, Science, History/Geography, Spanish, Health and Physical Education). Students commit to their Spanish study by engaging with their classwork and a variety of resources in Spanish including books, podcasts, videos, texts and presentations. Through hard work, dedication and a commitment to developing their language skills, students can achieve a high level of linguistic competence, with superior listening, speaking, reading and writing skills in Spanish.

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### Why study Spanish Immersion?

Learning a language takes time, so our modern language immersion approach maximises language exposure, and students undertake an intensive language learning experience akin to living and studying in a Spanish-speaking country. Students in the Spanish Immersion program have a thirst for knowledge and are ready for an academic challenge. After three years studying in the program, students achieve native or near-native proficiency in Spanish.

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### Course Outline

The Spanish Immersion program is a Junior Secondary Program of Excellence offered for Years 7, 8 and 9. The Spanish Immersion program focusses on communication skills, and the capabilities necessary to excel across curriculum areas that are studied in the Spanish language. The Spanish Immersion program encompasses the curriculum areas of Mathematics, Science, History, Geography and Health and Physical Education, with all lessons, homework, classwork and assessment undertaken completely in Spanish. The Spanish language subject will explore all facets of the structure and grammar of Spanish, in addition to an exploration of the diverse history and culture of the Hispanic world.

---

### Learning Experiences

Students begin the year with an intensive language-learning component to provide a foundational level of Spanish, followed by the incorporation of Year 7 curriculum across diverse subject areas, taught in the Spanish language. Expert teachers implement a range of learning and teaching strategies to facilitate language acquisition, including context clues, gestures, cognates, visual aids, learning objects and curated texts of graduated challenge. Learning a second language by any method requires a long-term commitment, and students will utilise their language skills in class and at home.

Spanish Immersion students learn the same curriculum as students in English-only classrooms, with the addition of high-level Spanish language skills. Immersion students often form a "values community" as they progress together as a class 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. Background Spanish speakers may be eligible to enter the program in Year 8, subject to class size and an interview with the Head of Department - Languages and Global Citizenship.

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### Assessment

Assessment in specific subjects' areas is as per the relevant curriculum documentation (refer to individual subject entries for further information). In the Spanish language subject, linguistic skill and cultural knowledge will be assessed.

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### Future Options

Students continue their study within the Spanish Immersion program in Year 9. In Years 10, 11 and 12, students have the opportunity to continue their study of Spanish, either through the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

A high level of linguistic competence enhances your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism.

# Year 9 Subjects

In Year 8, students had the opportunity to experience learning in a wide range of subject areas. Students are encouraged to reflect on these learning experiences, and consider the subjects they enjoyed and wish to build upon as they continue with their learning.

The Year 9 Course of Study is made up of two parts: the Core subjects and Electives.

All Year 9 students will study a full year course in the following Core subjects:

- English
- Mathematics
- Science

All Year 9 students will also study a semester course in the following Core subjects:

- Health and Physical Education
- History

In addition, students have the opportunity to choose subjects they enjoy and in which they believe they will enjoy success. Year 9 students need to select four (4) Elective subjects from the following options:

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

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

To assist students when making a decision about elective selection, the following should be considered:

- Have a good idea about what it is that you would like to do in the future. 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.
- Talk with your teachers. Make an appointment with our Guidance Officers. 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.



**INDOOROOPILLY**  
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

Nil

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### Course Outline

- **Unit 1 Creating Speculative Fiction:** Students will study the range of different sub-genres that fit into the broader category of speculative fiction texts. Students will engage with a range of text types to understand the 'what if' that underpins speculative fiction. Students will be able to experiment with different writing stimulus and create a short story that asks 'what if'.
  - **Unit 2 Novel Study:** Engaging with Reading: Students will study how persuasive devices are used to influence individuals and groups, as well as how the language of interaction between different people can change according to context. Using these skills, students will read a novel in class and present a persuasive speech to the 'Youth Readers Forum' that explores why these novels should be read and what young people can learn from them.
  - **Unit 3 Stories of Survival:** Students will read, analyse and comprehend a range of biographical and autobiographical texts that tell the story of people surviving extraordinary situations. Using these experiences as stimulus, students will then write their own persuasive blog post that explores humanity's ability to survive adversity.
  - **Unit 4 Representations of Ideas and People:** Students will view the film *Black Panther* and read the graphic novel *Miss Marvel* to explore the impact of texts that challenge traditional representations of superheroes. By deconstructing the film, students will write an analytical essay under exam conditions, analysing the representations of ideas, people and issues.
- 

### Assessment

Assessment is either spoken or written with four pieces of assessment per year. English skills will develop over time and students are expected to improve their literacy and writing skills 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, Anthropology, Communications, Content Creating, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, or Translation.

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**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. Students learn about the place of health and physical activity in a rapidly changing world. They learn to question what they see and hear, and take action to improve health and wellbeing of themselves, their peers and their community.

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**Why study Health and Physical Education?**

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

**Movement and physical activity**

- Moving our body
- Understanding movement
- Learning through movement

**Personal, social and community health**

- Being, healthy, safe and active
  - Communicating and interacting for health and wellbeing
  - Contributing to health and active communities
- 

**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.

---

**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.

- **Movement and physical activity:** Demonstration of skills, knowledge of game and game play, rules and strategies and team-work.
  - **Personal, social and community health:** Assessment will encompass a range of techniques including exams, reports, essays, research assignments and group assessment such as a creating a television advertisement.
- 

**Future Options**

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

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 modern world from 1700's to 1901.

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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.

---

**Learning Experiences**

The Australian history curriculum emphasizes a skill 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 studies for Year 9 History include:

- Industrial Revolution
  - Making a Nation
- 

**Assessment**

- Extended paragraph test
  - Essay in response to stimulus
- 

**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.

In Year 10, students have the option of electing to continue their studies in this area via the subjects, Ancient History and Modern History. In Years 11 and 12, the subject offerings available to students are Ancient History and Modern History.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

**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.

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**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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**Assessment**

- Students will be assessed using written tests, practical and theoretical tasks, investigations and assignments.
- 

**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 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.

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**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 Year 8. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics in a multidisciplinary STEM approach. 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 – Energy Transfer
- It's Elementary
- My Life in Balance

**Semester 2**

- Energy on the Move – Making Waves and Energy Efficiency
  - Chemical Patterns
  - Carbon Cycling in the Environment – Field Investigation
- 

**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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**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, Psychologist, 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 Psychology and Biology.



**INDOOROOPILLY**  
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.

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**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 organisational 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 extends 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.

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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**

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 building a folio of work for presentation to employers or for university entrance requirements.

## Overview

### What is Chinese?

Modern Standard Chinese (Mandarin) is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 1.3 billion native speakers and roughly 230 million second language speakers. Mandarin is also the most pre-eminent variety of Chinese and is used extensively in overseas Chinese communities throughout the Asia-Pacific region, including Australia. It is one of the six official languages of the United Nations. The earliest recognisable Chinese characters date back over 3,500 years, which makes written Chinese the oldest system of writing in continuous use as a living, thriving language.

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### Why study Chinese?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
  - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
  - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
- 

### Course Outline

The Chinese language curriculum is underpinned by the two interrelated strands of Communicating and Understanding. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication. The following units aligned with the Australian Curriculum will be explored:

- What are memorable places?
- What are traditional Chinese stories?
- Youth culture
- Generation gap

**New in 2025 – Chinese can be studied as an elective in both Semester 1 and Semester 2:** Students with a passion for languages can extend their Year 9 Chinese study to a full year by selecting Chinese as a double elective. They will boost their Chinese language skills through a full year of experiential learning activities, integrated cultural projects, and new vocabulary. This option provides a perfect opportunity for enthusiastic linguists looking to take their language learning to the next level.

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### Learning Experiences:

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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### Preferred Pre-requisites:

At least a C standard level in Year 8 Chinese.

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### Assessment

Assessments will be based on the two interrelated Communicating and Understanding strands. A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries.

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### **Future Options**

Successful completion of Year 9 Chinese provides access to the Year 10 course as an entry point into Senior Chinese. In Years 11 and 12, students have the opportunity to study the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme.

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

## 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 technique in a variety of genres and 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 genres and styles 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 ways professional dance ‘sells’ a story, image, product or idea through a variety of dance styles. This unit studies choreographic and performance techniques within the commercial dance industry, including music videos.
  - **Poetry in Motion** – exploring the movement vocabulary of contemporary dance whilst connecting with co-curricular experiences and stimuli such as poetry from art and music from First Nations perspectives.
- 

### 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.

---

### Assessment

Students will be assessed in the following areas:

- **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 concepts and skills to interpret and communicate choreographic intent to an audience.  
Tasks may include: Guest artist choreography, repertoire, teacher-choreographed sequences.
  - **Making (Choreography)** – requires the student to create a dance piece or segment using dance concepts 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).

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## 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 modern world from 1750's 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 skill 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 studies for Year 9 History include:

- China 1750-1911
- World War 1
- 

**New in 2025 – History can be studied as an elective, to build a full year History course in conjunction with Core History:** Students with a passion for History can extend their Year 9 History study to a full year by selecting History B as an elective.

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### Assessment

- Short response to stimulus
  - Research report
- 

### 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.

In Year 10, students have the option of electing to continue their studies in this area via the subjects, Ancient History and Modern History. In Years 11 and 12, the subject offerings available to students are Ancient History and Modern History.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

**Overview****What is Design?**

Design is an innovative and iterative process that involves critical thinking, creativity, and practical problem-solving. It empowers students to create solutions to real-world challenges by exploring and developing individual and unique ideas. Through the study of design, students gain valuable skills in planning, managing projects, and understanding the impact of design on society and the environment. This subject fosters an appreciation for aesthetics, functionality, and sustainability in various design contexts.

---

**Why study Design?**

Studying Design offers students a unique opportunity to develop creative skills by engaging in individualised project outcomes. Through engaging, hands-on activities and the use of various technologies, students gain creative confidence while exploring innovative solutions to real-world problems. Design students focus on design thinking, design processes, and drawing skills. This subject fosters an appreciation for aesthetics, functionality, and sustainability.

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**Course Outline**

- Drawing skills
  - Hydraulics and pneumatics
  - Architecture and industrial Design
  - Product Design
- 

**Learning Experiences**

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 workbook tasks, design folios and prototypes.

---

**Future Options**

Design leads into the following subjects:

- Year 10: Design, Certificate I in Manufacturing Pathways
- Years 11 and 12: Design, Certificate II in Furniture Making Pathways, Certificate I in Construction, Certificate II in Engineering Pathways

Design also introduces students to careers in the Architecture and Environmental Design, Industrial and Product Design, Graphic Design, Interior and Fashion Design, Creative Industries.



## **Overview**

### **What is Food Studies?**

Embark on an exciting and educational journey into the world of food technology. Students have the opportunity to explore the intricate details of design and its impact on food products, services, and sustainable culinary environments. Throughout this course, students analyse sensory and functional properties of food, the principles of food preparation in different culinary contexts and evaluate their suitability for specific purposes. Using this knowledge, they develop innovative solutions that address real-world needs and seize culinary opportunities. Students will refine and perfect their design ideas, processes, and solutions while ensuring they meet rigorous sustainability standards.

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### **Why study Food Studies?**

Food Studies equips students with a unique blend of skills. It promotes technological and culinary proficiency, encourages innovation, entrepreneurial skills, independence, collaboration, and adaptability. Students gain foundational knowledge of culinary principles, explore creative cooking techniques, and learn about ingredient pairing and flavour combinations. They develop problem-solving skills, learn proper food handling, storage, and preparation techniques, and implement hygiene practices. Students are trained to identify and address potential food safety hazards, making them not just good cooks, but responsible ones.

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### **Course Outline**

- International Cuisines
  - Sustainable Restaurant Designs
- 

### **Learning Experiences**

Food Studies aims to develop the knowledge, understanding and skills to independently and collaboratively:

- Conduct and record experiments that test functional and chemical properties of foods and the implications on sensory qualities
  - Analyse and make judgements on how properties of food influence the design and preparation of sustainable food solutions
  - Ideate and connect design ideas and processes of increasing complexity and justify decisions
  - Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
  - Select and use appropriate technologies skilfully and safely to produce high quality designed food solutions suitable for the intended purpose
- 

### **Assessment**

- Project folios, experiments
  - Food products
  - Multimodal presentations
- 

### **Future Options**

Food Studies leads into the following subjects:

- Year 10: Food and Nutrition, and Certificate II in Hospitality
- Years 11 and 12: Food and Nutrition, Certificate II in Hospitality (Hospitality can be studied in Year 10, 11 or 12)

Food Studies introduces students to careers in: food science, food technology and innovation, chemical engineering, design and product development, nutrition and dietetics, human biological sciences, and hospitality.

## **Overview**

### **What is Industrial Technology & Design?**

Industrial Technology and Design is a field that combines technical knowledge and creative skills to design, develop, and manufacture products and systems. It involves understanding and applying principles of engineering, materials science, and technology to create functional and innovative solutions. Through hands-on projects and practical applications, students learn to use tools and technologies to bring their ideas to life, preparing them for careers in engineering, manufacturing, and industrial design. This subject emphasises problem-solving, precision, and the integration of technology in the production process.

---

### **Why study Industrial Technology & Design?**

Students develop dexterity and coordination through experiential activities and the practical application of technologies. Industrial Technology & Design motivates young people and engages them in a range of learning experiences that are transferable to the family and home, constructive leisure activities, community and the changing world of work.

Students will develop skills, knowledge and understanding in the key areas of:

- Design thinking
- Design processes
- Production skills.

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**

- Engineering principles
  - Materials
- 

### **Learning Experiences**

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 used to achieve design solutions
- 

### **Future Options**

Industrial Technology & Design leads into the following subjects:

- Year 10: Design, Certificate I in Manufacturing Pathways;
- Years 11 and 12: Certificate II in Furniture Making Pathways, Certificate II in Engineering Pathways, Certificate I in Construction, Design.

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.

Students are strongly advised to have a Windows based computer (not all software is supported in Mac computers).

---

**Course Outline**

Unit 1- Web Design; develop visualising data through creating of HTML & CSS webpages.

Unit 2 – Programming with MBot Arduino, and Tello Drones.

Unit 3 – Python language programming with Minecraft EDU.

Unit 4 – Game Maker – developing useful user experiences and interfaces.

---

**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 websites, games and production design and knowledge exams.

---

**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

**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.

---

**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
  - Realism – Scripted Drama
  - Playbuilding
  - 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.

---

**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.

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**Assessment**

Drama is assessed as individual work. 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
-

**Why study Economics and Business?**

- 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.

---

**Course Outline**

Throughout the course of study you will learn:

- Introduction to economics
  - Developing a business idea and innovative business plan
- 

**Assessment**

You will be required to complete approximately two (2) assessment pieces per semester. Some of your assessment will involve team work. Your assessment will include practical and theory components.

---

**Future Options**

Year 9 Economics and Business leads into Year 10 Accounting & Personal Finance, Year 10 Business and Years 11 and 12 Business, Economics and Accounting.

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

This support class 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 is studied instead of another elective.

---

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

English as an Additional Language or Dialect focuses on the mechanics of the English language as well as the creative and productive skills required to succeed in other subject areas. 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.

---

**Course Outline**

Year 9 English as an Additional Language or Dialect develops the language needed to succeed in mainstream subject areas across 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.

---

**Assessment**

There is no summative assessment for this class however, work completed will support students to succeed in all learning areas.

**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**

This program includes the following studies:

- Geography of Interconnection – the concept of globalisation within various contexts
  - Biomes and Food Security – biomes of the world within the context of food and fibre production and its environmental challenges and constraints
- 

**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 analyse 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.

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**Assessment**

- Field trip report
  - Short response test
- 

**Future Options**

In Year 10, students have the option of electing to continue their studies in this area via the subject Geography. In Years 11 and 12, the subject offering also includes Geography.

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 is the study of mechanical and electrical components, combined to produce an engineered solution. In this subject, students will explore electronics and sensors by creating intelligent mechatronic devices.

---

### Why study Mechatronics?

In our everyday lives, we are constantly using various technologies that rely on the use of sensors to collect information to automate processes or inform us of changes within a system, such as park assist and cruise control in cars, climate and light control of a room, and the simple tilting of a smart phone to rotate its screen. The importance of developing intelligent devices helps improve productivity and enables systems to be self-sufficient. In Mechatronics, students will gain an awareness of how sensors are used and programmed to make devices react to its environment.

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## Course Outline

- |                           |  |
|---------------------------|--|
| <b>Intro to Arduino</b>   | Students will be introduced to the Arduino microcontroller and shown how to connect and program related electronic components. Programming will be done using the Arduino IDE. |
| <b>Interactive design</b> | Students will explore the concept of “interaction” and create a device that demonstrates interactivity and functionality.  |
| <b>Machines</b>           | Students will investigate machine elements (pulleys, gears, levers, inclined planes) and use these to design a solution to a given problem.                                    |
- 

## Learning Experiences

Students will have opportunities to work independently and in groups when working on their projects. All the projects will lead students through the design cycle process and allow them to develop organisational skills and practise working in a multi-tasking environment.

Programming of the Arduino microcontroller will develop skills in coding and logical thinking.

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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 for success in this subject.

Previous experience with coding is preferable but not essential.

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## Assessment

Students will complete four projects throughout the year. The assessments will comprise several components, which include a presentation, journal and quiz.

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## Future Options

Students may wish to pursue further studies in Digital Solutions (Year 10) or Engineering (Years 11/12). Study in Mechatronics fits well with courses and careers relating to Engineering and Programming.



**Overview****What is Media Arts?**

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.

---

**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. 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 art and mise en scene, montage, special effects and sound in all forms of media.

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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 and productions.

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**Preferred Pre-requisites**

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, exams and visual presentations.
- 

**Future Options**

Students who study Media Arts 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.

---

**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.

---

**Course Outline**

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

- Era of Change: Music of the 1950s and 1960s
- Music Behind the Scenes: Music for Film, Television and Games
- 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.
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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 rest of their lives.

## Overview

### What is Spanish?

With over 548 million speakers, Spanish is one of the most widely spoken languages in the world and is a popular second language across primary, secondary and tertiary education. As a first language, it globally ranks #2 for native speakers, and is becoming an increasingly important language for business and the internet. The Spanish language has incredible cultural and historical significance, and as it is spoken across four continents, learning Spanish provides a range of opportunities for work, study and travel.

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### Why study Spanish?

Spanish is a fun and exciting language that will challenge you to develop a range of skills in reading, writing, listening and speaking. In a globalised world, speaking an additional language is essential for communication and for increased opportunities across the globe.

- **Discover Hispanic Culture:** Spain and Latin America have a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. An understanding of the Spanish language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment, Study, Travel and Tourism Opportunities:** Spanish is the official language of 21 countries, across Europe, North America, and Central and South America. Speaking Spanish provides the opportunity to travel to these countries to study, work or travel. With immense historical and cultural diversity, the Spanish-speaking world awaits when you study Spanish.
  - **Personal Development:** The study of Spanish contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
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### Course Outline

The Spanish language curriculum is underpinned by the two interrelated strands of Communicating and Understanding. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units will be explored:

- Friendships and acquaintances (Amistades y conocidos)
- When we were young (Cuando éramos jóvenes)
- Have you eaten insects before? (¿Una vez has comido insectos?)
- Are we going to a restaurant or going shopping? (¿Vamos al restaurante o vamos de compras?)

**New in 2025 – Spanish can be studied as an elective in both Semester 1 and Semester 2:** Students with a passion for languages can extend their Year 9 Spanish study to a full year by selecting Spanish as a double elective. They will boost their Spanish language skills through a full year of experiential learning activities, integrated cultural projects, and new vocabulary. This option provides a perfect opportunity for enthusiastic linguists looking to take their language learning to the next level.

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### Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings. A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem solving skills.

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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 relates to the criteria of Communicating and Understanding. A variety of assessment techniques will be used including both assignments and exams. You will apply the communication skills of listening, speaking, reading and writing in your assessments.

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**Future Options**

Successful completion of Year 9 Spanish provides access to the Year 10 course as an entry point into Senior Spanish. In Years 11 and 12, students have the opportunity to study the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme.

The global expansion of travel, communication and commerce has brought Australians into closer relationships with Spain and South America. Studying Spanish gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism. Otherwise, you can simply study for the enjoyment that comes with communicating in an additional language.



**INDOOROOPILLY**  
STATE HIGH SCHOOL

**YEAR 9**  
**COURSE OF STUDY**

**PROGRAMS OF EXCELLENCE**

(Program continued from Year 8)

### Overview

#### What is Chinese Acceleration?

Chinese Acceleration is an intensive language-learning program, which allows students to undertake additional Mandarin language studies from Years 7 to Year 9. In addition to the timetabled Chinese lessons, students will receive additional exposure to the Chinese language through their Mathematics class, which will incorporate key vocabulary and functional language as students develop their language skills. The program provides students with the opportunity to accelerate their language acquisition and provide them with a relevant and meaningful level of Chinese for their future career paths. It also provides a deeper understanding and appreciation of Chinese history, culture and current developments.

Chinese Acceleration will equip students to excel in QCAA Languages, the International Baccalaureate Diploma Programme or Chinese Proficiency Tests (HSK).

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#### Why study Chinese Acceleration?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
  - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
  - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
  - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
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#### Course Outline

The Chinese Acceleration program offers an extended program of language study that will accelerate students' language acquisition and provide them with a deeper and richer curriculum.

The Mathematics lessons will follow the curriculum plan as per standard Mathematics classes, with the addition of additional Chinese language as students develop their language proficiency.

Within the Chinese language subject, the following units aligned with the Australian Curriculum will be explored:

- My city
  - Going on a holiday
  - What are social issues?
  - What are life stories
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#### Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

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#### Preferred Pre-requisites

Previous experience with Chinese or enrolment in Chinese Acceleration in Year 8. This course is not suitable for native speakers.

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**Assessment**

Assessments will be based on the two interrelated Communicating and Understanding Strands. A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries, social media feeds and magazine articles, apply their knowledge of vocabulary and grammar to design projects.

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**Future Options**

In Years 10, 11 and 12, students have a range of options to continue their study of Chinese, either through the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

**(Program continued from Year 8)****Overview****What is Maths & Engineering Acceleration?**

Maths & Engineering is a specialist study program the goal of which is to enhance the experience for those students who have high aptitude for Maths. Students are expected to complete the high school Maths curriculum (which incorporates Mathematical Methods in Years 10 and 11) in 5 years instead of 6. 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 six content strands are: Number; Algebra; Measurement; Space; Statistics and Probability. 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 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.

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**(Program continued from Year 8)****Overview****What is Music Acceleration?**

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills.

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**Why study Music Acceleration?**

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying music, 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.

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**Course Outline**

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

- Going Global: Music Around the World
- Sounds Australian: The music of Aboriginal and Torres Strait Islander Peoples, Classical, Rock, Pop, Jazz and Folk by Australian composers and performers

Students will also learn about traditional forms of music. In performance, students will plan, produce and present all aspects of a music concert to complete their Year 9 Music Acceleration course.

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**Learning Experiences**

Students will be engaged in both theoretical and practical learning experiences. In order to develop well rounded musicians, students will participate in aural and composition activities. Students will also work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others.

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**Pre-Requisites**

Admission to the Music Acceleration program is by audition and interview prior to Year 7. Students study Music Acceleration in Years 7-9 to prepare for the Senior Music program. Students from interstate or overseas may qualify for entry at a different level at the discretion of the Head of Department.

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**Assessment**

Students will be assessed under 3 criteria:

- Analysis of music in various styles,
  - Performing within a small group, and/or individually,
  - Composing/Arranging short musical works.
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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 the rest of their lives.

(Program continued from Year 8)

## Overview

### What is Spanish Immersion?

Spanish Immersion is an intensive language-learning program for students who seek to acquire near-native proficiency in Spanish. Immersion students are taught and assessed completely in Spanish across their Spanish Immersion subjects (Mathematics, Science, History/Geography, Spanish, Health and Physical Education). Students commit to their Spanish study by engaging with their classwork and a variety of resources in Spanish including books, podcasts, videos, texts and presentations. Through hard work, dedication and a commitment to developing their language skills, students can achieve a high level of linguistic competence, with superior listening, speaking, reading and writing skills in Spanish.

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### Why study Spanish Immersion?

Learning a language takes time, so our modern language immersion approach maximises language exposure, and students undertake an intensive language learning experience akin to living and studying in a Spanish-speaking country. Students in the Spanish Immersion program have a thirst for knowledge and are ready for an academic challenge. After three years studying in the program, students achieve native or near-native proficiency in Spanish.

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### Course Outline

The Spanish Immersion program is a Junior Secondary Program of Excellence offered for Years 7, 8 and 9. The Spanish Immersion program focusses on communication skills, and the capabilities necessary to excel across curriculum areas that are studied in the Spanish language. The Spanish Immersion program encompasses the curriculum areas of Mathematics, Science, History, Geography and Health and Physical Education, with all lessons, homework, classwork and assessment undertaken completely in Spanish. The Spanish language subject will explore all facets of the structure and grammar of Spanish, in addition to an exploration of the diverse history and culture of the Hispanic world.

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### Learning Experiences

Students begin the year with an intensive language-learning component to provide a foundational level of Spanish, followed by the incorporation of Year 7 curriculum across diverse subject areas, taught in the Spanish language. Expert teachers implement a range of learning and teaching strategies to facilitate language acquisition, including context clues, gestures, cognates, visual aids, learning objects and curated texts of graduated challenge. Learning a second language by any method requires a long-term commitment, and students will utilise their language skills in class and at home.

Spanish Immersion students learn the same curriculum as students in English-only classrooms, with the addition of high-level Spanish language skills. Immersion students often form a "values community" as they progress together as a class that reflects the positive aspects of the language and culture that they are learning.

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### Preferred Pre-requisites

Year 8 Spanish Immersion. Background Spanish speakers may be eligible to enter the program in Year 9, subject to class size and an interview with the Head of Department - Languages and Global Citizenship.

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### Assessment

Assessment in specific subjects areas is as per the relevant curriculum documentation (refer to individual subject entries for further information). In the Spanish language subject, linguistic skill and cultural knowledge will be assessed.

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**Future Options**

In Years 10, 11 and 12, students have the opportunity to continue their study of Spanish, either through the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

A high level of linguistic competence enhances your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism.

# THE RICH CURRICULUM

## CO-CURRICULAR OPPORTUNITIES

Indooroopilly State High School offers a varied, exciting and 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-curricular 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)

### **Business**

- ASX Sharemarket Game
- Queensland University of Technology/Business Educators' Association Queensland Accounting Forum
- Business Educators' Association Queensland Accounting competition
- BUY SMART Competition with Office of Fair Trading
- Financial Literacy Competition

### **English**

- Indo Aspire Debating: Teams from all year levels compete in the interschool Queensland Debating Union (QDU) Brisbane secondary schools competition.
- Indo Aspire Student News: This team of students produce student newsletters throughout the year as well as creating content for and designing the school yearbook
- Indooroopilly Writers' Society meets weekly to engage in creative writing outside of the classroom
- Brisbane Writers Festival Word Play junior excursion
- Public speaking opportunities, including Lions Youth of the Year
- A variety of poetry, short story, and non-fiction writing competitions throughout the year

### **Health and Physical Education**

- Visits to performance laboratories at the University of Queensland's Human Movement Department as part of the course work in Senior Physical Education
- 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.

### **Student 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
- Student Representative Council (SRC)

## Languages and Global Citizenship

- Griffith University Chinese Speech Contest
- Confucius Institute Chinese Speaking Contest
- Biannual Chinese and Spanish Immersion study tours
- University of Queensland Chinese Writing Competition
- Chinese Language Teachers' Association of Queensland Poetry Competition
- Modern Languages Teachers' Association of Queensland Gold Coast Griffith University Languages Speech Contest
- Visit to The University of Queensland for *Taste of Chinese* event
- Visit to The University of Queensland for *Taste of Spanish* event
- Spanish Language fiestas at Indooroopilly State High School (food, cinema, piñatas)
- AEF/DEi Global Goals Youth Forum
- Young Person 's Plan for the Planet
- Australian Computational Linguistics Olympiad (OzClo)
- Education Perfect Global Language Challenges
- Chinese Spring Festival/Lantern Festival Celebrations
- Hispanic Day of the Dead Celebrations

## 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 7& 8 Maths Quiz Team - interschool competition in Term 3
- QAMT Mathematics Problem-Solving Competition in July – our school is a competition centre
- 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

## 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 Years 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 Sciences**

- Bond University Mooting Competition
- Legal Studies Conference
- Queensland History Teachers' Association Essay Competition
- Brisbane Combined Schools ANZAC Day Ceremony
- National Geography Competition
- Classics Department - University of Queensland Seminars for Senior Ancient History Students
- Youth Forum - Global Education
- Model United Nations Debating Seminars
- University of Queensland Economics Conference
- AMP/The Australian Economics Competition
- Greindro (student environmental and sustainability group)
- Australian History Competition
- Social Sciences International Study Tour (biannual)
- 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
- Creative Generation State Schools OnStage
- Queensland New Filmmaker Awards
- Australian Teachers of Media Awards
- MusicFest – part of the Instrumental Music Program
- Fanfare – part of the Instrumental Music Program
- 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
- Senior Arts Journey – A showcase of student work in Years 10 – 12 from Dance, Drama, Film Television and New Media, Music, Music Extension, Music Acceleration and Visual Art, as well as Certificate 2 Visual Art and Certificate 3 Screen and Media and inclusive of IB Visual Art and Music.
- Junior Arts Journey – Presentation of work from Year 7 MMADD and Years 8 Theatrical Movement Studies, Visual Media Technology and Music and Year 9 Art, Dance, Drama, Music and Media as well as Music Acceleration.
- Open Day performances

In addition, we offer the following general opportunities:

- Educational Excursions
- Competitive and Recreational Sport at various levels
- Interact Club
- Special Camps
- OptiMinds