



2027

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 their personal best*

Our Values

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

Our Mission

To be a values driven, diverse and inclusive community, focussed on a holistic approach to learning.

Our Priorities

- Exceptional Learning and Teaching
- Belonging and Wellbeing
- Local and Global Citizenship

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 (either 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.



INDOOROOPIILLY
STATE HIGH SCHOOL

YEAR 7
COURSE OF STUDY
CORE SUBJECTS

Chinese	Core Subject	Year 7
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Overview

Modern Standard Chinese, commonly known as Mandarin, is the official language of China and Singapore and one of the six official languages of the United Nations. With more than one billion speakers worldwide, Mandarin is the most widely spoken language in the world and plays an important role across the Asia-Pacific region.

Chinese has a written history spanning more than 3,500 years and one of the world's oldest continuously used writing systems. Learning Chinese allows students to engage with both a rich cultural heritage and a language of growing global significance.

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 increasingly 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. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science and research.

Travel and Tourism: Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also a valuable asset when travelling to Chinese-speaking regions.

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 meaning in Chinese* and *Understanding language and culture*. 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 in Year 7 Chinese:

- My Family
- Talking About Myself

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.

Assessment

Assessments will be based on the two interrelated strands of *Communicating meaning in Chinese* and *Understanding language and culture*. A variety of assessment techniques will be used to assess writing, listening, speaking and reading with a focus on pronunciation, vocabulary, sentence structure and cultural understanding. Assessments develop confidence, communication and intercultural awareness.

Future Options

In Year 8, students choose to study either Chinese, Spanish, or Auslan 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

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.

Why study Design & Technologies?

This course enables students to become creative and responsive problem solvers, by developing and using their design and thinking skills, through exposure to various technologies. Students 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.

Course Outline

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

- Food Studies (1 Term)
 - Design & Technologies (1 Term)
-

Learning Experiences

Learning experiences in Design & Technologies occur through of projects that require students to think critically about a design problem and then generate 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. In addition, students will learn foundational nutritional knowledge to develop an understanding of healthy eating to design solutions.

Assessment

- Breakfast meal project/folio
 - Marble rollercoaster project/folio
-

Future Options

Year 8: Design & Technologies

Year 9: Industrial Technology Skills, Design, Food Studies, Fibre & Fashion

Year 10: Certificate I in Manufacturing Pathways, Industrial Technology Skills (Applied), Design, Food & Nutrition, Fashion

Years 11 & 12: Building & Construction Skills (Applied), Engineering Skills (Applied), Furnishing Skills (Applied), Fashion (Applied), Design, Food & 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, architecture), Design, Hospitality and other food related jobs.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview

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.

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.

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" for 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 informative texts, so that they can create an expository speech where they highlight and explain the importance of something lost to society.

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.

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.

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

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.

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 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.

Assessment

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

Overview

Geography is the study of interconnections between people and places, and inspires curiosity and wonder about the world we live in. Geography challenges students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography gives students opportunities to develop a wide range of skills that can be applied in their everyday lives, and eventually in the workplace. Students will learn to inquire through critical thinking, analysis of patterns, trends and relationships that lead to local and global challenges, consideration of future impacts, and creative problem solving.

Why study Geography?

Geography provides an opportunity for students to explore the world they live in. 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.

Course Outline

Geography is studied in the first semester of Year 7 in the Humanities and Social Sciences subject. Within this, students study Place and Liveability in Term 1 and Water in the World in Term 2.

Learning Experiences

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

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

Assessment

In Term 1, students will complete an investigation into the place and liveability of Indooroopilly State High School. Students will explore the school with their class, hear from staff, students and facilities about the school, and investigate how the school changes throughout the day. Students collect data on litter and temperature at different times and analyse the trends in the data to deduce how this poses a challenge to the school. Students will analyse the impacts and propose a solution to help solve the challenge.

In Term 2, students will create a documentary on a significant body of water in the world. Students investigate the significance and role a major river culturally, geographically, historically, economically and spiritually. They will unpack current threats to the waterway and analyse the social, environmental and economic impacts this has on people and places.

Future Options

Students may continue to study Geography as a semester-long elective subject in Year 8 and Year 9. Geography is offered as a year-long elective course in Year 10, 11 and 12.

Geography offers a pathway to many occupations, such as urban planning, consulting, surveying, national parks management and environmental management.

Overview

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.

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.

Assessment

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

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 an investigation and modified game design.

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) 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

History is the study of the world through inquiry into the past. History aims to develop the knowledge, curiosity and imagination of students through developing an understanding of societies, events, movements, ideas and developments that have shaped humanity over the years. This subject helps students to appreciate how the world, its people and environments have changed, as well as the significant continuities that exist to the present day.

Why study History?

The study of History is based on evidence from the past. While always seeking truth, the study of History is interpretive by nature, promotes debate and critical thinking, and encourages reflecting on human values. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate claims with evidence and communicate effectively.

Course Outline

History is studied in the second semester of Year 7 in the Humanities and Social Sciences subject. Within this, students study Deep Time Australia and Ancient Egypt.

Learning Experiences

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

Assessment

The assessment program will consist of a variety of techniques:

- Response to stimuli test
 - Written research task
-

Future Options

Students will continue to study History as a semester-long compulsory subject in Years 8 & 9. In Years 10, 11 and 12 students have the option of electing to continue their studies in History. Students have the flexibility to study Ancient History or Modern History depending on their passion and area of interest. Keen Historians are encouraged to study both subjects to deepen their understanding of history over vastly different time periods.

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

Overview

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.

Students will:

- Experience the richness of art in realistic ways.
- Contribute to exciting performance opportunities.
- Cooperate with others to discuss, design, create and critique.
- Learn to appreciate the wealth of art around us.
- Learn to appreciate the dynamism of artistic expression in our society.

Why study MMADD?

The program will offer a taste of all five arts strands, and demonstrates the similarities between each of these distinct disciplines. Students' study of The Arts through the MMADD program will help them to choose where to specialise in The Arts in Year 8.

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 and analyse how different cultural values are portrayed through the Media elements.
- **Music:** use the elements of Music to create a composition using Music software. You will use technology explore sound, early gaming music and how much can help to tell stories.
- **Art:** develop skills in drawing and analyse art works of world-renowned visual artists. Create an artwork folio and experiment with collage, drawing and abstraction techniques.
- **Dance:** develop skills in movement and choreography. Learn a piece of choreography, choreograph own work and perform for peers.
- **Drama:** learn how Dramatic Meaning is created through the elements. Write a Drama review, create and present a short performance work for peers.

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. Students demonstrate basic skills and processes to discuss, make and display art works for themselves and others.

The program also features a number of exciting arts experiences including possible workshops with music, theatre and/or dance professionals.

Assessment

Students will be assessed across the five arts strands. They will learn to communicate their understanding of the different art forms through written 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.

Future Options

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

Mathematics	Core Subject	Year 7
Overview Mathematics is the study of quantity including geometry, arithmetic, algebra, etc. and the application of these in real-life situations. Students develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.		
Why study Mathematics? Mathematics not only teaches students specific skills, but also the logical thinking processes needed in everyday living. Students will develop the numeracy knowledge and skills they will need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.		
Course Outline The course builds on each student's prior learning and experiences and includes the following topics: natural numbers, exponents, integers, decimals, fractions, ratio, algebra, length, area, volume, angle relationships, coordinate geometry, polygons, transformations, statistics and probability.		
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.		
Assessment There will be four items of assessment which include formal tests and alternative assessment in the form of reports or investigations.		
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

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

Why study Science?

The Science program has been written to promote the development of successful, self-directed learners. It builds on the Science studied in primary school. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics 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.

Course Outline

Units are aligned with the Australian Curriculum.

Semester 1

- Biological Science: The Web of Life
- Physical Science: May the Force be with You

Semester 2

- Chemical Science: Particle Power
 - Earth and Space Science: Guide to the Galaxy
-

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 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 will include written exams with multiple choice and short answer questions, a scientific investigation report and multi-modal myth-busting task.

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

Spanish is one of the world's most widely spoken languages, with more than 500 million native speakers and over 595 million speakers globally. It is the official language of 21 countries across Europe and the Americas and plays an important role in international communication, business, tourism and culture. Learning Spanish provides access to diverse cultures, histories and perspectives while developing skills that are increasingly valuable in a connected world.

Why Study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors. Learning Spanish offers access to a vast and diverse cultural heritage.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

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 meaning in Spanish* and *Understanding language and culture*. 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:

- ¡Bienvenidos al mundo hispano!
 - La Fiesta
-

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, collaboration and creative problem-solving skills.

Assessment

Assessment is guided by the two interrelated strands of *Communicating meaning in Spanish* and *Understanding language and culture*, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options

In Year 8, students choose to study either Spanish, Chinese, or Auslan 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.

Learning Spanish can open up exciting pathways for the future. It's a skill that's useful in many careers around the world—like working in media, education, travel, international business, or even helping people through translation and diplomacy. Being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

Subjects Studied in Year 8

All students study an introductory and inter-disciplinary program, with opportunities across all eight Learning Areas (LAs), 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, and Health and Physical Education, with continued emphasis on numeracy and literacy.

Further, students will elect to study 4 additional semester-long elective subjects of their choosing from the Learning Areas of Languages (compulsory 1 semester course of study in Spanish, Chinese or Auslan), The Arts (compulsory 1 semester course of study in either Music, Visual Media Technologies, or Theatrical Movement Studies), Humanities and Social Sciences and Technologies.

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



INDOOROPILLY
STATE HIGH SCHOOL

YEAR 8
COURSE OF STUDY
CORE SUBJECTS

Overview

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.

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.

Course Outline**Unit 1: 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 21st century. Students will write and create a multimodal feature article highlighting positive representations of and by global First Nations authors.

Unit 2: 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 fable that addresses a contemporary moral problem relevant to students' lives.

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.

Assessment

Assessment includes a total of four 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.

Overview

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.

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 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

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 a research task, television commercial, social media health promotion carousel.

Future Options

Students will continue to study Health and Physical Education as a compulsory semester-long 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

History is the study of the world through inquiry into the past. History aims to develop the knowledge, curiosity and imagination of students through developing an understanding of societies, events, movements, ideas and developments that have shaped humanity over the years. This subject helps students to appreciate how the world, its people and environments have changed, as well as the significant continuities that exist to the present day.

Why study History?

The study of History is based on evidence from the past. While always seeking truth, the study of History is interpretive by nature, promotes debate and critical thinking, and encourages reflecting on human values. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate claims with evidence and communicate effectively.

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 and the early modern world.
 - Empires and expansions – a study of the Spanish Conquest of the Americas.
-

Learning Experiences

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

Assessment

The assessment program will consist of a variety of techniques:

- Response to stimuli test
 - Written research task
-

Future Options

Students will continue to study History as a semester-long compulsory subject in Year 9. In Years 10, 11 and 12 students have the option of electing to continue their studies in History. Students have the flexibility to study Ancient History or Modern History depending on their passion and area of interest. Keen Historians are encouraged to study both subjects to deepen their understanding of history over vastly different time periods.

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

Overview

Mathematics is the study of quantity including geometry, arithmetic, algebra, etc. and the application of these in real-life situations. Students develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

Why study Mathematics?

Mathematics not only teaches students specific skills, but also the logical thinking processes needed in everyday living. Students will develop the numeracy knowledge and skills they will need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Course Outline

The course builds on each student's prior learning and experiences and includes the following topics: exponent laws, integers, decimals, fractions, ratio, percentage, rate, algebra, linear relations, length, area, volume, time, Pythagoras, quadrilaterals, congruency, similarity, statistics and probability.

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.

Assessment

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

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

Science is challenging and fun, and it is important to our present and future lifestyles, 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.

Course Outline

Units are aligned with the Australian Curriculum:

Semester 1

- Particles Matter, the Chemistry of Common Compounds
- Energy for My Lifestyle

Semester 2

- 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.

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.



INDOOROPILLY
STATE HIGH SCHOOL

YEAR 8

COURSE OF STUDY

ELECTIVE SUBJECTS

Overview

Auslan (Australian Sign Language) is the sign language of the Deaf Community in Australia. The language and culture of Auslan is rapidly gaining interest in the community and therefore employment opportunities are increasing. This Auslan LOTE course teaches students basic signing skills to communicate in Auslan. To complement their development of Auslan skills, students will also gain insight into Deaf culture.

Why study Auslan?

Learning Auslan builds confidence, teamwork and empathy, as students learn to communicate in different ways and be more aware of others' needs. It also provides insight into the Deaf community, helping students appreciate diversity, culture and inclusion. In addition, Auslan is an official language of Australia, and learning it can create future opportunities in areas such as education, community services and interpreting; whilst promoting more inclusive communication in society.

Course Outline

Through this semester long course, students will develop foundational Auslan skills by learning to communicate in everyday situations, describe people, places and experiences, and create and understand simple signed texts. They will build knowledge of key Auslan features such as handshapes, facial expressions and the use of signing space, while also beginning to translate between Auslan and English. Throughout the course, students will explore Deaf culture, identity and community, gaining an understanding of how language and culture are closely connected.

Learning Experiences

Students will engage in a variety of hands-on and theoretical activities, group and individual tasks. They will be required to sign with their peers and staff in the classroom as a part of their learning. Note that a significant portion of this course is practical, students are required to be involved in the practical component of this course.

Assessment

Students will be assessed on their ability to use Auslan to communicate and interact in familiar situations, including sharing information, asking and answering questions, and participating in simple conversations. They will demonstrate their understanding of signed texts by identifying key information and responding appropriately in Auslan or English. Assessment will also consider students' awareness of the connection between Auslan, Deaf culture and identity, and their ability to reflect on how language is used in different contexts.

Future Options**At School**

In their Senior years, students are able to continue their studies in Auslan as an elective. In Years 10, 11, and 12 students have the opportunity to study Auslan Certificates II and III.

Post-School

Learning Auslan gives students the opportunity to enhance their career prospects by virtue of having competency in a rapidly growing language that could be beneficial in any industry. Additionally, students may consider a pathway in education or Auslan interpreting by pursuing other qualifications and experiences, such as:

- Certificate IV and Diploma Auslan
 - Diploma of Interpreting
 - Certified Interpreter
-

Overview

Modern Standard Chinese, commonly known as Mandarin, is the official language of China and Singapore and one of the six official languages of the United Nations. With more than one billion speakers worldwide, Mandarin is the most widely spoken language in the world and plays an important role across the Asia-Pacific region.

Chinese has a written history spanning more than 3,500 years and one of the world's oldest continuously used writing systems. Learning Chinese allows students to engage with both a rich cultural heritage and a language of growing global significance.

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 increasingly 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. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science and research.

Travel and Tourism: Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also a valuable asset when travelling to Chinese-speaking regions.

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 meaning in Chinese* and *Understanding language and culture*. 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 in Year 8 Chinese:

- My style
 - My life
-

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.

Assessment

Assessments will be based on the two interrelated strands of *Communicating meaning in Chinese* and *Understanding language and culture*. A variety of assessment techniques will be used to assess writing, listening, speaking and reading with a focus on pronunciation, vocabulary, sentence structure and cultural understanding. Assessments develop confidence, communication and intercultural awareness.

Future Options

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

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, by developing and using their design and thinking skills, through exposure to various technologies. Students 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.

Course Outline

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

- Design/Industrial Technology Skills (1 Term)
 - Food Studies (1 Term)
-

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. In addition, students will learn foundational nutritional knowledge to develop an understanding of healthy eating to design solutions.

Assessment

- Automata toys project/folio
 - Healthy muffins project/folio
-

Future Options

- Year 8: Design & Technologies
- Year 9: Industrial Technology Skills, Design, Food Studies, Fibre & Fashion
- Year 10: Certificate I in Manufacturing Pathways, Industrial Technology Skills (Applied), Design, Food & Nutrition, Fashion
- Years 11 & 12: Building & Construction Skills (Applied), Engineering Skills (Applied), Furnishing Skills (Applied), Fashion (Applied), Design, Food & 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, architecture), Design, Hospitality and other food related jobs.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview

This course shows students how to overcome real world problems with the application of computational thinking and the development of digital solutions. It challenges students to think outside of the box and to work both independently and collaboratively to design algorithms that match user requirements and specific design criteria. They test and debug their solutions and learn about the capabilities and limitations of hardware and software in today's everchanging world.

Why study Digital Technologies?

Confidence when using digital technologies allows students to create 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, as well as regional and global digital citizens.

Course Outline

In Digital Technologies, students engage with the following units of work:

- Minecraft with JavaScript – Students learn the basics of coding in a familiar game environment
 - Spheros with JavaScript – Students learn the basics of coding with fun robotics challenges
-

Learning Experiences

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

Assessment

Students will be assessed under the strands 'Knowledge and Understanding' and 'Processes and Production Skills.' They will complete several problem-solving activities requiring coded JavaScript responses with accompanying multimedia presentations.

Students should note that much of the assessment in Digital Technologies is collaborative and will require students to work effectively with a coding partner.

Future Options

Digital Technologies is a foundation for:

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

Overview

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 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.

Assessment

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

Overview

Geography is the study of interconnections between people and places, and inspires curiosity and wonder about the world we live in. Geography challenges students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography gives students opportunities to develop a wide range of skills that can be applied in their everyday lives, and eventually in the workplace. Students will learn to inquire through critical thinking, analysis of patterns, trends and relationships that lead to local and global challenges, consideration of future impacts, and creative problem solving.

Why study Geography?

Geography provides an opportunity for students to explore the world they live in. 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.

Course Outline

In the first term of Geography students study Landforms and Landscapes, and in the second term Geographers investigate Changing Nations around the world.

Learning Experiences

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

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

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 – inquiry into a country that has experienced significant changes and challenges with population growth
-

Future Options

Students may continue to study Geography as a semester-long elective subject in Year 9. Geography is offered as a year-long elective course in Year 10, 11 and 12.

Geography offers a pathway to many occupations, such as urban planning, consulting, surveying, national parks management and environmental management.

Overview

This subject is an exciting step into 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.

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:

- The Blues – Explore this important and highly influential style.
- Like a Version – How do artists create interesting and successful musical covers.
- Performing with Purpose – How do the elements work to create great performances.

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.

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

Spanish is one of the world's most widely spoken languages, with more than 500 million native speakers and over 595 million speakers globally. It is the official language of 21 countries across Europe and the Americas and plays an important role in international communication, business, tourism and culture. Learning Spanish provides access to diverse cultures, histories and perspectives while developing skills that are increasingly valuable in a connected world.

Why Study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors. Learning Spanish offers access to a vast and diverse cultural heritage.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

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 meaning in Spanish* and *Understanding language and culture*. 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 8 Spanish:

- Español en Acción: From school to free time
 - Mi Casa, Su Casa: Describing the world around us
-

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, collaboration and creative problem-solving skills.

Assessment

Assessment is guided by the two interrelated strands of *Communicating meaning in Spanish* and *Understanding language and culture*, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options

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.

Learning Spanish can open up exciting pathways for the future. It's a skill that's useful in many careers around the world—like working in media, education, travel, international business, or even helping people through translation and diplomacy. Being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

Overview

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.

Why study Theatrical Movement Studies?

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.

Course Outline

- Dance - Manipulating and performing dance elements from Folk and Cultural dances to connect to ancestral dance traditions. Writing a Choreographic statement.
 - Drama - Improvised Clowning in pairs as well as a written evaluation and analysis of a clowning skit
-

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!

Assessment

Students will be assessed according to the three dimensions of creating and making, presenting and performing, exploring and responding. They will be able to devise their own work, perform their own work, and the work of others and discuss and write about professional works and their own work.

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

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

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.

Course Outline

Students learn skills and gain understanding in the disciplines of Visual Art and Media Arts. It is a skills based approach to reinforce the elements of Visual Art and Media. Students work on production projects and work in teams to prepare work for public display. Students learn time management, responsibility and commitment through the learning episodes and assessment.

- Visual Art - Drawing portfolio and Visual Art Diary
 - Media Arts - Stop Motion Short Film and Production Paperwork
-

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

Assessment

Students will learn to communicate ideas and intentions through 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 written tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks and media.

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.



INDOOROOPIILLY
STATE HIGH SCHOOL

YEAR 9

COURSE OF STUDY

CORE SUBJECTS

Year 9 Subjects

Students are encouraged to reflect on learning experiences from Years 7 and 8, and consider the subjects they enjoyed and wish to build upon as they continue with their learning.

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 elective subjects they enjoy and in which they believe they will experience success. Year 9 students select four (4) semester-long elective subjects from the following options:

- Art
- Chinese (can be selected as a year-long course)
- Chinese Acceleration (continuing students only)
- Dance
- Design & Technologies: Design
- Design & Technologies: Industrial Technology Skills
- Design & Technologies: Food Studies
- Design & Technologies: Fibre & Fashion
- Digital Technology
- Drama
- Economics & Business
- English as an Additional Language or Dialect (EALD)
- Geography
- Mechatronics
- Media Arts
- Music
- Music Acceleration (continuing students only)
- Spanish (can be selected as a year-long course)
- Spanish Immersion (continuing students only)

Note: The school reserves the right to delete an elective subject due to operational needs of the school, including 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, Music Extension 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.

English	Core Subject	Year 9
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Overview

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.

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.

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 imaginative text that asks ‘what if?’.

Unit 2 Persuasive pitch: 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 pitch promoting why this novel would make an effective new television show for a streaming service.

Unit 3 Stories of Success: Students will read, analyse and comprehend a range of biographical and autobiographical texts that tell the story of people surviving adversity and going on to give back to the community. Using these experiences as stimulus, in pairs, students will then create persuasive podcasts that explore humanity’s ability to survive adversity and thrive.

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 in a superhero text.

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.

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.

Overview

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.

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 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

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 an Investigation and exam.

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), Health (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 Health Services Assistance, 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

History is the study of the world through inquiry into the past. History aims to develop the knowledge, curiosity and imagination of students through developing an understanding of societies, events, movements, ideas and developments that have shaped humanity over the years. This subject helps students to appreciate how the world, its people and environments have changed, as well as the significant continuities that exist to the present day.

Why study History?

The study of History is based on evidence from the past. While always seeking truth, the study of History is interpretive by nature, promotes debate and critical thinking, and encourages reflecting on human values. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate claims with evidence and communicate effectively.

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.

Course Outline

The Year 9 curriculum provides a study of the history of the modern world from 1700's to 1901. History students complete a study into the following historical periods:

- Making a Nation
 - World War I
-

Assessment

The assessment program will consist of a variety of techniques:

- Short response exam based on sources
 - Extended response exam based on sources
 - Written research task
-

Future Options

In Years 10, 11 and 12 students have the option of electing to continue their studies in History. Students have the flexibility to study Ancient History or Modern History depending on their passion and area of interest. Keen Historians are encouraged to study both subjects to deepen their understanding of history over vastly different time periods.

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

Overview

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

Why study Mathematics?

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

Course Outline

The course builds on each student's prior learning and experiences and includes the following topics: exponent laws, algebra, linear functions, quadratic functions, area, volume, ratio, similarity, scale, Pythagoras, trigonometry, statistics and probability. Wherever possible the mathematical concepts will be linked to practical 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.

Assessment

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

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.

Science	Core Subject	Year 9
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Overview

Science is challenging and fun, and it is important to our present and future lifestyles, 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 to improve our knowledge and understanding of the world.

Why study Year 9 Science?

The Year 9 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.

Course Outline

Units are aligned with the Australian Curriculum

Semester

- Elements & Chemical Patterns
- Carbon Cycling in the Environment – Field Investigation

Semester 2

- Body Systems – Coordinating for Survival
- Energy Unleashed – Waves, Circuits and Transformations

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

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.

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: Biology, Chemistry, Physics, Psychology and Science in Practice.



INDOOROOPIILLY
STATE HIGH SCHOOL

YEAR 9

COURSE OF STUDY

ELECTIVE SUBJECTS

Overview

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

Why study Art?

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

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 units of work reinforces the elements and principles of design. Students learn to produce resolved artworks, document and reflect in their Visual Diary as well as analyse and respond to artworks.

- Memories - Photography, printmaking, drawing folio and Visual Diary
 - Mementos - Mixed media and assemblage artworks and Visual Diary
-

Learning Experiences

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

Assessment

Students will learn to communicate ideas and intentions through 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 written tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks.

Future Options

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

Overview

Modern Standard Chinese, commonly known as Mandarin, is the official language of China and Singapore and one of the six official languages of the United Nations. With more than one billion speakers worldwide, Mandarin is the most widely spoken language in the world and plays an important role across the Asia-Pacific region.

Chinese has a written history spanning more than 3,500 years and one of the world's oldest continuously used writing systems. Learning Chinese allows students to engage with both a rich cultural heritage and a language of growing global significance.

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 increasingly 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. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science and research.

Travel and Tourism: Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also a valuable asset when travelling to Chinese-speaking regions.

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 meaning in Chinese* and *Understanding language and culture*. 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 in Year 9 Chinese:

- Let's explore where we live
- Weather and Seasons
- School Life
- Healthy Eating

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.

Assessment

Assessments will be based on the two interrelated strands of *Communicating meaning in Chinese* and *Understanding language and culture*. A variety of assessment techniques will be used to assess writing, listening, speaking and reading with a focus on pronunciation, vocabulary, sentence structure and cultural understanding. Assessments develop confidence, communication and intercultural awareness.

Future Options

In Year 10, students are able to continue their studies in Chinese as an elective for a year-long course. 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

People around the world dance to express their emotions, culture, identity, community, traditions and ideas. Dance can help us to express our life experiences in ways that words cannot. Students develop technical and expressive skills 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.

Why study Dance?

Dancers are creative, agile thinkers, who can express ideas and experiences through movement. Dancers connect with each other, working collaboratively to create new dances. Dancers develop advanced memory skills to rehearse and perform complex sequences that express emotions.

Course Outline

- 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 and advertising.
 - Poetry in Motion – exploring the movement vocabulary of contemporary and modern dance to choreograph and perform in response to poetry, art and music that express First Nations artists’ perspectives.
-

Learning Experiences

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

Assessment

Students will be assessed in the following areas:

- Exploring and Responding – requires sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of an extended written response.
Tasks may include: Analytical essay, Research documentation, Choreographic Statement.
- Presenting and Performing – 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.
- Creating and Making – 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 to Senior Dance (Years 10 - 12) subject.

Overview

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.

Course Outline

- Drawing skills
 - 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 projects and prototypes.

Future Options

Design leads into the following subjects:

- Year 10: Design, Certificate I in Manufacturing Pathways
- Years 11 and 12: Design

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

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview

Embark on an exciting and educational journey into the world of Fibre & Fashion technology. Students have the opportunity to explore the basics of textiles and fashion in both theory and practice and factors that impact design decisions when producing products. Throughout this course, students work independently and collaboratively to create design solutions that acknowledge the complexities of the Fibre & Fashion industry, acknowledging mass production of fashion with a focus on sustainability and ethics. The designing of products will respond to needs of the industry and promote preferred futures e.g. reducing textile waste and impacts on environment.

Why study Fibre and Fashion?

Studying Fibre and Fashion equips students with a unique blend of skills. It promotes technological and sewing proficiency, encourages innovation, entrepreneurial skills, independence, collaboration, and adaptability. Students gain foundational knowledge of design principles and sewing, explore creative sewing techniques, and learn about sustainable Fibre & Fashion. They develop problem-solving skills, learn safety within a Fibre & Fashion room, tools and equipment, and practice both hand and machine sewing. Students are trained to identify and address potential safety hazards, making them not just good sewists, but responsible ones.

Course Outline

- Hand sewing basics and decorative skills
 - Machine sewing basics
-

Learning Experiences

Fibre and Fashion aims to develop the knowledge, understanding and skills to independently and collaboratively:

- Experiment with hand sewing techniques
 - Analyse and make judgements on how properties of fibre influence the design and preparation of sustainable Fibre & Fashion
 - Generate design ideas 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 fibre and fashion solutions suitable for the intended purpose.
-

Assessment

- Project folios
 - Practical work
-

Future Options

Fibre and Fashion leads into the following subjects:

- Year 10: Fashion
- Years 11 and 12: Fashion (Applied)

Fibre and Fashion introduces students to careers in:

Fashion, costume and textile design, textile mechanic, textile technician, interior design, apparel and non-apparel craftsperson.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview

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 and nutritional 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.

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, implement hygiene practices and address potential food safety hazards. Students also learn about nutrition and the role food plays in supporting health and wellbeing. They investigate nutrients, dietary requirements, healthy eating guidelines, and the relationship between food choices and long-term health. This knowledge empowers students to make informed decisions about their own diets and lifestyles.

Course Outline

- Food Commodities
 - Tastes of the World
-

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
 - Test
-

Future Options

Food Studies leads into the following subjects:

- Year 10: Food and Nutrition
- Years 11 and 12: Food & Nutrition, Certificate II in Hospitality

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

Industrial Technology Skills is a practical, hands-on subject that develops the knowledge, skills, and procedures used in manufacturing industries. Students learn to interpret working drawings and specifications, apply workplace health and safety practices, and use a range of tools, equipment, and materials to manufacture products.

Through timber and metalwork projects, students engage in authentic manufacturing processes including preparation, marking-out, cutting, joining, machining, forming, assembling, and finishing materials to produce quality products. Students develop industry-relevant workshop skills while learning the importance of accuracy, safe work practices, quality workmanship, and attention to detail.

Why study Industrial Technology Skills?

Do you enjoy making things and working with your hands? Industrial Technology Skills lets you manufacture timber and metal projects while building practical workshop skills used in the furnishing, engineering, manufacturing, and construction industries.

You'll learn to safely use tools, equipment, and machinery while developing skills in reading working drawings, measuring, marking out, cutting, joining, machining, assembling, and finishing materials. Through hands-on projects, you'll plan and manage manufacturing tasks and follow production processes to create quality products.

Along the way, you'll build confidence, problem-solving, communication, and attention to detail. It's ideal for students who enjoy practical learning and are considering pathways in trades, apprenticeships, manufacturing, engineering, or construction. It also provides a strong foundation for Year 10 Industrial Technology Skills, Certificate I in Manufacturing Pathways, and senior Applied subjects.

Course Outline

- Workshop Safety and Industry Practices
- Working Drawings and Manufacturing Processes
- Metalwork Project
- Woodwork Project

Assessment

Assessment will include:

- Projects and practical tasks
- Theory test

Learning Experiences

Through workshop-based projects, students will:

- Interpret and communicate technical information using working drawings, workshop documentation, and industry terminology.
- Apply workplace health and safety practices when using tools, equipment, and machinery.
- Plan and manage manufacturing projects by organising materials, following production processes, and managing time.
- Select and use appropriate timber and metal materials to make quality products.
- Build practical skills in marking-out, cutting, joining, machining, forming, assembling, and finishing.
- Evaluate processes and finished products to identify improvements.
- Develop confidence, problem-solving, teamwork, and attention to detail.

Future Options

Industrial Technology Skills provides a strong foundation for further study in practical manufacturing, including:

- Year 10: Industrial Technology Skills, Certificate I in Manufacturing Pathways
- Years 11 and 12: Furnishing Skills (Applied), Engineering Skills (Applied), Building & Construction Skills (Applied),

Industrial Technology Skills also introduces students to career pathways in the furnishing, manufacturing, engineering, construction, and building industries. The practical skills, workshop experience, and industry knowledge developed throughout the course provide valuable preparation for apprenticeships, traineeships, vocational education and training, and future employment.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

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 on Mac computers).

Course Outline

- Unit 1 - Game Design
 - Unit 2 – Interactive Web UI/UX Design
-

Learning Experiences

- Introduction to the mechanics of game design using a Games Engine Editor
 - Introduction to interactive web basics using HTML, CSS and JavaScript
 - Developing coding skills in both C# for the Games Engine and JavaScript in Web UI/UX
 - Designing solutions with consideration given to user experiences and the construction of algorithms
 - Applying project management skills, including iterative development processes and project timelines
-

Assessment

Students will be assessed under the strands 'Knowledge and Understanding' and 'Processes and Production Skills.' They will complete several problem-solving activities requiring design and coding responses with accompanying multimedia presentations.

Students should note that some formative assessment in Digital Technologies is collaborative and will require students to work effectively with a coding partner.

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

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:

- Theatresports – improvisation performance
- Gothic Theatre – analysis of a live performance
- Playbuilding – performance of a scene from a selected play text

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 8 English is strongly recommended, as is participation in the Year 8 course, Theatrical Movement Studies.

Assessment

Drama is assessed as individual work and covers four criteria.

Developing and Creating

- Scriptwriting
- Developed improvisation
- Workshops
- Directing tasks

Presenting and Performing

- Group performance
- Performance of scripted drama

Exploring and 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

Students will be required to complete approximately two assessment pieces within the semester. The assessment involves practical and theory components, and uses a combination of individual and teamwork to complete these tasks.

Future Options

Year 9 Economics and Business leads into a variety of subjects in the senior school. In Years 10, 11 and 12, students can choose to study Accounting, Business or Economics; some students may choose to study a combination of these subjects.

Overview

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

Geography is the study of interconnections between people and places, and inspires curiosity and wonder about the world we live in. Geography challenges students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography gives students opportunities to develop a wide range of skills that can be applied in their everyday lives, and eventually in the workplace. Students will learn to inquire through critical thinking, analysis of patterns, trends and relationships that lead to local and global challenges, consideration of future impacts, and creative problem solving.

Why study Geography?

Geography provides an opportunity for students to explore the world they live in. 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.

Course Outline

This program includes the following studies:

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

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 - 'Paddock to Plate' excursion where students visit a variety of farms to understand the process of where food comes from and how it gets to consumers
- Geographical skills development, such as mapping and graphic modes
- Inquiry-based learning

Assessment

The assessment program will consist of a variety of techniques:

- Short response test
- Data report on 2032 Olympics Legacy Planning for Brisbane

Future Options

Students may continue to study Geography in Years 10, 11 and 12. The subjects are year-long courses, and each year of senior Geography involves a day out on the field, so our students get a hands-on experience of 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.

Course Outline

Intro to Arduino	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.
Interactive design	Students will explore the concept of “interaction” and create a device that demonstrates interactivity and functionality.
Machines	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.

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.

Assessment

Students will complete two projects in the semester. The assessments will comprise several components, which include a presentation, journal and quiz.

Future Options

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

Overview

Media Arts offers students opportunities to study media communication, and equips students with foundational knowledge and skills needed to make and respond to a variety of visual media technologies, representations, audiences, institutions and languages.

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, as well as the significance of technical and symbolic codes.

Course Outline

Students will reflect on specific aspects of the week’s lessons along with additional content found in readings. This enables students to develop their skills, research and prepare assessment items. Topics covered in the course include an exploration of mise en scene, montage, spectacle, special effects, visual effects and sound in all forms of media.

Learning Experiences

In Media Arts students will experience both practical and theoretical learning opportunities. These experiences will be addressed through the learning areas of Exploring & Responding, Creating & Making, Presenting & Performing, 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 apply this in their own practical designs and productions.

Preferred Pre-requisites

Students should be motivated to engage with Media Studies 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.

Assessment

Assessment is comprised of the following criterion:

- Exploring and Responding develops students’ critical understanding of media arts through analysing and evaluating how media artists use media arts concepts to communicate ideas, perspectives and meaning. Students demonstrate this understanding through tasks such as short film analysis examinations and analytical responses.
 - Creating and Making develops students’ creative and technical production skills through developing ideas, designing media artworks, applying production processes and constructing representations for specific audiences and purposes. Students demonstrate these skills through planning, producing and refining media productions such as short films created for film festival audiences.
 - Presenting and Performing develops students’ understanding of audience engagement through presenting media artworks, considering distribution contexts and using responsible media practice. Students demonstrate this understanding by screening their work to an audience of their peers and submitting media productions to festivals, competitions.
-

Future Options

Students who study Media Arts obtain the necessary skills to approach careers in filmmaking, producing, screenwriting, film criticism and many more exciting opportunities. Students are able to continue study in this area by selecting Film, Television and New Media in year 10, 11 and 12 and/or the Certificate III in Screen and Media in year 11 and 12.

Overview

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 Music and learn how to write and play your own songs, explore different music styles and make music with others. 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:

- Behind the Scenes: Music for Film, Television and Games
- 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.

Assessment

Students will be assessed in the following areas:

- Composition – composing for film
 - Analysis – analysing film music
 - Performance – performing classic hits
-

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

High Performance Basketball is a program designed for students in Years 9 and 10 who demonstrate strong interest, enthusiasm, and talent in basketball. The program aims to provide specialised opportunities for students to excel in the sport while gaining foundational academic knowledge in areas such as sports psychology, functional anatomy, biomechanics, and exercise science. Students will experience expert coaching and integrated theoretical study in preparation for senior Physical Education subjects and elite sports pathways.

Why study High Performance Basketball?

This course is designed for students aspiring to compete and perform at a high level in basketball. It provides access to:

- Advanced coaching and gameplay strategies
- Strength and conditioning education
- Insights from sports psychology and ethical sport participation
- Foundational units in anatomy, biomechanics, and exercise prescription
- Officiating accreditation via Basketball Queensland courses
- Representation opportunities at CBSQ and other competitions

Course Outline

The course follows the syllabus for the Year 10 Physical Education Preparation subject. The content and assessment methods are designed to prepare students for Year 11 and 12 Physical Education.

Year 9 2027**Unit 3 (20 weeks)**

- Enhancing Performance: Exercise physiology and prescription
- Injury Prevention
- With Athletics
- With Basketball

Unit 4 (20 weeks)

- Integrity of Sport - Sociology and ethics in sport
- Team dynamics and nature of basketball subcultures
- With Basketball

Year 10 2028**Unit 1 (20 weeks)**

- Functional Anatomy, Biomechanics and Motor Learning
- Basketball fundamentals and style of play
- With Badminton
- With Basketball

Unit 2 (20 weeks)

- Winning Edge – Sports Psychology
- Offensive and defensive transitions
- Basketball analytics
- Basketball officiating
- With Basketball

Preferred Pre-Requisites

Satisfactory results in Year 8 Health and Physical Education and/or English

Selection Process

- Entry is by application and trial
- Students are assessed on basketball ability and alignment with the Player Code of Conduct

**Entry Requirements**

- Students applying for Physical Education – High Performance Basketball must demonstrate sporting ability or potential, and must satisfy high standards in behaviour, attendance and academic participation.
- Applicants must complete and submit the [Physical Education - High Performance Basketball application form](#) by 3pm Friday 31st July. If shortlisted, students will be invited to attend a try-out session.

Learning Experiences

Students will:

- Engage in specialist basketball training sessions during school hours
 - Study theoretical content from the Physical Education syllabus
 - Participate in friendly matches and competitive fixtures (e.g. CBSQ)
 - Undertake officiating training to gain Basketball Queensland accreditation
 - Develop leadership and teamwork through integrated classroom and practical learning
-

Assessment

Assessment in the Physical Education - High Performance Basketball mirrors the structure and standards of the QCAA Senior Physical Education syllabus to prepare students for Years 11 and 12. Students will engage in a combination of physical performance tasks and theoretical investigations. These include the application of physical strategies in game-play contexts, supported by data collection and movement analysis using biomechanical principles. Theoretical components will require students to analyse performance, evaluate training and tactical decisions, and make justified recommendations for improvement using evidence-based frameworks.

Assessment tasks will include a mix of written and multimodal responses, with an emphasis on integrating knowledge from sport psychology, exercise physiology, and ethics in sport. This approach ensures students are equipped with the analytical and communication skills required for success in senior Physical Education.

Future Options

Successful completion of Physical Education – High Performance Basketball in Year 9 and 10 leads to Senior Physical Education (ATAR), Certificate III Fitness/Cert II Sport and Recreation, Applied Sport and Recreation.

Beyond schooling, the intent of this course is to expose students to the wide range of careers connected to sport. This includes opportunities in playing, coaching, and officiating, as well as roles in sports administration, allied health, sport science, physiotherapy, and education. Through a combination of high-performance training, theoretical learning, and authentic sport experiences, students will gain valuable insights into the demands and possibilities of careers in and around the sporting industry.

Cost

There is a fee to participate in the High Performance Basketball Program. Please refer to the Basketball Aspire fees for further details.

Overview

What is Spanish?

Spanish is one of the world's most widely spoken languages, with more than 500 million native speakers and over 595 million speakers globally. It is the official language of 21 countries across Europe and the Americas and plays an important role in international communication, business, tourism and culture. Learning Spanish provides access to diverse cultures, histories and perspectives while developing skills that are increasingly valuable in a connected world.

Why Study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors. Learning Spanish offers access to a vast and diverse cultural heritage.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

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 meaning in Spanish* and *Understanding language and culture*. 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 9 Spanish:

- El Mundo Hispanohablante
 - El Medioambiente
 - Travel
 - Tourism
-

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, collaboration and creative problem-solving skills.

Assessment

Assessment is guided by the two interrelated strands of *Communicating meaning in Spanish* and *Understanding language and culture*, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options

In Year 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.

Learning Spanish can open up exciting pathways for the future. It's a skill that's useful in many careers around the world—like working in media, education, travel, international business, or even helping people through translation and diplomacy. Being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.



INDOOROPILLY
STATE HIGH SCHOOL

YEARS 7 - 9

**PROGRAMS OF
EXCELLENCE**

Overview

The Chinese Acceleration Program is designed for students who wish to extend their proficiency in Modern Standard Chinese (Mandarin) beyond the standard curriculum. Through an enriched language program and an integrated Mathematics component, students engage with Mandarin in meaningful and authentic contexts, accelerating their language development and intercultural understanding. This program strengthens communication skills, builds confidence, and supports deeper language acquisition.

Why study Chinese Acceleration?

The Chinese Acceleration Program provides motivated students with an opportunity to challenge themselves academically while developing proficiency in one of the world's most important languages. Students build strong communication, literacy and problem-solving skills while gaining insight into Chinese culture, history and contemporary society. The program fosters intercultural understanding, global awareness and language skills to prepare students for future study, travel and career opportunities.

Course Outline

Students develop their Mandarin proficiency through dedicated language study and an integrated Mathematics component that embeds Chinese vocabulary and functional language into classroom learning.

Year 7

- *Meeting New Friends* – developing foundational communication skills in everyday interactions.
- *My Friends and Me* – exploring friendships and discussing personal identity and experiences.
- *My Daily Life* – reflecting on routines, interests and relationships in everyday life.
- *Hobbies and Wellbeing* – investigating hobbies, healthy lifestyles and daily experiences across cultures.

Year 8

- *Our Families and Lives* – exploring family, hobbies and leisure time.
- *Weather and Daily Life* – discussing weather, seasons and sickness.
- *School Life* – comparing school experiences, routines and learning across cultures.
- *Food and Culture* – investigating meals, traditions and social experiences.

Year 9

- *Family and Health* – reflecting on identity, family relationships, and wellbeing.
- *School and Beyond* – considering education, language learning and future opportunities.
- *Healthy Living* – exploring healthy lifestyles and food choices.
- *Moments to Celebrate* – investigating celebrations and traditions, such as birthdays.

Learning Experiences

Students participate in a variety of engaging learning experiences that develop language proficiency, intercultural understanding and higher-order thinking skills. Learning activities include conversations, collaborative tasks, presentations, investigations, problem-solving activities and the use of digital technologies. Through authentic language use and real-world applications, students develop confidence in speaking, listening, reading and writing Mandarin while strengthening their understanding of Chinese culture.

Preferred Pre-requisites

Entry into the program is by application and interview. Selection is based on a student's demonstrated commitment to learning, academic readiness and enthusiasm for languages. Students seeking entry in Years 8 or 9 should have previous experience studying Chinese or have completed the Chinese Acceleration Program in the preceding year. Entry is subject to available places and consultation with the Head of Department, Languages and Global Citizenship. Note: This is a language acquisition program, and does not assume any prior knowledge of or experience learning Chinese.

Assessment

Assessment is aligned with the Australian Curriculum strands of *Communicating Meaning in Chinese* and *Understanding Language and Culture*. Students demonstrate their learning through a range of assessment tasks that may include listening, reading, writing and speaking components. Assessment is designed to support the development of confidence, fluency, accuracy and cultural understanding while providing opportunities for students to apply their learning in meaningful contexts.

Future Options

Chinese Acceleration provides a strong foundation for continued language study in Years 10–12. Students may have opportunities to accelerate into Senior Chinese studies in Year 10 and continue their learning through the QCAA Senior Chinese syllabus or the International Baccalaureate Diploma Programme. Chinese language proficiency supports future pathways in fields such as business, commerce, law, science, health, education, tourism, diplomacy and international relations. More broadly, the program develops the communication skills, cultural understanding and global perspective needed to thrive in an increasingly interconnected world.

Overview

Maths & Engineering is a specialist study program, the goal of which is to enhance the experience for those students who have a 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 will have the option to study a university subject, select an additional Senior subject or take a study line.

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. 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.

Course Outline

The accelerated maths program is a three year program (Years 7 – 9) – completing Years 7-10 Australian Curriculum Mathematics. In Year 10, students will join a Year 11 Mathematical Methods class, completing the Senior QCAA Mathematical Methods course in Years 10 and 11. The six content strands of the 7-10 Australian Curriculum Mathematics are: Number; Algebra; Measurement; Space; Statistics and Probability. In Year 7 each topic opens with Year 7 basics, followed by the Year 8 content. In Year 8, students will study the Year 9 curriculum and in Year 9 they will study the Year 10 curriculum. 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.

Learning Experience

Students will study the same junior curriculum as mainstream mathematics but at an accelerated rate, with exposure to advanced mathematical concepts that go beyond the curriculum. They will be motivated and challenged, working within a class of like-minded students, curious and driven, with an enthusiasm for learning. In an environment that promotes collaboration and active participation, students develop strong problem solving and critical thinking skills. Some excursions or incursions may also be incorporated into the program.

Preferred Pre-requisites

Interested students are required to sit the Higher Ability Selection Test (HAST). The purpose of the HAST is to ensure that students are able to cope with the demands of the program.

Assessment

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

Future Options

Students have the opportunity to participate in Engineering in Years 10, 11 and 12. They will have an excellent grounding for Specialist Mathematics in Senior study and may choose to begin 11 Specialist Maths as a Year 10 LEAP student. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

Additional Opportunities for Maths & Engineering Extension

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities including:

- ☐ Mathematics & Informatics Club
 - ☐ STEM Club
 - ☐ Aspire Robotics Program
 - ☐ LEAP Methods and Specialist Maths
 - ☐ Australian Maths Trust (AMT) – Competitions and Enrichment Activities
 - ☐ Queensland Association of Maths Teachers (QAMT) Problem-Solving Competition
-

Overview

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior Study in 5 years not 6. The course is offered to students through application and audition for entry into Year 7. Students will complete the Year 10 music course in Year 9 before starting Senior Music studies. This course will allow students to extend their knowledge of music, develop their skills in composing and performing and enhance communication, collaboration and other vital 21st century skills.

Why study Music Acceleration?

Music is an integral part of everyday life serving vital social, cultural, political and educational roles. The study of music contributes to the holistic development of the individual and is scientifically proven to enhance academic outcomes in all subjects as well as bringing greater resilience and cognitive focus. The study of music provides a gateway to a lifetime of meaningful engagement in the Arts, enriching both their personal lives and their communities.

Course Outline

This course will allow students to develop a knowledge of the musical elements and music theory as well as developing practical skills in composition and on their chosen instrument. Students develop their understanding and skills through the following units:

Year 7

- *The Blues* – Learn to improvise and create and notate a Blues composition
- *Like A Version* – Analyse cover versions of songs and then create and perform a cover of your own
- *Musicals on Stage and Screen* – Explore how songs support story in musical theatre then develop a class show.

Year 8

- *Music Behind the Scenes* – Explore how music supports storytelling. Perform screen music and create your own film score.
- *Basslines of Music History* – Compose using some of the greatest basslines of all time.
- *Music's Classic Hits* – Define what a 'classic' is. Explore and perform some of the world's greatest 'classic' music.

Year 9

- *Universal Building Blocks* – Explore the musical elements found in all music and develop a performance.
- *Beyond Borders* – Explore the music of the world. Compose using techniques that define various global styles.
- *Sounds Australian* - Explore many styles of Australian music. Tell your own Australia story through composition.
- *Music in Community: Creating a Concert* – work with your class to plan and put on a celebration concert.

Learning Experiences

Students will participate in both theoretical and practical learning experiences. The course includes listening and analysis of music from many times and places and representing many genres. Exploring this music will allow students to gain an understanding of how music is written and how cultural, personal and social circumstances impact on the artform. Students will perform music individually and in small groups as well as composing their own new music. The course also explores technology for both performance and composition. This includes using notation and recording software and utilising and developing live sound setups.

Pre-requisites

Interested students are required to provide an audition video and attend an interview with a member of the music department before beginning Year 7. More information is available on the school website about the application process. During this process the student's school report, commitment to music and skill level will be considered in determining if an offer for this course will be made. Students joining from another school, interstate or overseas may qualify for entry to the program at a different point at the discretion of the Head of Department.

Assessment

Students will be assessed in the following areas:

- Explore and Respond – Musical analysis of works in various styles considering both purpose and context
- Create and Make – composing and arranging music in various styles and present work using notation or DAW software
- Present and Perform – performing music in small groups and/or individually for an audience

Future options

The study of music supports students in careers in areas such as performance, audio production, music education and music therapy. However, the skills gained are equally important for those who pursue other fields, enriching their lives, providing life-long creative pathways and building cognitive and social skills.

Overview

The Spanish Immersion Program is a specialised Junior Secondary Program of Excellence designed for students seeking a challenging and rewarding language-learning experience. Students study a range of curriculum areas entirely in Spanish, creating an environment that closely mirrors learning and living in a Spanish-speaking country.

Across Years 7–9, students study Spanish alongside subjects including Mathematics, Science, Humanities, Health and Physical Education, and Design and Technologies (Year 7). All lessons, classwork, homework and assessment are completed in Spanish. Through sustained exposure to the language, students develop advanced levels of proficiency in listening, speaking, reading and writing while engaging with the same Australian Curriculum content as their peers.

Why study Spanish Immersion?

Learning a language takes time, and the immersion approach maximises opportunities for authentic language use throughout the school day. Students develop high levels of communication skills, intercultural understanding and confidence while engaging in a rigorous academic program. As they progress through the program, students gain valuable cognitive, literacy and problem-solving skills, develop a global perspective, and build meaningful connections with the cultures of the Spanish-speaking world.

Course Outline

Students develop their Spanish proficiency through both dedicated language study and curriculum learning delivered in Spanish.

Year 7

- *Programa Intensivo* – an intensive language foundation program that develops essential communication skills.
- *¡Vamos a Costa Rica!* – exploring the geography, culture and environment of Costa Rica.
- *Lenguaje e historias* – developing communication through stories, language and culture.
- *La tecnología de los alimentos* – investigating food technologies and design processes.

Year 8

- *Te presenta a...* – exploring identity and experiences through biographies and storytelling.
- *Cuéntame cómo te ha ido* – reflecting on daily life, experiences and change over time.
- *Consejos y deseos* – developing skills related to giving advice, expressing opinions and wishes.
- *¿Qué vas a hacer?* – considering future plans and aspirations, while making predictions about the future.

Year 9

- *Un mundo de historias* – exploring stories from diverse cultures and perspectives.
- *Aventura: desafíos y recompensas* – examining challenge, resilience and personal growth.
- *Historias de liderazgo: todos somos líderes* – investigating leadership and social influence.
- *Inicios y finales: reflexionando sobre pasado, presente y futuro* – reflecting on identity, change and future aspirations.

Learning Experiences

Students engage in a rich range of learning experiences across multiple curriculum areas taught in Spanish. Teachers use strategies such as visual supports, contextual learning, gestures, cognates, scaffolded texts and authentic resources to support language acquisition while maintaining academic rigour. Students participate in discussions, presentations, investigations, collaborative projects and practical learning experiences that develop both subject knowledge and language proficiency. As students progress through the program, they increasingly use Spanish as a natural tool for learning, communication and problem-solving.

Preferred Pre-requisites

Entry into the program is by application and interview. Selection is based on a student's demonstrated commitment to learning, academic readiness and enthusiasm for languages. Students seeking entry in Years 8 or 9 may be considered subject to available places, prior learning experiences and an interview with the Head of Department, Languages and Global Citizenship.

Assessment

Assessment is completed in Spanish and reflects both curriculum learning and language development. Students demonstrate their learning through a range of assessment tasks, including speaking, listening, reading and writing, as well as subject-specific projects, investigations and examinations. Assessment focuses on both communication skills and understanding of language and culture.

Future Options

Spanish Immersion provides a strong foundation for continued language study in Years 10–12. Students have the opportunity to accelerate into Senior Spanish studies, pursue QCAA Senior Spanish or continue their language learning through the International Baccalaureate Diploma Programme. Advanced proficiency in Spanish opens pathways to careers in international business, diplomacy, education, tourism, translation, media, research and global communications. More broadly, the program develops the communication, cultural understanding and adaptability that are highly valued in an increasingly interconnected world.

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.

AEROSPACE & AVIATION

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

ENGLISH

- Indro Aspire Debating: teams from all year levels compete in the interschool Queensland Debating Union (QDU) Brisbane secondary schools' competition
- Indro Student News Team: student newsletters, content and annual yearbook contributions
- Indooroopilly Writers' Society: meets weekly to engage in creative writing
- Brisbane Writers Festival excursion
- Bronwyn Lucas Literary Award for short story writing
- Guest author visits and workshops
- Public speaking, poetry and prose competitions throughout the year

INSTRUMENTAL MUSIC

- Instrumental Music Program: a key feature of the school, with five large ensembles and lessons in brass, woodwind, strings and percussion instruments. Weekly small-group tuition, ensemble rehearsal and performances form part of the program.

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

- Biannual Chinese and Senior Spanish study tours
- Annual Spanish Immersion study tours
- Lion Dance Troupe
- Chinese Culture Club
- World Languages Lounge lunchtime meetups
- University of Queensland Chinese Writing Competition
- Chinese Language Teachers' Association of Queensland Speaking Competition
- Modern Languages Teachers' Association of Queensland / Griffith University Languages Speech Contest
- Visit to the Spanish Film Festival at Palace Cinemas
- Visit to The University of Queensland for the Go Borderless Language Experience Day
- Youth for Change Events and Youth Forum
- Australian Computational Linguistics Olympiad (OzCLO)
- Education Perfect Global Language Challenges
- Chinese Spring Festival / Lantern Festival celebrations
- Hispanic Day of the Dead celebrations

MATHEMATICS

- Australian Maths Trust (AMT) competitions and enrichment activities
- Queensland Association of Maths Teachers (QAMT) Problem-Solving Competition
- Maths in Industry: presentations by professional mathematicians solving real problems
- Mathematics & Informatics Club
- Aspire Robotics Program

MULTICULTURAL CELEBRATION

- United Nations Day: one of Indooroopilly State High School's signature annual celebrations. This vibrant event brings our diverse community together to honour and showcase the many cultures that enrich our school. Students can share their heritage by performing, wearing traditional dress, carrying national flags, enjoying a wide variety of international and Australian foods, and taking part in interactive cultural workshops.

SCIENCE

- STEM enrichment project at the University of Queensland (Year 9)
- SPARQ-ed: for gifted Year 11 and 12 students to work with research scientists at the Princess Alexandra Hospital
- Peter Doherty Lecture Series at ISHS – open to all students and staff
- STEM@Lunch – Powered by Parent Scientists: lunchtime series presented by Indo parent scientists
- UQ Young Scientists Presentations: lunchtime presentations by current UQ PhD students
- Biology field studies at UQ St Lucia (Experience Ecology and Experience Genetics)

- STEM Club – open to all students
- RACI Titration Competition – open to senior chemistry students (University of Queensland and Queensland University of Technology)
- RACI National Chemistry Quiz
- ICAS Australian Science Competition
- Big Science Competition
- UQ Science Ambassadors
- University of Queensland Chemistry – first-year study for gifted Year 12 students
- The Science Experience: three to four days of hands-on science at a host university, for Year 9 and 10 students
- National Youth Science Forum (NYSF): a residential STEM program for senior students, held at ANU and the University of Queensland
- E-biol Competition: online Biology Olympiad, open to senior students
- QIMR Berghofer laboratory science visits (Year 12)
- 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

HUMANITIES AND SOCIAL SCIENCES

- Bond University Mooting Competition
- Bond University Legal Studies Competition
- USQ Legal Studies Conference
- Accounting and Legal Studies Pathways Program
- 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
- Australian Economics Olympiad (AEO)
- Greindro (student environmental and sustainability group)
- Australian History Competition
- Social Sciences International Study Tour (biannual)
- ASX Sharemarket Game
- Queensland University of Technology / Business Educators' Association Queensland Accounting Forum
- Business Educators' Association Queensland Accounting Competition
- Queensland University of Technology Schools in Accounting program

- BUY SMART Competition with the Office of Fair Trading

- Financial Literacy Competition

All competitions pertaining to Social Sciences are advertised, and students are encouraged to participate.

SPORTING COMPETITIONS AND ACTIVITIES

- Bert McAlpine Intraschool Tennis Tournament

- Teacher versus Student matches in various sports

- One-a-term 'Spirit Week' sporting and cultural activities

- Indooroopilly Aspire programs – Football, Basketball, Volleyball, Netball

- 3 x Junior and 2 x Senior Gala Day competitions

- School Swimming, Athletics and Cross Country carnivals

- Champion Basketball School Queensland competition

- UHL Sport, ISSA Cup, Bill Turner Cup and Bill Turner Shield football competitions

- Schools Cup Volleyball

- Flaming Chalice and Senior Volleyball League tournaments

- Vicki Wilson Cup and Netball Super 7s tournament

- Sporting Clubs – Badminton, Basketball, Volleyball, Ultimate Disc, Gym

- Schools Futsal League

- Access to the Representative School Sport pathway through Northern Eagles and Met West

THE ARTS

- Creative Generation Awards for Excellence in Visual Art

- Write About Art competition and Brisbane Writers' Festival workshops

- Creative Generation State Schools OnStage

- Creative Generation SHEP & AHEP (Instrumental Music)

- Fanfare (Instrumental Music)

- Brisbane International Film Festival

- Brisbane Bands music competition

- MusicFest (Instrumental Music)

- School Musical (biannual)

- Arts Critics' Tour – interstate or international (biannual)

- Drama and Dance performance excursions each term

- Regional Showcase Awards

- Music Extension Performance Nights each semester

- Indro Arts Festival: 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 II Visual Art and Certificate III Screen and Media, and inclusive of IB Visual Art and Music

- Junior Arts Journey: presentation of work from Junior Arts students as part of the Flex program
- Open Day performances by Music, Media, Drama, Dance and Visual Art students
- UN Day Battle of the Bands

IN ADDITION, WE OFFER THE FOLLOWING GENERAL OPPORTUNITIES

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